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THE TEACHER–AI–STUDENT MODEL IN ESP AND AFL CLASSROOMS: A COMPARATIVE STUDY OF READING COMPREHENSION AT YEREVAN STATE UNIVERSITY

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This study investigates the pedagogical implications of supervised artificial intelligence use on reading comprehension development within English for Specific Purposes and Arabic as a Foreign Language courses at Yerevan State University. Drawing on structural-typological distinctions between the two language systems, the paper addresses whether digitally mediated support enhances textual understanding without compromising learners' autonomous processing capacities.

A mixed-methods comparative design was employed, using an adapted UNESCO text on the Silk Roads as the primary instrument. The study involved two groups of 20 students each, with asymmetric proficiency levels, and analysed data through a quantitative comparison of comprehension task accuracy before and after AI use, alongside thematic coding of qualitative student reflections.

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Participants completed a staged sequence of tasks encompassing individual reading, comprehension assessment, difficulty reflection, AI-assisted review, and evaluative feedback. Findings indicate that while both cohorts engaged productively with digital tools, their patterns of use diverged considerably. ESP learners drew upon AI assistance chiefly for semantic clarification and conceptual interpretation, whereas AFL learners relied upon it predominantly for morphological analysis, diacritical vocalisation (tashkīl), and the resolution of script-induced structural ambiguities.

The study argues that AI functions most effectively as a didactic instrument when sustained teacher guidance remains central to the learning process. The proposed Teacher-AI-Student model offers a methodologically grounded framework for language instruction in higher education, one that cultivates critical engagement with texts while guarding against uncritical dependence on automated tools.

Keywords: *AI, reading comprehension, ESP, AFL, text comprehension, digital tools in education, Teacher–AI–Student Triangle*

Introduction

Reading comprehension is one of the pillars of educational success. It fosters the development of higher-order thinking and develops the skills necessary for lifelong learning, further contributing to academic and professional achievements. Students majoring in the fields of International relations and Arabic studies regularly work with political, historical, literary, and academic texts that require not only literal comprehension, but also analysis, interpretation, and identifying relationships between ideas.

English and Arabic, being among the six official languages of the United Nations, are widely used in diplomacy, international communication, trade, and academic research and play an important role in today's global communication. Another reason English and Arabic were chosen for this study is that they belong to different language families, and thus, revealing the differences and challenges students encounter in reading comprehension may further serve as a foundation for a large-scale study. It

should be noted that English belongs to the Indo-European language family and uses a Latin-based script, while Arabic belongs to the Semitic branch of the Afro-Asiatic language family, with a consonantal writing system. These differences directly affect the reading process, determining different strategies for perception and processing. For students at YSU, particularly those studying International Relations, Public Administration, and Arabic Studies, strong reading skills in English and Arabic are not only useful for academic work but are also important for future careers.

Reading constitutes one of the main channels of acquiring knowledge. It contributes to the assimilation of terminology, understanding of professional concepts and recognition of different forms of academic speech. At the same time, the development of digital technologies has changed students' reading strategies. At YSU, as in many universities around the world, the use of AI tools is increasing, as a result of which reading is no longer a fully independent activity and is often accompanied by digital support: summarizing texts, explaining vocabulary, translating or clarifying content.

The increasing use of AI has also made it easier to see the different challenges that students face when reading in English and Arabic. In ESP courses, students often face problems understanding academic vocabulary, idiomatic expressions, implied meanings, and formal styles of argumentation. Even when they understand the general topic, they may miss small differences in tone or intention. In the case of Arabic, the difficulties are exacerbated by the structural features of the language: the root-pattern system, the multi-layeredness of word formation, sentence structure, as well as the absence of vowel marks, which require developed linguistic intuition. In addition, the right-to-left writing and phonetic features create additional complications. Thus, reading Arabic involves both general and language-specific challenges.

In this context, this study argues that they should be included in the learning process in a structured and supervised way. In case of uncontrolled use, students may become dependent on simplified explanations and not develop deep reading skills. Therefore, this study proposes a “Teacher-

Artificial Intelligence-Student" model, within which the teacher guides the effective and critical use of technology. In this approach, artificial intelligence does not replace reading, but acts as an auxiliary tool, contributing to the development of independent thinking, analytical skills and deep reading.

