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AI-INTEGRATED TESOL AND BLENDED LEARNING: A COMPARATIVE PERSPECTIVE ON KOREAN AND UZBEK LANGUAGE EDUCATION

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Abstract: This article examines the integration of artificial intelligence, TESOL, and blended learning in the context of Korean and Uzbek language education. The study analyzes how AI-supported digital platforms, adaptive learning systems, automated assessment, and blended learning models can improve English language teaching and intercultural communicative competence. Particular attention is paid to the comparative potential of the Korean educational experience and the needs of Uzbekistan’s developing digital education environment. The article argues that the Korean model of technology-enhanced TESOL may offer valuable methodological recommendations for Uzbek higher and professional education. At the same time, the study emphasizes that AI and blended learning should be adapted to local pedagogical, cultural, and institutional conditions. The findings suggest that a balanced integration of teacher guidance, digital tools, and intercultural content can enhance language learning outcomes and support educational modernization.

Keywords: TESOL, artificial intelligence, blended learning, Korean education, Uzbek education, intercultural communication, digital pedagogy, language teaching.

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Annotatsiya Mazkur maqolada sun’iy intellekt, TESOL va aralash ta’lim — blended learning — texnologiyalarining Koreya va O‘zbekiston til ta’limi kontekstidagi integratsiyasi tahlil qilinadi. Tadqiqotda AI asosidagi raqamli platformalar, adaptiv ta’lim tizimlari, avtomatlashtirilgan baholash va aralash ta’lim modellari ingliz tilini o‘qitish

hamda madaniyatlararo kommunikativ kompetensiyani rivojlantirishdagi ahamiyati yoritiladi. Maqolada Koreya ta'lim tajribasi O'zbekistonning raqamli ta'lim muhitini takomillashtirish uchun metodik tavsiyalar manbai sifatida ko'rib chiqiladi. Shu bilan birga, sun'iy intellekt va blended learning vositalarini mahalliy pedagogik, madaniy va institutsional sharoitga moslashtirish zarurligi asoslanadi. Natijalar o'qituvchi rahbarligi, raqamli vositalar va madaniyatlararo mazmun uyg'unligi til ta'limi samaradorligini oshirishini ko'rsatadi.

Kalit so'zlar: TESOL, sun'iy intellekt, blended learning, Koreya ta'limi, O'zbekiston ta'limi, madaniyatlararo muloqot, raqamli pedagogika, til o'qitish.

Introduction. The rapid development of digital technologies has significantly transformed the methodology of language education in the twenty-first century. In particular, artificial intelligence and blended learning have become important pedagogical tools in teaching English to speakers of other languages. TESOL is no longer limited to traditional classroom instruction; it increasingly involves digital platforms, online interaction, automated feedback, virtual communication, and intercultural learning environments.

In South Korea, the integration of educational technologies into language teaching has become an important part of higher education and international academic communication. Korean universities actively use digital learning management systems, online course platforms, AI-supported language tools, and blended learning models. These practices provide learners with flexible access to materials, continuous feedback, and opportunities for independent language practice.

In Uzbekistan, the modernization of higher and professional education has also increased the demand for digital pedagogy, foreign language competence, and blended learning. The development of English language education in Uzbekistan requires not only modern curricula, but also innovative teaching models that combine face-to-face instruction with digital learning resources. In this regard, the Korean experience in AI-supported TESOL and blended learning may be useful as a comparative and recommendatory model.

The relevance of this study is determined by the need to analyze how AI-integrated TESOL and blended learning can be adapted to Uzbek educational conditions. Since Khasanboy Tursunov's research interest is connected with blended learning, the article approaches AI-supported TESOL not only as a technological phenomenon, but also as a pedagogical model that can be applied in the Uzbek language education environment. The purpose of this article is to examine the comparative features of AI-integrated TESOL and blended learning in Korean and Uzbek educational contexts and to develop methodological recommendations for improving English language teaching in Uzbekistan.

Research Methodology. The study is based on descriptive, comparative, linguodidactic, and recommendatory methods. The descriptive method is used to explain the theoretical foundations of TESOL, artificial intelligence, and blended learning. The comparative method is applied to identify similarities and differences between Korean and Uzbek educational contexts. The linguodidactic method is used to analyze the pedagogical value of AI-supported language learning. The recommendatory method is applied to develop practical suggestions for Uzbek language education. The methodological basis of the study includes communicative language teaching, intercultural communicative competence theory, blended learning theory, digital pedagogy, and computer-assisted language learning. According to the communicative approach, language learning should be directed toward meaningful communication rather than the mechanical memorization of grammar rules [1]. Blended learning, in turn, allows teachers to combine classroom interaction with online learning resources, thereby increasing flexibility and learner autonomy [2].

The study focuses on three analytical directions. The first direction examines the role of AI in TESOL, especially in automated assessment, adaptive instruction, pronunciation training, and academic writing support. The second direction analyzes blended learning as a model that integrates traditional and digital learning environments. The third direction compares the Korean experience with the educational needs of Uzbekistan and provides recommendations for local adaptation.

