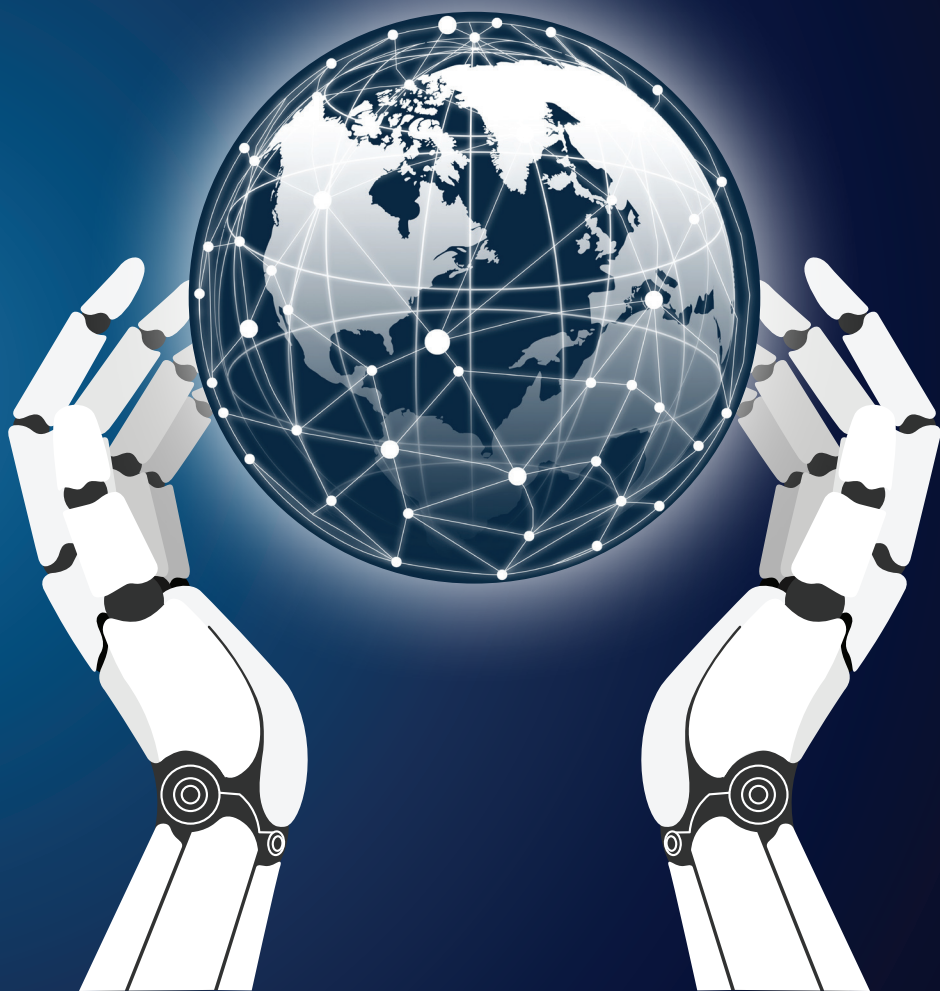


**ШТУЧНИЙ ІНТЕЛЕКТ
У МЕТОДИЦІ НАВЧАННЯ МОВ
І МЕТОДОЛОГІЇ СУЧАСНИХ
ЛІНГВІСТИЧНИХ ДОСЛІДЖЕНЬ**



**Міністерство освіти і науки України
Харківський національний педагогічний університет
імені Г. С. Сковороди**

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Монографія присвячена аналізу ролі та можливостей штучного інтелекту в методиці навчання мов і методології сучасних лінгвістичних досліджень. У виданні комплексно розглянуто правові й етичні засади використання штучного інтелекту в освітньому та науковому просторі, дидактичний потенціал сучасних технологій у навчанні англійської мови, а також методологічні підходи до застосування інструментів штучного інтелекту в лінгвістичних і перекладознавчих дослідженнях. Автори аналізують можливості автоматизації аналітичних і навчальних процесів, персоналізації мовної освіти, розвитку автономності здобувачів освіти, а також окреслюють ризики та обмеження, пов'язані з використанням генеративних мовних моделей. Монографія ґрунтується на міждисциплінарному підході та поєднує здобутки лінгвістики, педагогіки, методики навчання мов і права. Видання адресоване науковцям, викладачам закладів вищої освіти, аспірантам, здобувачам вищої освіти та всім, хто цікавиться проблемами взаємодії мови, освіти й цифрових технологій у сучасному суспільстві.

