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AI TRANSFORMING OUR TEACHING VIEW: DOES IT HELP OR BURDEN

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ABSTRACT

Look back, forward, left, and right, and you can see the ubiquitous impact of Artificial Intelligence (AI) on human intellectual discipline. Undoubtedly, its impact on the education system has significantly changed pedagogical approaches, seemingly easing instructors' workload by aligning teaching methodologies directly with the topic at hand within seconds. The same picture can be seen among university students who are confident in using AI services for convenience in dealing with tasks, receiving ready answers from computational intelligence. All instructors today have already encountered almost 100% AI in students' work across all types of assessments, which is clearly different from genuine work. This issue is becoming more critical as students are abruptly ignoring teachers' instructions due to a continuous addiction to their pocket devices and a complete reliance on digital data services. Our paper is going to discuss three main questions, which are under the big concern: How does AI assist the teacher? How does AI assist student learning? How can language learners make good use of AI in current pedagogy?

Keywords

Artificial Intelligence, academic dependency on AI, ESP lessons, reinforcing teacher instruction, SIOP (Sheltered Instruction Observation Protocol)

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Introduction

For the last five years, artificial intelligence has become, let's say, one of the rivals of an educator. Practical classes show plagiarism, copy-paste of ready-made AI-written work, and identical task completion. Students in higher education are not studying theory to put it into practice with the knowledge they have gained; rather, they have found a solution to their laziness and procrastination in AI jobs. Unfortunately, the results are troubling for the future, which will likely look the same for every potential scholar or scientific worker who uses AI and its databases, not to mention students who are learning to do academic work and to study specific subjects more deeply at the university level. Without doubt, we highly value the work of artificial intelligence, which is tremendous at collecting and analysing data, personalising education, and adapting to your work, and its availability 24/7. However, data from student interviews and surveys paint a different picture: students are at risk of becoming inactive and intellectually immature specialists if we continue to feel irresponsible toward students' AI-generated work and their easy adaptability to last-minute task responses, without even feeling doubt or sorrow. Not all students are to blame for accustoming themselves to AI-generated work; still, there is enough to think about how to direct them toward a meaningful combination of their own and AI work. We arrived at a solution by assigning AI-related tasks; it may sound hilarious, but AI-related work elicited mixed reactions from students, as discussed in the discussion section of our paper.

Literature review

According to Rusmiyanto, artificial intelligence serves as an advanced tool to enhance language learning, creating possibilities for personalised, interactive, and adaptive learning that take into account learners'

needs and preferences. The idea was also supported by Oke O.A. He outlines that AI-powered tools offer personalised learning experiences, tailor-made to individual student needs, adjusting to their pace and learning style, thereby fostering a more engaging and effective educational environment. When developing learner autonomy, the teacher plays a vital role in leading students towards an individual approach to grasp a topic. Understanding technology terms and terminology is important for increasing work productivity and streamlining daily tasks and accomplishment processes.

Regarding AI services for teachers, opinions differ; we would like to start with the positive support. Nagaveni and Ba, along with many authors, state that AI technologies reduce instructors' workload during non-instructional time by providing intelligent, humanlike tutoring systems. They also mention that grading and managing administrative tasks is becoming increasingly reliable and fast, which is less stressful and provides more support in their roles. Ablin and Mediodia found in their research that AI makes learning more enjoyable and reduces their workload, contributing to a more manageable work-life balance. J. Smanova's analysis showed that the integration of AI in educational systems reduces teachers' workload by 30%. Consequently, it increases job satisfaction and focuses more on teaching and student engagement. However, there is a dilemma: how can instructors feel satisfied when students overreact to AI applications, while there is a concern, as Ana Cabral argues, that teachers need sufficient AI-instructed training and are continually fearful of machine replacement. In addition, surveys indicate that AI addicted students have already adopted a feeling of dependency and plagiarism. According to Hui Wang and his colleagues, many instructors feel anxious and hesitant to use GenAI in their instruction because of the changing variables in AI's functioning. We agree with the researchers that the pace of AI development is increasing rapidly. University teachers are constantly seeking to develop their net skills to engage students who are already completely addicted to their smartphones. Not least, but most crucial, the decrease in critical thinking skills, the loss of confidence in solving problems in content learning, the lack of comprehension, and, worst of all, the loss of activities in autonomous learning.