Objectives

The main aim of this study is to examine how supervised use of AI influences on reading comprehension in ESP and AFL. More specifically, the study looks at whether large language models can help students understand texts more accurately, improve vocabulary learning, and develop reading skills without reducing active engagement with the text.

The study also explores whether AI can be used as a support tool rather than simply as a shortcut for quick answers. The goal is not only to see whether students complete tasks faster, but also whether they use AI in a way that strengthens comprehension, encourages independent and critical thinking, and helps them understand the overall structure of a text. This is especially important in reading tasks that require students to distinguish between explicit and implicit meaning, identify the writer's purpose, and connect ideas across different parts of a text.

Another objective is to examine how the distance between Armenian and the target languages affects reading difficulties. English differs from Armenian in vocabulary, syntax, and style, but Armenian students are often exposed to English from an early age through school, media, and the internet. Because of this, many students develop at least some familiarity with English before they enter university. Arabic is significantly different in a number of ways. First, it is not typically taught in Armenian schools, which is why most students begin studying it at university, starting with the alphabet. Second, Armenian students are unfamiliar with the specifics of the Arabic writing system, particularly the consonantal script written from right to left. As a result, Arabic learners often face a more challenging learning process, as they must simultaneously master a new writing system,

unfamiliar sounds, and a significantly different grammatical structure in a short period of time. For this reason, the study assumes that English and Arabic students are likely to use AI in different ways. English students are expected to rely on AI more for higher-level reading tasks, such as understanding nuance, summarizing information, clarifying political or academic terminology, and identifying the main argument of a text. Arabic students, in contrast, are expected to use AI more often for lower-level decoding tasks, such as identifying roots, restoring vowel markings, recognizing grammatical forms, and understanding unfamiliar vocabulary.

Another goal of the study is to see whether AI can reduce students' dependence on word-for-word translation. Many students stop reading whenever they see an unfamiliar word and immediately translate it instead of trying to understand it or to guess the meaning from context. This habit can interrupt the reading process and make it harder for students to develop independent reading strategies such as skimming, scanning, inferencing, and contextual guessing. The study, therefore, examines whether AI can help students deal with unfamiliar vocabulary more quickly and continue reading without losing focus on the overall meaning of the text.

The study also considers the limitations of AI in academic reading. Although digital tools can save time and make difficult texts easier to understand, they can also produce inaccurate, oversimplified, or contextually inappropriate answers. Students may accept these answers too quickly, especially when they sound fluent and convincing. For this reason, the study identifies common problems in AI-generated reading support, including vague summaries, misleading interpretations, incorrect vocabulary explanations, and answers that are not closely connected to the original text.

In general, the study aims to develop a practical approach to using AI in reading instruction without weakening students' critical thinking skills. The findings are expected to show that AI is most useful when it is combined with teacher guidance, structured tasks, and opportunities for reflection.

Methodology

This study uses a mixed-methods comparative design to examine how students move from independent reading to AI-assisted reading in two different language-learning contexts. Both quantitative and qualitative methods were included to measure not only the accuracy of students' responses but also how students experienced the reading process.

The research was conducted at YSU. The participants were divided into two groups according to their field of study and language background. In order to assess reading development at asymmetric language baseline levels, participants were classified based on functional proficiency (CEFR A2/B2 levels), rather than academic year. The English proficiency group consisted of first-year applicants from the Faculties of International Relations, Public Administration, and Arabic Studies, who already have some language experience and frequent contact with an English-speaking environment. Their English level typically ranged from B1 to B2.

On the other hand, the Arabic group consisted of second- and third-year students from the Department of Arabic Studies who began studying Arabic as a foreign language at the university. Their language level ranged from A2 to B2 levels. However, unlike English learners, they, in addition to Modern Standard Arabic, also have to deal with diglossia and have almost no incidental contact with the language outside the classroom, which creates additional difficulties in the learning process.

To ensure fairness, both groups worked with a text titled "The Silk Road and International Relations." adapted from UNESCO material. The topic was selected because it was relevant to the students' academic interests and included historical, political, and cultural information. The English and Arabic versions were designed to have a similar level of vocabulary difficulty, sentence complexity, and conceptual density.

Students completed an integrated reading worksheet that functioned both as a classroom activity and as a research tool. The reading process was divided into five stages.

In the first stage, students completed an independent reading task without any digital support. They read the text, identified the main topic, summarized each paragraph, and tried to infer the meaning of unfamiliar vocabulary from context. This stage was used to measure their independent reading ability.

