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UDC: 811.411.21:37.02:004.8

AN AI-MEDIATION MODEL FOR THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN TEACHING ARABIC AS A FOREIGN LANGUAGE

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Abstract. The thesis considers the methodologically grounded use of generative artificial intelligence technologies in teaching Arabic as a foreign language. It sets out the content of the three-stage AI-mediation model proposed by the author and the procedure for applying it in practical classes.

Key words: Arabic language, generative artificial intelligence, AI mediation, prompt literacy, learner autonomy, i‘rab.

The expansion of economic, educational and cultural ties between Uzbekistan and the Arab states has increased the need for specialists who know Arabic. The language is currently taught at Tashkent State University of Oriental Studies, the International Islamic Academy of Uzbekistan and a number of higher education institutions of foreign languages. Teaching practice, however, has for several years faced a persistent problem: in a group of 15–20 students, over a two-hour class each student is left with an average of less than three minutes of oral practice, while the teacher cannot manage a detailed, commented analysis of every written assignment. The result is a shortage of individualised input and personalised feedback.

Generative artificial intelligence (AI) technologies open up considerable scope for offsetting this shortage. Alongside general-purpose models such as ChatGPT, Gemini and Claude, the Arabic-specialised language models Jais and Fanar have also come into use. The strategy approved by Resolution No. PQ-358 of the President of the Republic of Uzbekistan of 14 October 2024 identifies the introduction of such solutions into the education system as a priority task [1].

The study by L. Kohnke, B. Moorhouse and D. Zou summarises the principal advantages of chatbots in language education as the generation of unlimited input, the provision of personalised feedback and the performance of the role of an interlocutor [2, p. 540]. Work conducted on Arabic-language material, for its part, stresses that the use of the model must in every case take place within a clearly defined pedagogical framework [3].

Our observations show that students at present turn to chatbots largely unsystematically, with the aim of “getting a ready answer”. This gives rise to two serious risks. The first concerns the reliability of the language models: analysis of the 240 model responses collected during the experiment showed that in 31 per cent of cases at least one vocalisation or i‘rab error was present; moreover, even when not asked to do so, the model mixes lexical items characteristic of the Egyptian or Levantine dialects into a fusha text. The second is that the student comes to rely on the technology instead of thinking independently. The issue, then, is not the availability of the technology but the way it is embedded in the learning process.

We therefore propose a model of “teacher-mediated three-stage AI mediation”. At the first stage, proceeding from the aim of the lesson, the teacher designs a model prompt that explicitly specifies the language level, the length of the text, the topic, the register and the constraints. For example:

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"Compose a 120-word fusha text on the topic 'At the market' for an A2-level student and add the vocalisation marks." At the second stage the student works independently with the model — obtains a text, asks questions, holds a dialogue, has his or her own essay analysed. At the third stage the material obtained is checked in class in the presence of the teacher, and the student is required to find at least one error made by the model and to justify it by reference to a grammatical rule.

It is precisely the third stage that constitutes the core of the model. It prevents blind reliance on the technology, forms the skill of searching for errors, and returns control over the material being studied to the student. When the verification stage is removed, students display a tendency to accept any answer given by the model as the truth.

Five types of prompt were systematised within the model: input (generating an adapted text), drill (consolidating morphological skills), dialogic (extending oral practice), corrective (commented analysis of errors) and reflective (self-assessment and planning). At the beginning of the semester students are given a separate instructional session on composing prompts, since the instructional value of the material obtained increases appreciably when the language level and register are specified precisely in the query.

The model was piloted in the first semester of the 2025/2026 academic year with the participation of second-year students. The initial results showed considerably higher gains in learner autonomy, oral fluency and lexical range in the experimental group than in the control group. In the interviews, students particularly emphasised that they were not embarrassed to make mistakes in front of an artificial interlocutor and therefore attempted to speak more. The difference in grammatical accuracy, by contrast, proved comparatively small, which may be explained by the errors of i'rab and vocalisation noted above.

In conclusion, in the Arabic language classroom generative AI yields results not as an autonomous teacher but only as a practice tool under the teacher's supervision. On this basis we put forward the following recommendations: to include in the working programme of the practical Arabic course a module of at least four hours on "Digital tools and prompt literacy"; to redesign part of the independent-study assignments on the basis of the AI-mediation model; to document the results of students' work with the model in the form of a portfolio and to take it into account as one of the criteria of interim assessment; and to establish as a mandatory requirement that, when working on grammatical material, the model's answer be checked against a textbook or a dictionary.

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