Much research has been conducted to measure AI influence on language learning; for example, in the interviews conducted by Quang Dang and others, students were asked about the advantages of using Artificial Intelligence for English for Specific Purposes. The respondents highlighted AI's capacity to personalise content learning for every student. AI real-time feedback is another breakthrough that was especially appreciated by students. We agree that AI is a good assessor, but its automated, identical approach to providing feedback for every learner could fail to take into account students' various learning styles. One of the earliest chatbots based on rules and a ready-scripted dialogue system was investigated by Magiera and her colleagues. They developed AasaraBot on a no- code platform to teach content applying the CLIL approach. Despite high participant ratings (98%) and positive feedback that it is engaging and user-friendly, statistics did not prove its effectiveness in developing communicative skills. These findings justify that ready-made automated responses and generated texts fail to measure learning gains. Therefore, content delivery chat boxes need scaffolding and comprehensive analysis using analytical questions which raise students' interest and involvement in content-integrated language learning. Ying Dong and his colleagues conducted an investigation on how human -AI communication can be supported through the application of genre analysis and annotation in systematic chat and customisation. With the reflective, guiding, and scaffolding instruction phase, they found that a chatbot could increase its potential to facilitate students compared to automated prompts. It resulted in student engagement, depth of response and workflow reliability. AI tools were presented as advanced functions when scaffolded and teacher-supervised in partnership, rather than working autonomously. We would like to highlight this point because it is consistent with the SIOP (Sheltered Instruction Observation Protocol) model on structured, comprehensible input and guided practice. However, in internal testing, they distinguished no discipline-specific examples for practice or demonstration. Doctoral Students' practice chat box asked to practice on an example text generated by the chat box; there was no real content. In response, learners asked to make modifications in deeper analysis on specific disciplines. To extend this study, we propose AI-supported analytical questioning within a SIOP instructional design and empirically validate its effect on IT program freshman students in increasing professional English communication and integrating it with professional knowledge, which definitely decreases the adaptability to ready-made and copied answers.

Methodology

The investigation started in 2022 at the University of Management and Future Technologies, when most teachers had strong doubts about applying AI to their lesson planning and incorporating it into their lesson presentations, while students were already completing their tasks using AI platforms. We started interviewing students about how often they use AI in their work; in 2022, responses were less critical than they are in 2026. We have been conducting both qualitative and quantitative research on AI applications, their pros and cons, and their consequences during ESP classes at a private university. Over a four-year period, we have had almost 300 respondents, both from part-time and full-time IT science programs. The questionnaires were delivered in paper and via Google Forms; we also used the “Hemis” program to deliver tasks for formal assessment. In the 2024-2025 and 2025-2026 academic years, we engaged four other university students from the University of Business and Science, Tashkent International University of Financial Management and Technologies, Kokand State University and National University of Mirzo Ulugbek Jizzakh branch in our discussions and surveys. The initial challenges stemmed from students’ understanding of the questions, as they were presented entirely in English. To avoid miscomprehension, we translated all questions into Uzbek and Russian in subsequent surveys. Moreover, two other investigations were conducted on students’ choice of language learning-assisted applications.

Results

Our investigation has proved our foreseen results: by the year 2026, almost all students were using AI chat boxes and their products in language learning in ESP classes. On the one hand, we assume it is a positive attitude because our students are among those who are evolving with up-to-date technology services and are able to get support from human-like software. However, the interviews and results illustrate the opposite picture; unfortunately, we have found that the majority of students are already dependent, prone to plagiarism, and are losing the ability to solve task difficulties with patience and meaningfully. Instead, they are losing confidence and even motivation to learn languages because they are assured that an AI chatbot is the solution to their educational miscomprehension.

A table (Table № 1**)** showing an increase in AI use for content understanding and completing assignments worries more than before, due to a significant decrease in students’ ability to complete their tasks for both formative and summative assessments. Only a few students were able to explain their papers when they were asked to justify their answers.