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DEVELOPING WRITING COMPETENCE AMONG PRE-SERVICE EFL TEACHERS USING AI TOOLS

Abstract. The article provides an overview of how artificial intelligence (AI) can be applied to develop writing competence among English as a foreign language (EFL) pre-service teachers, while considering the ethical and legal implications of introducing AI in the learning environment. AI's impact is regarded in terms of its influence on both writing competence and writing performance, including grammar, vocabulary, language retention duration, and its processing depth, as well as sentence structure, text organisation, and narrative development. The authors investigate the opportunities and threats of AI-driven learning environments, specifically the accommodation of diverse students' needs and preferences, language accuracy enhancement, and the decline in student involvement concurrent with lower critical thinking skills. Both strengths and weaknesses of AI in assisting writing instruction are studied, including immediate input processing and versatile output generation, accurate language use and correction, artificiality, unreliability, and lack of metalingual knowledge. The research also examines the expediency of generating writing materials, including language scaffolds, models, reference materials, and stimulus materials. General large language models and specialised AI tools are explored as a way to facilitate dialogic writing, overcoming organisational problems and matching students' language proficiency and motivation levels. Involving students in the creation of engaging writing assignments, offering real-life-based tasks that incorporate AI-proof media, process assessment, and oral assessment during writing conferences, is viewed as a way to maintain students' involvement and ensure that AI tools enhance not only writing performance but also writing competence. AI-generated feedback and assessment are examined in terms of efficiency, accuracy, tone, and context sensitivity. The authors claim that explicit instruction is a prerequisite for efficient prompting and post-editing, combined with a critical evaluation of AI output.

Keywords: *pre-service EFL teachers, AI-driven classroom, AI-assisted language learning, writing competence, AI-assisted language assessment, AI in teaching writing.*

Подосиннікова Г. І., Гомоля В. В. Формування компетентності у писемному мовленні майбутніх учителів англійської мови за допомогою інструментів ШІ.

Анотація. У статті подано огляд можливостей застосування штучного інтелекту (ШІ) для формування компетентності в писемному мовленні майбутніх учителів англійської мови як іноземної з урахуванням етичних та правових аспектів упровадження ШІ в освітнє середовище. Вплив ШІ розглянуто крізь призму його впливу на писемне мовлення студентів в площині як планування (компетентності), так і продуктивності

(результат), зокрема на граматику, лексику, тривалість утримання мовного матеріалу та глибину його опрацювання, а також на структуру речення, організацію тексту й розвиток нарativity. Автори аналізують можливості й загрози викликані використанням ШІ в освітньому середовищі, зокрема врахування різних потреб і уподобань студентів, підвищення мовної точності та зниження залученості студентів, що супроводжується послабленням критичного мислення. Розглянуто як сильні, так і слабкі сторони використання ШІ у викладанні письма, серед яких – миттєве опрацювання вхідної інформації та генерація різноманітного вихідного матеріалу, точність мовного вжитку й виправлення помилок, а також штучність, ненадійність і відсутність метамовних знань. Досліджено доцільність генерування письмових матеріалів: мовних «опор», моделей, довідкових та стимульних матеріалів. Розглянуто використання як універсальних великих мовних моделей, так і спеціалізованих інструментів ШІ для сприяння діалогічному письму, подолання організаційних труднощів і відповідності рівню мовної підготовки та мотивації студентів. У статті пропонується залучати студентів до створення цікавих для них письмових завдань, заснованих на реальному житті та з інтегрованими медіа, які не можуть бути оброблені ШІ, застосовувати процесне та усне оцінювання під час конференцій з письма як спосіб підтримання залученості студентів та забезпечення того, щоб інструменти ШІ сприяли не лише підвищенню письмової продуктивності (результат), а й розвитку письмової компетентності. Окремо розглянуто згенеровані ШІ зворотний зв'язок та оцінювання, у контексті їхньої ефективності, точності, тону та чутливості до контексту. У статті наголошується на необхідності явного навчання як передумови ефективного створення промптів і пострадагування у поєднанні з критичною оцінкою результатів роботи ШІ.