In the second stage, students completed a range of reading comprehension tasks. These included multiple-choice questions, short-answer questions, True/False/Not Given tasks, matching headings, sentence completion, and information-matching exercises. The tasks were designed to test different aspects of reading comprehension, including factual understanding, inferencing, vocabulary knowledge, logical connections, and awareness of text structure.

In the third stage, students reflected on the difficulties they experienced during the independent reading process. English students most often reported problems with inference-based tasks, distinguishing between false and missing information, and understanding stylistic nuance. Arabic students more often reported difficulties related to concise and clear formulation of thought, establishing logical connections between headings and paragraphs, as well as writing short answers. In addition, understanding unfamiliar words has been a problem, especially in cases where the meaning of the word depends on the context.

In the fourth stage, students were allowed to use AI tools to review the text and reconsider their answers. They could ask for help with vocabulary, paragraph summaries, sentence structure, root identification, vowel restoration, and difficult concepts. However, direct translation of the text was not allowed. The teacher monitored the use of AI and encouraged students to use it as a support tool rather than as a substitute for independent thinking.

In the final stage, students evaluated the usefulness of AI and identified its limitations. They reported whether AI improved their understanding of vocabulary, helped them summarize information, or made any part of the task more confusing. They also described situations in which AI explanations were too general, inaccurate, or not detailed enough.

The final stage of the research involved coding and comparing student responses across the two groups. Quantitative analysis focused on the number and type of comprehension errors made before and after AI use. Qualitative analysis focused on student reflections about the usefulness, limitations, and reliability of AI support. Together, these findings help explain how different language-learning contexts require different forms of digital support and how AI can be integrated into reading instruction without weakening independent thinking.

The main principle behind the methodology is the Teacher-AI-Student Triangle. In this model, the student first identifies a reading difficulty, the AI provides support, and the teacher evaluates whether the response is accurate and useful. This process helps students remain active participants in the reading process and reduces the risk of overdependence on technology.

Literature Review

In the era of digital learning, AI has become a transformative force in literacy education, redefining how learners interact with texts, process information, and construct meaning through personalized and adaptive technologies. Recent advances in AI have opened up new avenues for personalizing and supporting reading comprehension. AI-powered platforms, including adaptive learning systems, intelligent tutors, and conversational agents, use data analytics, natural language processing (NLP), and machine learning to provide dynamic learning tailored to each student's level, cognitive style, and interests[4].

The growing use of digital language tools in Philology, Arabic Studies, and International Relations classrooms at YSU requires a balanced approach that encourages critical thinking rather than passive use of technology. Recent research shows that although many students are familiar with AI tools, they do not always know how to use them effectively in academic tasks. Sultan et al. note that students often have

[4] Holmes & Littlejohn (2024); Zavatsi-Richter et al. (2019).

theoretical awareness of AI but weaker practical skills when applying it in real learning situations[5]. This gap highlights the need for teacher guidance to ensure AI supports learning rather than replaces it.

When used carefully, AI tools can support language awareness, critical thinking, and reading comprehension. However, students still need to evaluate the information they receive. Sultan et al. argue that learners must be able to verify information and evaluate sources rather than accept AI-generated answers automatically. Without these skills, students may become too dependent on simplified explanations or summaries[6].

Reading itself is a complex process that involves much more than decoding words. Hogan raises an important question when discussing reading ability: what makes one reader more successful than another?[7] Reading depends on many factors, including vocabulary knowledge, prior experience, familiarity with the topic, and the ability to connect ideas across a text. Because texts can be interpreted in different ways, teacher guidance becomes especially important when students use AI tools to help them understand difficult passages. Constructivist theories of reading also support this idea. According to An, readers do not simply receive meaning from a text. Instead, they actively construct meaning by connecting new information with what they already know[8]. This idea is closely linked to schema theory, which holds that comprehension depends on both background knowledge and the information provided in the text. In practice, this means that students should move beyond word-for-word translation and focus on overall meaning.

Ridge describes reading as a complex activity that includes decoding, vocabulary knowledge, inference, and interpretation. These factors become even more important in second-language reading. Students do not all experience the same reading difficulties, and there is no single method that works equally well for every learner[9].

[5] Sultan et al. (2025).
[6] Ibid.
[7] Hogan (2004).
[8] An (2013).
[9] Ridge (2008).