In detail, the number of respondents increased annually, but from 2024 to 2026 the number increased with the extension of respondents from other universities. It is clear that the application of AI is growing significantly, reaching the highest point, with an exact zero in the last academic year for “I never use”. The steady upward trend is seen in AI as a learning coach. It rose from 18 students initially to 67 students by 2025-2026. However, the interaction for content comprehension did not show the same number of users as for understanding content; the variation is almost half between application and comprehension of specific content. Even though by 2025-2026 the negative indicators dropped to zero, it did not indicate meaningful student adaptation to AI, as seen in task support. They consistently rely on AI assistance for their tasks, culminating in the peak, but the answer sheets represented plagiarism, copy-paste, and humanised work in the majority of cases. Their constant addiction to AI is mostly in the form of ready-made material to represent in practical classes and independent learning assignments from AI-generated software. When it comes to instruction, ESP teachers illustrated fear that they cannot control fast digital tools to differentiate between genuine work and AI-generated and humanised task achievement. They are direct witnesses of students who are glued to their pocket screens.

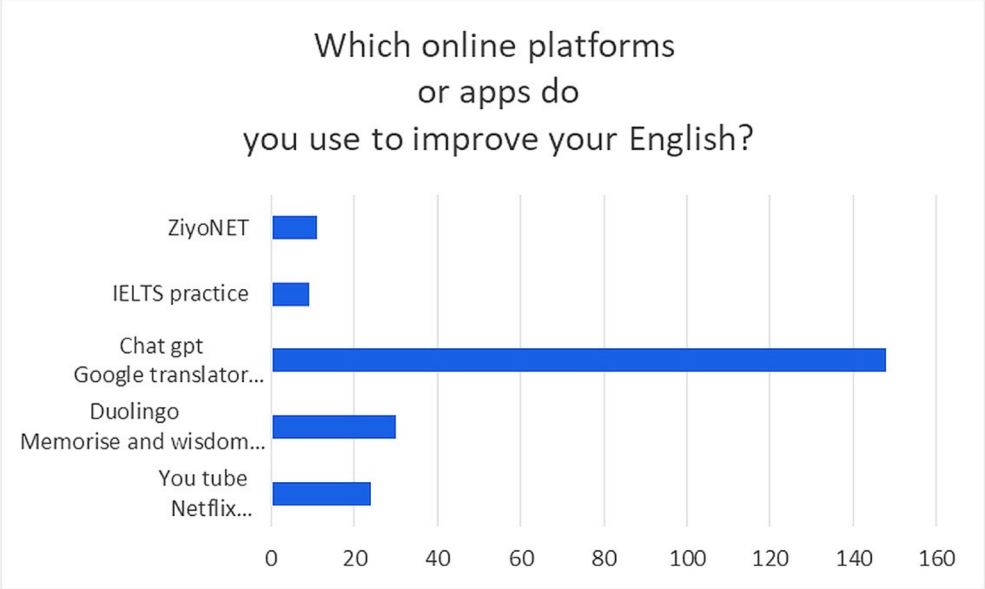
Table № 1 Student involvement in AI-chatbot application in education

Questions	2022-2023	2023-2024	2024-2025	2025-2026
Number of participants in total	65	92	175	115

Questions	2022-2023	2023-2024	2024-2025	2025-2026
How often do you use AI in language learning?	Always - 20 Often -12 Seldom - 25 Never -8	Always - 40 Often -18 Seldom - 30 Never - 4	Always - 121 Often - 40 Seldom - 9 Never - 5	Always - 87 Often- 28 Seldom -0 Never -0
Do you use AI as a coach to understand the content of a topic?	Yes - 18	Yes - 35	Yes - 59	Yes - 67
How well do you understand content when it is explained by an AI coach?	Well - 9 Fairly well -5 Partly -4	Well - 16 Fairly well -11 Partly -8	Well - 39 Fairly well -19 Partly - 1	Well - 50 Fairly well -9 Partly -8
Do you get help from AI when you are doing your ESP assignments?	Yes - 38	Yes- 67	Yes - 169	Yes - 108