Ключові слова: *майбутні вчителі англійської мови як іноземної, навчання з використанням ШІ, навчання мови з використанням ШІ, компетентність у писемному мовленні, оцінювання з використанням ШІ, ШІ у навчанні письма.*

AI for Teaching Writing: Concerns and Potential

The widespread introduction of AI tools has significantly altered the educational landscape, offering new opportunities while concurrently posing new challenges for both students and teachers. The study by Janković and Kulić (2025) revealed that only 17% of the surveyed university students never use ChatGPT for generating ideas or content for academic writing, while 47.2% use it for proofreading and editing, and 50.9% do not attribute AI's contribution to their academic writing.

Many educators raise concerns about how AI can lead to over-reliance and hinder students' creativity, critical thinking, and problem-solving skills, as well as their overall engagement with their studies (Dovgyi et al., 2023).

Virlan and Tomak (2025) argued that AI tools facilitate the creation of personalised, flexible, and inclusive learning environments, but warned about their potential misuse.

According to Chan's (2023) findings, both students and teachers recognise the necessity to renegotiate the definition of cheating, establish a clear policy

on AI use, attribute generative AI contributions, and introduce assessment forms that minimise the opportunities for AI misuse.

With these threats in mind, some suggest prohibiting the use of AI in educational settings. However, their opponents argue that excluding AI would affect students' ability to meet the demands of their future workplace and equal the efficiency of experienced AI users (Adamcová & Rusch, 2023; Chan, 2023; Tseng & Warschauer, 2023).

Still, the feasibility of enacting the AI ban in a learning environment is questionable, as there are no mechanisms for enforcing the prohibition. According to the findings of Fleckenstein et al. (2024), both pre-service and experienced teachers were unable to distinguish between AI-generated and student-written texts accurately, and tended to overestimate their ability to do so. Moreover, AI classifiers also cannot be relied upon for establishing the text source. Even in the domain of poetry, people fail to reliably discriminate between human work and artificial compositions (Köbis & Mossink, 2021).

In this study, we maintain the view that AI-driven tools neither can nor should be separated from pre-service EFL teachers' educational settings, since they are bound to become ingrained in our daily lives, much like the internet.

AI, particularly large language models (LLMs), holds considerable potential for developing writing skills in a second language, such as teaching writing to pre-service EFL teachers.

There is a substantial body of evidence indicating that AI tools can enhance writing competence.

As reported by Zhao (2025), AI-driven instruction intervention facilitated deeper learning and retention, as well as improvements in language accuracy, sentence structure, and narrative development, while streamlining cognitive processes, allowing students to focus on higher-order writing skills.

Furthermore, the findings of Marzuki et al. (2023) suggest a positive impact on content, lexical, and grammatical aspects, as well as the logical organisation of texts.

The study by Song and Song (2023) revealed that AI-powered language learning significantly improved second language learners' writing motivation and academic writing performance, specifically in terms of text organisation, coherence, grammar, and vocabulary.

The findings of Sucháňová (2023) indicate that AI can enhance both the depth and breadth of learning in all aspects of English as a foreign language.

Wang (2024) found that, according to students, AI assistance in writing streamlined the process by providing instantaneous feedback and by reducing their cognitive load and anxiety.

