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VOLUME 1, ISSUE 3

INTEGRATING SCIENCE, THOUGHT, AND TECHNOLOGY: TOWARD AN ARTIFICIAL INTELLIGENT ENVIRONMENT

17/11/2025

www.unipublish.org

AI-Resistant Assessment Reform in Teaching Foreign Languages (TFL)

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Abstract

Artificial Intelligence (AI) continues to reshape education worldwide, offering interactive, personalized, and highly efficient learning opportunities. In Teaching Foreign Languages (TFL), tools such as chatbots, grammar checkers, and translation systems support learners by providing instant feedback and tailored instruction. However, alongside these benefits emerge serious concerns: reduced human interaction, compromised academic integrity, data privacy risks, and possible algorithmic bias.

This paper examines both the opportunities and challenges of AI integration in TFL, with a specific focus on Uzbekistan's educational context. Responding to rising cases of AI-generated assignments and the difficulty teachers face in evaluating authentic student output, the study proposes an **AI-resistant assessment model**. This model prioritizes human participation, authentic communication, and fair evaluation, while maintaining the efficiency principles outlined by Kolegova and Levina (2024).

Keywords: AI-resistance, assessment reform, TFL, academic integrity, efficiency

Introduction

Artificial intelligence has become one of the most influential technologies in modern education. In TFL classrooms, tools such as ChatGPT, Grammarly, and automated translators have fundamentally transformed how students complete tasks and how teachers assess learning. While these tools support accessibility and efficiency, they also threaten the authenticity of student work, as many learners increasingly rely on machine-generated responses (Dugošija, 2024).

In Uzbekistan, where English proficiency is a national priority, the growing use of AI has complicated assessment practices. Teachers often struggle to distinguish between genuine student work and AI-generated output, making evaluation less reliable. Simultaneously, educators seek methods that are both fair and time-efficient (Kolegova & Levina, 2024).

This paper introduces an **AI-resistant assessment reform** designed to balance technological benefits with authentic language use. The proposed model integrates human-centered assessment, collaborative learning, and controlled AI use to ensure academic integrity while preserving grading efficiency.

Literature Review

Kolegova and Levina (2024) emphasize the positive impact of AI in foreign language teaching, highlighting its ability to:

- automate routine tasks
- deliver immediate feedback
- personalize learning materials
- maintain learner motivation

Their research shows that AI tools improve overall efficiency, enabling teachers to focus on creativity, communication, and differentiated instruction.

Conversely, Dugošija (2024) warns that excessive reliance on AI undermines authentic language production. Students may neglect creativity, critical thinking, and cultural competence, while automated technologies may misinterpret context or nuance.

Within Uzbekistan, these perspectives reflect a dual reality:

- AI **supports** efficiency and individualized learning
- AI **endangers** authenticity and fair assessment

This tension underscores the necessity of an assessment approach that preserves human participation without abandoning technological benefits.

Methodology

This study applies a qualitative synthesis of recent literature on AI in TFL. The research process consisted of three stages:

1. **Comparative analysis** of the advantages (efficiency, personalization) and disadvantages (academic dishonesty, reduced creativity) discussed by Kolegova & Levina (2024) and Dugošija (2024).

2. **Contextualization** of these findings within Uzbekistan's TFL environment, where digital adoption is rising but assessment challenges persist.

3. **Development of a conceptual AI-resistant assessment model** that combines human-centered evaluation with efficiency-focused techniques.

This approach creates a theoretical foundation for adapting assessment practices to modern technological realities while safeguarding academic integrity.

AI-Resistant Assessment Framework

The proposed model integrates the strengths of AI-supported learning with protections for authentic student output.

1. Human-Centered Pre-Task Interaction

Group discussions and debates precede any written assignment.

- Students exchange opinions verbally.

- Ideas generated through discussion become the foundation of individual essays.

Since AI cannot reproduce personal experiences from human dialogue, this ensures originality.

2. Teacher-Controlled Assessment Criteria

Essays are evaluated using criteria that AI tools struggle to imitate:

- Creativity and originality
- Coherence and argument depth
- Cultural and contextual awareness
- Personal examples and reflections

These categories ensure that authentic thinking is valued over machine-generated fluency.

3. Restricted AI Use

AI is permitted only for preparatory steps (brainstorming, vocabulary review), not for producing final texts.

This controlled integration allows students to benefit from AI support while preventing overreliance on automated generation.

4. Benefits of the Framework

- **Strengthens academic integrity** by focusing on individual expression
- **Enhances critical thinking** through collaborative pre-writing activities
- **Improves engagement** with interactive lesson formats
- **Increases efficiency** via structured rubrics and limited AI assistance

The model resolves the tension outlined in research: AI boosts efficiency and motivation (Kolegova & Levina, 2024), but uncontrolled AI use threatens authenticity and fairness (Dugošija, 2024).

Conclusion

This paper proposes an AI-resistant assessment framework tailored to TFL classrooms in Uzbekistan. By combining collaborative discussions, individualized writing tasks,

teacher-controlled rubrics, and regulated AI use, the model ensures both fairness and efficiency in evaluation.

The framework protects academic integrity, encourages student creativity, and supports teachers in managing growing digital challenges. As AI continues to expand within education, carefully designed assessment reforms will be crucial for ensuring that students develop genuine language proficiency rather than relying solely on automated tools.

Future studies should test the model in real classrooms to measure its impact on student autonomy, creativity, and long-term language development.

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