Wu also emphasizes that reading assessment should take into account both cognitive processes and task design. Different reading tasks require different skills[10]. Some tasks focus more on vocabulary and detail, while others require inference, interpretation, or understanding the overall structure of a text. For this reason, AI support should be used carefully so that it helps students without removing the need for active thinking.

Arabic reading presents additional challenges because of the language's structural features. Dickins argues that Arabic often does not fit models that were originally developed for European languages[11]. Students who are used to reading Latin-based scripts may find Arabic more difficult because of its consonantal writing system, root-pattern structure, and lack of vowel marks in most written texts.

Grellet argues that reading should focus on extracting important information rather than understanding every individual word[12]. She also emphasizes the importance of inferencing and contextual guessing. These skills are useful in both English and Arabic reading and can help students become less dependent on direct translation. Traditional reading theory also supports the use of guided AI tools. Cognitive Load Theory explains that reducing unnecessary mental effort can improve comprehension. Schema-based models also show that students understand texts more easily when they can connect new ideas to what they already know.

Research on Arabic reading highlights the importance of both linguistic and cognitive factors. Arabic requires students to rely on bottom-up decoding as well as top-down interpretation. The language places greater demands on memory, attention, and morphological analysis because students often need to identify roots, patterns, and grammatical forms while reading. Another important feature of Arabic is diglossia, described by Ferguson[13]. Arabic learners must often move between Modern Standard Arabic and spoken forms of the language. This adds another layer of

[10] Wu (2014).
[11] Dickins (2020).
[12] Grellet (1981).
[13] Ferguson (1959).

difficulty and increases the amount of processing required during reading. Metacognitive strategies are also important. Alhaqbani and Riazi found that Arabic learners with a high level of metacognitive awareness demonstrated more active reading behaviour and made more effective use of reading strategies, suggesting that students benefit when they are taught to monitor their own understanding and reflect on their reading process[14]. This suggests that students benefit when they are taught how to monitor their own understanding and reflect on their reading process.

Recent studies increasingly focus on AI-supported reading strategies. Digital tools based on natural language processing can provide immediate explanations, summaries, vocabulary support, and feedback. In Arabic learning, AI tools can be especially useful for root and pattern identification, grammatical analysis, and restoring vowel marks. Research in computer-assisted language learning suggests that AI can improve motivation, reduce reading time, and support comprehension when used carefully. However, most researchers also stress that technology should not replace traditional reading strategies. Students still need to read independently, evaluate information critically, and discuss their ideas with teachers. For this reason, hybrid approaches are often recommended. Combining traditional reading methods with AI-supported tasks appears to produce the strongest results. In this type of model, AI acts as a support tool that helps students solve specific problems while teachers continue to guide the learning process.

Practical Application Results

The analysis of the practical application results shows that reading comprehension is not a single, uniform skill, but a set of processes that change depending on the language, task type, and the kind of support available. Across both English and Arabic groups, students generally performed at an acceptable level, but the types of difficulties they faced and the strategies they used were not the same.

[14] Alhaqbani and Riazi (2012).

English Reading Group

Overall, students in the English group were able to understand the general meaning of the text and complete most of the comprehension tasks without major difficulty. Multiple-choice and short-answer questions were handled more easily, as these mainly required identifying key ideas, locating specific information, and summarizing at paragraph level. Many students were also able to guess the meaning of unfamiliar words from context, which shows that contextual reading strategies were already in use. At the same time, more demanding task types created noticeable difficulties. In particular, True/False/Not Given questions required careful attention to whether information was explicitly stated, contradicted, or simply not mentioned. This often led to confusion even when overall understanding of the text was strong. Tasks such as matching headings or writing summaries also required students to combine information from different parts of the text, which increased the level of cognitive effort.

Students generally relied on a small set of reading strategies. Skimming helped them understand the overall structure, scanning was used to locate specific details, and rereading was used when answers were not immediately clear. The clear structure of the text, especially numbered paragraphs, made navigation easier and reduced unnecessary effort. Vocabulary learning in this group was mostly context-based rather than translation-based, suggesting that many students were already moving away from word-for-word processing. The use of AI in this group played a supporting role. Students mainly used it to clarify difficult vocabulary, explain ideas in simpler terms, and understand paragraph structure. It was not used as a replacement for reading, but as a tool to support understanding. Many students reported that it helped them save time and reduced the pressure of dealing with complex sentences. However, they also pointed out that some explanations were too general, so they still had to return to the text to confirm meaning. This shows that AI was useful, but not sufficient on its own.