However, as Alharbi (2023) pointed out, the focus of research on AI-assisted writing is primarily on performance, rather than competence. This implication highlights that improved writing quality in pre-service EFL teachers does not inherently entail improved writing skills quality. The relationship between these two aspects is contingent upon the degree of student involvement in the writing process. A more detailed discussion of this issue follows later in the article.

Writing Competence of Pre-Service EFL Teachers

According to Bihych et al. (2013), writing competence refers to the ability to carry out communication in written form in life-relevant areas and situations that are appropriate for a given age, in accordance with the communicative task, and involves three developmental stages: receptive, receptive-reproductive, and productive.

Table 1 provides an overview of the components of writing competence of pre-service EFL teachers.

Table 1. *Writing Competence Components of Pre-Service EFL Teachers (based on Bihych et al., 2013)*

Writing abilities	Writing skills proper	Knowledge	Communicative skills of writing
Structural organisation	Technical skills: graphic skills; orthographic skills.	Declarative knowledge: language knowledge; country-specific knowledge; linguo-cultural knowledge; compensatory strategies.	An internal motivational readiness to become a participant in written communication, to create texts of various genres.
Achieving coherence, cohesiveness, and completeness			The ability to consider how the written text will be perceived by the future reader, based on one's own goals and intentions – that is, trying to ensure that the reader interprets the created text exactly as the author intends (orientation toward the reader and the situation in which the text will be read).
Addressee awareness of the text	Linguistic skills: lexical skills; grammar skills; use of cohesive devices.	Procedural knowledge: extra-linguistic knowledge; linguistic knowledge; discourse knowledge; conventions of the sociocultural community; planning, producing, and revising written texts of specific types; applying compensatory strategies.	The ability to anticipate the reader's reaction.
Genre conformity			The ability to deliberately and consciously select the content and linguistic form of one's written statements, often revising and rewriting them multiple times in order to achieve the desired effect (full awareness and constant revision).
Presentation			The ability to prompt the communication partner to engage in verbal and/or non-verbal actions, among others.
Succinct retelling			

According to Hyland (2003), writing knowledge consists of knowledge of content (ideas and topics), of system (the appropriate language forms to create the text), of process (drafting and revising), of genre (communicative purpose and rhetorical structure), and of context (readers' expectations and beliefs). The scholar distinguishes several groups of tasks for improving students' language competencies for writing: language familiarisation, model analysis, controlled composition, and guided composition. He discerns five stages of writing competence formation:

- 1) contextualising – determining purpose, audience, and context;
- 2) modelling – examining patterns and language of genre examples;
- 3) negotiating – collaborative teacher-student text composition
- 4) constructing – independent text composition;
- 5) connecting – relating the composition to other texts.

The illustrative material used later in the article corresponds to the topics studied by pre-service EFL teachers. First-year students cover the following topics (*Sylabus kursu Praktyka usnoho ta pysemnoho movlennia (anhliiska): Pershyi rik navchannia*, n. d.):

- Me and My Family (subtopics: About Myself, Appearance and Disposition, My Family and Surroundings)
- Accommodation and Household Responsibilities (subtopics: My Apartment/House, Housing and Living Conditions in English-speaking Countries and Ukraine, Household Duties and Yard Work)
- Food and Nutrition (subtopics: Eating Habits in My Family, Food and Nutrition in English-speaking Countries and Ukraine, Traditional Places to Eat Outside the Home in English-speaking Countries and Ukraine)
- Study and Daily Life (subtopics: My Working Day, A Student's Day Off, My University: Learning Habits and Strategies)
- Weather and Leisure (subtopics: Seasons and Weather, How I Spend My Free Time During Different Seasons, Weather in Britain)
- Shopping and Navigation (subtopics: Going Shopping, Use of Public Services, Asking for Directions – How to Get to...?)