TESOL is an important field of applied linguistics that focuses on teaching English to non-native speakers. In the global educational environment, TESOL is closely connected with academic mobility, international communication, digital literacy, and intercultural competence. Therefore, modern TESOL requires not only linguistic knowledge, but also the ability to communicate appropriately in different cultural and professional contexts.

Artificial intelligence has expanded the methodological possibilities of TESOL. AI-based systems can analyze learners' errors, recommend individual tasks, assess pronunciation, support writing, and simulate real communicative situations. Such technologies help learners practice English more independently and receive immediate feedback [3]. However, AI should not be understood as a replacement for the teacher. It should function as a pedagogical assistant that supports the teacher's methodological activity.

Blended learning is especially important in this process. It combines face-to-face teaching with online learning. In a blended TESOL model, classroom lessons may be used for discussion, explanation, cultural interpretation, and communicative practice, while online platforms may be used for grammar

exercises, vocabulary development, listening tasks, pronunciation practice, and automated assessment. This model increases the effectiveness of language learning because it allows students to continue learning beyond the classroom.

The Korean educational experience demonstrates the practical value of combining technology and language learning. In Korean higher education, digital platforms are widely used for course management, independent learning, teacher-student interaction, online assessment, and academic communication. This environment supports flexible learning and encourages students to take responsibility for their own progress.

In Uzbekistan, blended learning and AI-supported TESOL can be highly beneficial, especially in higher education, professional education, and foreign language training. However, the Uzbek context requires careful adaptation. Digital infrastructure, teacher training, students' technological readiness, local curriculum requirements, and cultural communication norms should be considered. Therefore, the direct transfer of the Korean model may not be sufficient; instead, it should be methodologically adapted. A comparative perspective shows that Korea has stronger experience in institutional digitalization, while Uzbekistan has growing demand for foreign language modernization and digital pedagogy. This creates a productive basis for academic cooperation. Korean TESOL experience can provide methodological models, while Uzbek education can adapt these models to its linguistic, cultural, and institutional needs.

Results and Discussion. The analysis shows that AI-integrated TESOL and blended learning have several important advantages for Uzbek language education. First, blended learning can increase learner autonomy. In traditional language classes, students often depend mainly on the teacher. However, online platforms and AI tools allow learners to practice independently, repeat difficult topics, and receive additional explanations outside the classroom. This is especially useful for Uzbek learners who may have limited exposure to authentic English-speaking environments. Second, AI tools can improve feedback quality. Automated writing evaluation, pronunciation analysis, and adaptive tests can help learners identify their mistakes quickly. This supports more effective language acquisition and allows teachers to focus on deeper communicative, cultural, and methodological issues.

Third, AI-supported TESOL can contribute to intercultural communicative competence. Language learning is not only the study of vocabulary and grammar; it also requires understanding cultural meanings, politeness strategies, social norms, and pragmatic differences [4]. AI-based dialogue systems and digital scenarios can model intercultural communication situations and help learners prepare for international academic and professional interaction. Fourth, the Korean experience may serve as a useful model for Uzbekistan, but only if adapted

carefully. Korean universities have accumulated experience in digital language learning, learning management systems, and blended instruction. Uzbekistan can benefit from this experience by developing teacher training programs, digital TESOL resources, and AI-supported language learning platforms. Fifth, the teacher's role becomes more important in a blended and AI-supported environment. The teacher is not simply a transmitter of knowledge, but a facilitator, mentor, cultural mediator, and evaluator of digital learning. The teacher must guide students in using AI responsibly, critically evaluating AI-generated content, and maintaining academic honesty.

From a recommendatory point of view, Uzbekistan's TESOL and foreign language programs may benefit from the following measures: developing blended learning modules for English language courses; training teachers in AI-supported pedagogy; creating localized digital materials; using AI for formative assessment; integrating intercultural content into language lessons; and establishing cooperation with Korean universities in TESOL and digital education.

Conclusion. The integration of artificial intelligence, TESOL, and blended learning represents an important direction in modern language education. A comparative analysis of Korean and Uzbek educational contexts shows that Korea's experience in digitalized TESOL can provide valuable methodological insights for Uzbekistan. At the same time, the Uzbek educational environment requires localized adaptation based on national curriculum goals, teacher readiness, student needs, and technological infrastructure.

The study demonstrates that AI-supported blended TESOL can individualize learning, provide immediate feedback, develop intercultural communicative competence, and strengthen academic English skills. However, AI should not replace teachers. Its effectiveness depends on pedagogical guidance, ethical use, and methodological integration.

In conclusion, the most effective model for Uzbekistan may be a balanced blended learning approach that combines face-to-face instruction, AI-supported digital tools, teacher supervision, and intercultural content. Such a model can contribute to the modernization of English language education, the development of digital competence, and the strengthening of international academic cooperation between Korea and Uzbekistan.

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