Arabic Reading Group

In the Arabic group, overall comprehension was also relatively successful, but the difficulties were more closely linked to the structure of the language itself. Students were able to handle multiple-choice and short-answer questions without major problems. However, tasks that required combining information, such as summarizing, matching headings, or explaining relationships between ideas, were more challenging. One of the main difficulties was expressing ideas clearly in short written answers. Students also reported problems in linking headings to paragraphs and identifying key ideas across the text. Vocabulary understanding was often context-dependent, but in Arabic, this was more complex due to the way words change form and meaning depending on context. The structure of the text, especially numbered paragraphs, helped reduce confusion in both groups, but it was particularly helpful for Arabic learners, as it made it easier to locate information quickly and stay oriented within the text.

AI use had a stronger impact in the Arabic group compared to the English group. Students relied on it not only for vocabulary support, but also for understanding grammar, sentence structure, and overall meaning. In many cases, it helped them move from word-level understanding to sentence-level interpretation. It was especially useful when dealing with unfamiliar word forms and complex structures. A specific feature of Arabic that influenced AI usefulness is the writing system. Because vowel marks are usually not written, many words can have more than one possible pronunciation and meaning. In this context, AI-generated vowel marking and pronunciation support helped reduce ambiguity and improve comprehension. Students also used AI to identify root patterns, which helped them understand how different words are related. At the same time, students noted that AI was not always accurate in explaining subtle meanings or complex grammatical relationships. In some cases, the explanations were too general or did not fully match the context of the text. This required students to double-check and interpret results critically.

Summary of Differences and Similarities

Dimension	English Group	Arabic Group	Similarity / Difference
General comprehension	Strong	Strong	Similar - structured texts benefit both
Easier tasks	MCQs, short answers	MCQs, short answers	Similar - factual understanding
Difficult tasks	T/F/NG, summaries	Summaries, heading matching	Partly different - inference vs. structure
Vocabulary	Context-based	Context + AI support	Similar - Arabic is more AI-dependent
Text structure	Helpful	Very helpful	Similar - reduces cognitive load
Main difficulty	Implied vs. stated meaning	Word form, ambiguity	Different - discourse vs. morphology
AI function	Vocabulary, explanation	Vocabulary, grammar, and vowels	Different - broader role in Arabic
AI reliance	Moderate	Higher	Different - script/morphology demands
Learning outcome	Inference, vocabulary	Structure, word formation	Different - different language demands

Interpretation of Key Findings

The results show that both groups benefit from a combination of independent reading strategies and AI support, but the nature of that support depends on the language. In the English group, most difficulties appear at the level of interpretation. Students can usually understand words

and sentences, but they may struggle to decide how different pieces of information relate to each other. This is especially visible in tasks that require careful judgment, such as identifying whether information is true, false, or not stated.

In the Arabic group, difficulties appear earlier in the reading process. Students often face challenges at the level of word recognition and sentence structure before reaching interpretation. The absence of written vowel marks and the complexity of word formation make initial decoding more demanding.

Because of this difference, AI tends to play different roles. In English, it mainly supports clarification and explanation. In Arabic, it often supports decoding as well, helping students move from individual words to complete sentences. However, in both cases, its usefulness depends on how critically students engage with the output.

The findings suggest that AI is most effective when it is used as a support tool rather than a replacement for reading. It can reduce some of the difficulty involved in processing academic texts, but understanding still depends on active reading, attention to context, and the ability to evaluate information carefully.

Conclusion

This study set out to examine how supervised use of generative artificial intelligence influences reading comprehension in English for Specific Purposes and Arabic as a Foreign Language. The findings confirm that reading is neither a mechanical nor a uniform process; its complexity shifts considerably depending on the linguistic system through which meaning is being negotiated.

In English, students encountered difficulty primarily at the level of inference and discourse interpretation, where surface understanding gives way to implied meaning and authorial intent. In Arabic, challenges emerged earlier and deeper, at the level of morphological decoding and

structural disambiguation, where the very markers that organise meaning are frequently absent from the written surface.