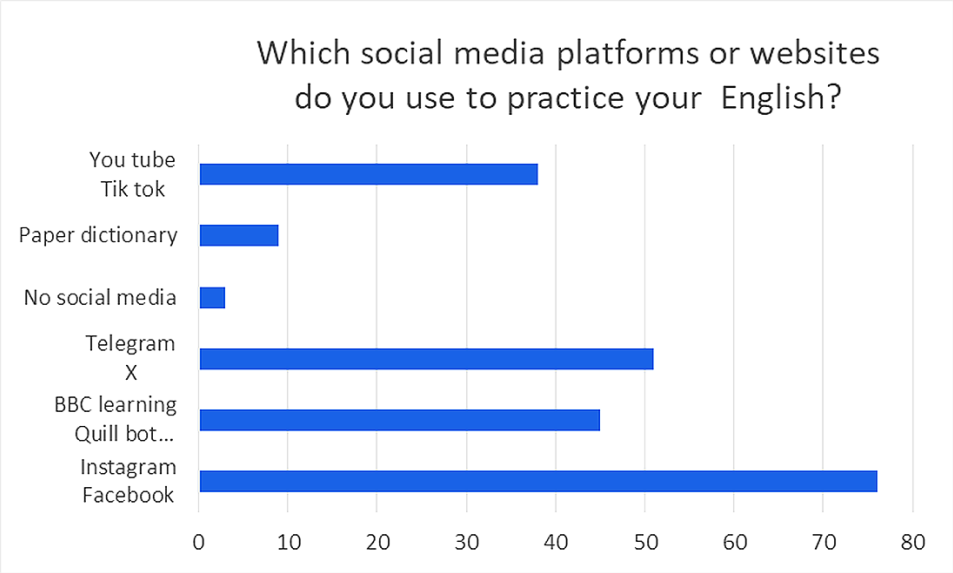
Unfortunately, their addiction is not permanently related to their educational purposes but to gaming, reels and messaging, which is evident during lessons and task achievements. We should say that this issue is becoming popular worldwide. For instance, Zamira Shabani's results provide a clear picture of useless screen time. Her investigation illustrates that all students reported using smartphones; 48.1% used their phones for 4–6 hours daily, consistent with global trends of increasing smartphone addiction. About 50.4% used smartphones primarily for social media, research, news, and entertainment. A strong emotional attachment was evident, with 84.6% experiencing anxiety or distress when without their phones. But it does not give the whole truth about language learning. Our investigation showed that more than half of the non-linguistic department students use online platforms or language learning applications to improve their speaking and listening skills. Learners were requested to reply to which social media platforms or websites they use to practice their English skills.

Entrance tests before conducting the experimental phase with students represented the following results.



Picture № 1: Platforms used by students in language improvement

According to the graph, the leading preferences for AI tools are ChatGPT and Google Translate, which were used by almost all students interviewed and tested (150). Interestingly, the number of choices for "memorise" and "wisdom" was approximately 4 times lower than the AI tool choice. It seems that students have found the solution to the AI prompt as soon as they felt difficulties in content understanding. An important point here is the students' ability to systematically seek prompts for what they are facing while learning. Students describe their excitement to find answers to the content assessments, though they are prone to lose evaluation and reflection of their learning.



Picture № 2: social media used by students in language practice

On the other hand, blaming a student for a pointless application during the lesson is not the case. As competitive educators, we should think about how to make good use of students' AI addiction. When it comes to choosing an AI tool, most learners in the survey and discussions chose ChatGPT as their personalised tutor. Only a few selected Cloud, Gemini or Perplexity, which were not popular among other students.

When they are unintentionally reaching for their smartphones, the teacher should step in at the same time to guide them towards meaningful use. There is a major concern that students are becoming over-reliant on AI, so the model we are suggesting should be approached with careful planning and timing.