The curriculum for second-year students includes the following topics (*Sylabus kursu Praktyka usnoho ta pysemnoho movlennia (anhliiska) druhyi rik navchannia*, n. d.):

- Career Choice and Education (subtopics: Variety of Professions, The Work of a Teacher, Pedagogical Education in Ukraine and Great Britain)
- Health and Disease Prevention (subtopics: Human Health, Injuries, Treatment and Disease Prevention, Doctors: Guardians of Our Health)

- Sports and Healthy Living (subtopics: Types of Sports, Popular Sports in Ukraine and Great Britain, The Olympic Games, Healthy Lifestyle)
- Ukraine and Ukrainians (subtopics: The Richness of Ukrainian Land, Cities of Ukraine, Environmental Protection)
- Britain and the British (subtopics: Travelling Across Great Britain, Cities of Great Britain, Theatre in Great Britain: Famous Theatres and Choosing a Play)
- Transportation and Travel (subtopics: Urban Transport, Travelling by Different Means of Transport, Holidays and Tourism)

As stipulated by *Osvitno-profesiina prohrama Serednia osvita (Anhliiska ta nimetska movy) pershoho bakalavrskoho rivnia vyshchoi osvity za spetsialnistiu 014 Serednia osvita (Mova ta zarubizhna literatura (anhliiska)) haluzi znan 01 Osvita/Pedahohika* (2024), students are required to reach at least a C1 level of English proficiency. According to *the Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2020), C1-level users are expected to compose texts of complex subjects according to the topic, context and genre, as well as be able to expand and support their point of view. The complexity of the illustrative materials provided later in the article is based on these expectations.

Difficulties in Writing Competence Development

Podosynnikova and Shcherbinina (2019) identify the following challenges in developing writing competence:

- 1) designing effective methods using interactive learning technologies to develop writing competence;
- 2) integrating tasks that combine communicative, personally relevant, and critical thinking-oriented learning;
- 3) students' insufficient competence in structuring written messages logically and coherently;
- 4) limited ability of students to self-check and edit their own writing;
- 5) need for more systematic instruction on the compositional and linguistic features of different written genres;
- 6) underdeveloped writing skills at phrase, sentence, and microtext levels.

In addition, Podosynnikova (2018) points out the following difficulties with idiomatic speech units:

- 1) understanding the meaning and structure of idiomatic speech units compared to native language equivalents;
- 2) selecting the most suitable idiomatic speech units for a given situation, positioning it within an utterance;
- 3) planning and producing a coherent utterance in context.

Further in this article, we will examine how AI can be applied to address the challenges outlined above by:

- 1) developing materials that provide interactive, communicative, and personalised instruction at the phrase, sentence, microtext, and text levels;
- 2) improving students' competence in text organisation and their awareness of genre-specific features and contextual appropriateness;
- 3) supporting the assimilation of the meaning and structure of idiomatic speech units;
- 4) strengthening self-checking, editing, and post-editing skills;
- 5) integrating writing instruction with the cultivation of critical thinking.

AI-Use for Creating Materials

The roles of materials in the writing class are language scaffolding, models, reference materials, and stimulus materials (Hyland, 2003). Let us consider the peculiarities of AI output fulfilling each of the roles in developing writing competence among pre-service EFL teachers.

AI can successfully generate exercises for language scaffolding to help students assimilate salient vocabulary and grammar structures, e.g., fill-in-the-gap, sequencing, matching, etc. Table 2 presents a generated sentence completion exercise designed to practice the use of language from the text.

Table 2. Example of Generated Text-Based Language-Scaffolding Materials

Sample Text	Fill-in-the-Gap Exercise Generated by ChatGPT Based on the Text
<p><i>Indeed, despite being aware of the dire consequences of their bad habits, many people do not break them. There are a number of reasons for that, and each of them has its own solution.</i></p> <p><i>Firstly, some people follow their routine mindlessly. They don't stop even for a second to reconsider their lifestyle and draw the obvious conclusion that something should be done about it. A possible solution to this problem is keeping a diary. Besides giving the opportunity to reflect on your actions and spot potential problems, it creates a sense of accountability, so once you decide to get into a good habit, it will help you not to break and return to the old ways. For instance, if you aspire to take a stroll daily, it's easier to bring yourself to go outside when you understand that otherwise you'll need to write down at the end of the day that you've let yourself down.</i></p>	<p><i>Even though people know their habits are harmful, they still _____.</i></p> <p><i>Many continue their routine without _____.</i></p> <p><i>One way to change this is by _____.</i></p> <p><i>Keeping notes helps you reflect and also _____.</i></p> <p><i>If you plan to walk every day, it is easier when _____.</i></p>