Across both groups, AI proved a genuinely useful mediating instrument. It reduced cognitive load, supported vocabulary development, and assisted in the reconstruction of textual meaning. Its role, however, was not equivalent in both contexts. In English, it served chiefly as an interpretive aid, while in Arabic it operated at a more foundational level, assisting with root identification, diacritical restoration, and structural clarification. Where AI responses proved too general or imprecise, students were reminded that meaning demands active, critical engagement rather than passive retrieval. The findings lend empirical support to the Teacher–AI–Student Triangle as a pedagogically grounded framework, one in which technology mediates rather than substitutes, and in which the learner remains an active, evaluating presence throughout the reading process.

The present study is not without its constraints. The participant cohort remains relatively modest in size, and the reliance on a single instructional text necessarily narrows the scope of the findings. These factors should be borne in mind when considering the broader applicability of the conclusions drawn here. That said, the study is best understood as the opening phase of a longer research trajectory. Work is currently underway to extend the investigation across a wider participant base and a more varied selection of academic texts, with a view to testing whether the patterns observed here hold under more diverse instructional conditions. The findings reported in this paper are therefore intended not as definitive conclusions, but as a grounded point of departure for subsequent inquiry.

«ՈՒՍՈՒՑԻՉ-ԱԲ-ՈՒՍԱՆՈՂ» ՄՈԴԵԼԸ ԱՆԳԼԵՐԵՆԻ ԵՎ ԱՐԱԲԵՐԵՆԻ ԴԱՍԸՆԹԱՑՆԵՐՈՒՄ. ԸՆԹԵՐՑԱՆՈՒԹՅԱՆ ԸՄԲՌՆՄԱՆ ՀԱՄԵՄԱՏԱԿԱՆ ՈՒՍՈՒՄՆԱՍԻՐՈՒԹՅՈՒՆ

Իրինա Բուռնազյան[15]
Ալիս Էլոյան[16]
Լիլիթ Եղիկյան[17]

Սույն հոդվածը քննում է արհեստական բանականության (ԱԲ) վերահսկվող կիրառության ազդեցությունն ընթերցանության հմտությունների զարգացման վրա՝ Երևանի պետական համալսարանի «Անգլերենը հատուկ նպատակների համար» և «Արաբերենը որպես օտար լեզու» դասընթացների շրջանակներում: Հետազոտությունն իրականացվել է խառը մեթոդաբանությամբ՝ ՅՈՒՆԵՍԿՕ-ի Մետաքսի ճանապարհին վերաբերող տեքստի հիման վրա, որը ներառել է ըմբռնման, սքանավորման և արտացոլման փուլային առաջադրանքներ՝ ԱԲ-ի աջակցությամբ և առանց դրա:

Արդյունքները վկայում են, որ երկու խմբերն էլ արդյունավետ օգտվել են թվային գործիքներից, սակայն տարբեր ձևերով. անգլերեն սովորողները հիմնականում դիմել են ԱԲ-ին իմաստային և մեկնաբանական հստակեցման նպատակով, մինչդեռ արաբերեն սովորողներն ավելի շատ այն կիրառել են բառակազմական վերլուծության, ձայնավորման (թաշքիլ) և կառուցվածքային երկիմաստությունների պարզաբանման համար:

Հետազոտությունը հիմնավորում է, որ ԱԲ-ն նպաստում է տեքստի ըմբռնմանը: Ներկայացված «Ուսուցիչ-ԱԲ-Ուսանող» եռանկյան մոդելը կարող է արդյունավետ կիրառվել բարձրագույն կրթության լեզվական դասընթացներում՝ քննադատական մտածողությունը պահպանելով և կախվածությունը կանխելով:

[15] ԵՊՀ եվրոպական լեզուների և հաղորդակցության ֆակուլտետի անգլերենի թիվ 2 ամբիոնի դոցենտ, էլ. փոստ՝ burnazyan.irina@ysu.am

[16] ԵՊՀ արևելագիտության ֆակուլտետի արաբագիտության ամբիոնի դոցենտ, էլ. փոստ՝ aliceloyan@ysu.am

[17] ԵՊՀ եվրոպական լեզուների և հաղորդակցության ֆակուլտետի անգլերենի թիվ 2 ամբիոնի դասախոս, էլ. փոստ՝ yeghikyan.lilit@ysu.am

Բանալի բառեր՝ *արհեստական բանականություն, ընթերցանության ըմբռնում, անգլերենը հատուկ նպատակների համար, արաբերենը որպես օտար լեզու, թվային գործիքները կրթության մեջ, «Ուսուցիչ-ԱԲ–Ուսանող» մոդել:*

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