Discussion and conclusion

The four-year trend documented in Table 1 answers our first two research questions directly. Regarding how AI assists the teacher, our findings offer a mixed answer: AI has undeniably reduced the burden of repetitive content delivery and given instructors a tool for differentiated support, yet it has simultaneously made academic integrity harder to police, echoing Hui Wang et al.'s (2024) observation that instructors feel anxious and under-equipped in the face of fast-evolving GenAI tools. Regarding how AI assists student learning, the picture is similarly double-edged: by 2025–2026, "always" use of AI in language learning had risen to 87 of 115 respondents (76%) with zero students reporting "seldom" or "never" use — yet only 50 of 115 (43%) reported understanding content "well" when it was AI-explained, and 108 of 115 (94%) relied on AI specifically for completing ESP assignments. This gap between near-universal AI use and comprehension that lags well behind it is, in our view, the central finding of this study: students are not simply using AI as a supplementary aid, but substituting it for the last-minute solution and ready-made work, however it can do a supportive job that produces genuine comprehension and retention.

This pattern is consistent with Mageira et al.'s finding that chatbot engagement and satisfaction do not reliably translate into measurable learning gains, and it lends empirical, longitudinal weight to that claim: our data suggest the gap between AI use and AI-supported understanding does not close on its own as students gain more experience with the technology — if anything, it widens as AI becomes more deeply embedded in students' routine academic behaviour. At the same time, our findings resonate with Dong et al.'s (2026) argument that chatbots produce better outcomes meaningfully when scaffolded through structured, staged questioning rather than left as an open, unsupervised resource. This is where we return to our third research question — how language learners can make good use of AI in current pedagogy — and to the proposal set out in our literature review: AI-supported analytical and thought-provoking, powerful questioning embedded within a SIOP instructional design. Powerful questions are thought-provoking, open-ended inquiries that encourage reflection, critical thinking, and engagement from the language learner. They go beyond simply recalling grammar or vocabulary and encourage language students to express ideas, analyse concepts, and apply their previously acquired knowledge. Powerful questions in language teaching stimulate discussion, promote active learning, and cultivate a deeper understanding of the language as well as the learning process.

Rather than treating students' reliance on AI as a disciplinary problem to be policed, we argue it should be redirected through structured tasks that require students to interrogate, justify, and extend AI-generated content, rather than reproduce it. In this vein, we are currently conducting an experiment, which was mentioned above, on constructing powerful questions that are thought-provoking, open-ended inquiries that lead to integrative learning in ESP classes using their vocational skills. Practically, this suggests a shift in ESP pedagogy for IT-track students: rather than banning AI tools

or accepting their unstructured use, instructors should design assignments around AI-supported analytical questioning — for example, requiring students to critique, verify, or extend an AI-generated response using their own disciplinary content, professional English writing conventions and genuine communicative purpose. This approach is consistent with the SIOP model's emphasis on structured, comprehensible input and guided, teacher-supervised practice, and directly targets the comprehension gap our data reveal, rather than the surface-level engagement gap that AI tools already satisfy on their own.

This study is not without limitations. The data are self-reported and drawn from a convenience sample across five institutions with uneven representation over time (from 65 respondents in 2022–2023 to 115 in 2025–2026), which limits direct year-on-year comparability. The early waves of data collection were also affected by English-language comprehension barriers, which we addressed by translating later instruments into Uzbek and Russian, but this shift in instrument language may itself have affected response patterns across cohorts. Finally, our findings on comprehension and reliance are based on self-assessment rather than independent measures of learning outcomes, such as test performance or task accuracy. Building on the findings presented here, we are currently conducting an experimental study that implements the AI-supported analytical questioning model within a SIOP instructional design among IT-track ESP students, measuring its effect on professional English communication through controlled, independent outcome measures. The results of this ongoing experiment will be reported in a forthcoming paper.

Future research should empirically test the AI-supported analytical questioning model proposed here, measuring its effect on independent learning outcomes rather than self-reported comprehension, and should extend data collection to a larger, more evenly distributed sample across participating institutions. As AI tools become further embedded in higher education, the task facing ESP instructors is not to compete with AI, nor to prohibit it, but to redesign instruction so that AI becomes a scaffold for professional English competence rather than a substitute for it.

As competent instructors, our task is to shift the current situation toward the most beneficial approach, helping students turn their addiction into a means of developing their abilities, rather than expecting AI to provide complete answers. It is vital and must thing to enhance teachers' knowledge of Artificial intelligence in student application for ESP classes as the main aim is to lead them towards comprehensible content utilization in their future vocational projects.

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