Besides ChatGPT and other general LLMs, there are specialised AI tools specifically designed for language teaching. For example, Twee (<https://twee.com>)

offers CEFR-aligned tools for creating specific task types, such as unscrambling words, completing sentences, and paraphrasing.

Artificial texts can be used as models of clear and accurate speech falling into a certain genre for analysing their structure and raising awareness of genre-specific features; however, due to the texts being non-human-written, they lack originality and a unique cultural context. Therefore, the expediency of using texts generated from scratch is open to question. Still, AI can be successfully applied to create a more authentic model tailored to students' needs, e.g., by simplifying a piece of writing or by incorporating target vocabulary and grammar structures.

As shown in Table 3, ChatGPT has successfully replaced or omitted advanced vocabulary with less sophisticated items, e.g. the words *specimen* and *bears the name* have been left out, and the word *sadly* has been introduced instead of *alas*. In addition, grammar structures have been simplified, e.g. the dependent clause *which bursts into the sight* was omitted in the sentence, *but the highlight is the angel-shaped decoration on the attic*.

Table 3. Example of a Generated Simplified Model Based on an Authentic Text

Original Text	Text Simplified by ChatGPT
<p><i>This excursion is primarily targeted at seasoned travelers. Bear in mind that I will not showcase you Kyiv's emblematic, well-maintained, and indisputably resplendent, however clichéd sights. My intent is to walk you through the landmarks of paramount edificial interest, whose obscurity and partial decay is an enigma for me. Since we are short on time, we will limit ourselves to Art Deco or, as it is also known, Art Nouveau architecture. Here is our first specimen. Behold the Revenue House with the Trade House of Josef Kimayer. Alas, we can't give the architect's genius its due, since the original wooden frames were replaced by plastic ones, which completely ruin the general impression. Still, we can find delight in awe-inspiring atlantes and floral patterns typical of Art Nouveau. Note the refined Corinthian capitals of the pilasters.</i></p> <p><i>Our next stop is Kamienica with lions. Once you look at the entrance, it becomes crystal clear why the building bears the name. Apart from the mascarons of lions, there are ones depicting women's faces. Also, you can spot the ribbons and plant motifs. But this edifice's crown jewel, which bursts into the sight, is the angel-shaped adornment of the attic. As you've probably noticed, the plaster is visibly peeling off, especially from the sculpture above the angel.</i></p>	<p><i>This excursion is mainly for experienced travelers. I won't show you Kyiv's famous, polished, and touristy spots. Instead, we'll explore lesser-known buildings that are partly decayed but still fascinating. Since our time is limited, we'll focus only on Art Deco, also known as Art Nouveau, architecture.</i></p> <p><i>Our first stop is the Revenue House with the Trade House of Josef Kimayer. Sadly, the original wooden frames have been replaced with plastic ones, which spoil the overall look. Still, the building impresses with powerful atlantes and beautiful floral designs typical of Art Nouveau. Take note of the elegant Corinthian capitals on the pilasters.</i></p> <p><i>Next, we visit the Kamienica with lions. As soon as you see the entrance, the name makes sense. You will spot lion faces, women's faces, ribbons, and plant motifs. But the highlight is the angel-shaped decoration on the attic. Unfortunately, much of the plaster is peeling off, especially on the sculpture above the angel.</i></p>

As demonstrated in Table 4, the authentic text has been modified by ChatGPT to incorporate the target language, including participle phrases, e.g., the original simple sentence, *James Cook causes much controversy. Some consider him a pre-eminent reminder of colonialism* has been restructured to feature Participle 1 and Participle 2 phrases – *James Cook, **causing much controversy**, is considered by some a pre-eminent reminder of colonialism*.

Table 4. Example of a Generated Target-Language-Infused Model Based on an Authentic Text

Original Text	Text Filled with Participle Phrases by ChatGPT
<p><i>James Cook causes much controversy. Some consider him a pre-eminent reminder of colonialism, while others venerate him for charting a third of the entire world, circumnavigating it 3 times and discovering more places than any single explorer in history. He was born in a family of a Scottish farmer. Their landholder took notice of James's aptitude, paid for the latter's tuition, and arranged an apprenticeship in a shop. James befriended some seafarers at the dock. Their stories about the treacherous sea induced him to leave his shopkeeper's life to become a merchant sailor. His former employer introduced James to Walkers, who took him on as an apprentice seaman. He pestered them to teach him everything they could. The Walkers were Quakers. This fact had an immense influence on James's tireless work ethic and temperance.</i></p>	<p><i>James Cook, causing much controversy, is considered by some a pre-eminent reminder of colonialism, while others venerate him for charting a third of the entire world, circumnavigating it three times and discovering more places than any single explorer in history. Born into the family of a Scottish farmer, he was noticed by their landholder, who, recognizing James's aptitude, paid for his tuition and arranged an apprenticeship in a shop. Befriending some seafarers at the dock, James, captivated by their stories about the treacherous sea, abandoned his shopkeeper's life to become a merchant sailor. Introduced by his former employer to the Walkers, he was taken on as an apprentice seaman, pestering them to teach him everything they could. The Walkers, being Quakers, profoundly shaped James's tireless work ethic and temperance.</i></p>

Similarly, one can create model-based tasks that aim to combine, insert, re-order, or delete text segments. The same applies to parallel writing tasks, such as completing a text frame, finishing a story, and other activities designed to revise or complete a model. Figure 1 demonstrates a task of completing a text frame generated by ChatGPT from scratch.

There is one specific purpose that reference materials can fulfil successfully – serving as a dictionary while catering to students' different semantic preferences (using native or target language, in context, or via synonyms/antonyms, etc.). However, due to AI lacking metalingual knowledge and being an unreliable source, it is not particularly well-suited to provide reference materials. Although it might be more convenient than other sources in terms of time investment and comprehensibility, there is a risk of inaccurate knowledge assimilation and

as they are designed to engage students with the task, resonate with them both emotionally and cognitively, and connect with their personal experiences. Unlike human-created content, which reflects genuine and unique experiences, AI output lacks a story behind it and expresses imitative thoughts and feelings based on non-existent impressions. This artificiality may deter or alienate students, as they are expected to open up and share their ideas in response to something fake and inauthentic, thereby becoming vulnerable to a certain extent.

Why should we use Future Continuous instead of Future Perfect in the sentence "They won't have bought this house until the end of the week"?

The sentence "They won't have bought this house until the end of the week" is **grammatically incorrect** because it misuses the **Future Perfect** tense with a time expression that indicates **an action will be completed at or after a specific point** in the future—not *before* it.

Why is Future Perfect wrong here?

The **Future Perfect** tense is used to describe an action that **will be completed before** a specific future time.

- ✔ Correct use: *They will have bought this house **by the end of the week**.*
 - Here, "by" indicates the **deadline** before which the action is expected to be completed.

But in your sentence:

- ✘ *They won't have bought this house **until the end of the week**.*

The phrase "**until the end of the week**" implies that the action **won't be completed before** that point. In other words, the buying will **not happen** at any moment **before** the end of the week — it will happen **at or after** that point.

That contradicts how the Future Perfect works. You **can't** use it with "**until**" unless you're emphasizing **non-completion before a point**, and even then, it sounds awkward.

Повідомлення ChatGPT

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Figure 2. *Inaccurate Correction and Its Substantiation by ChatGPT*

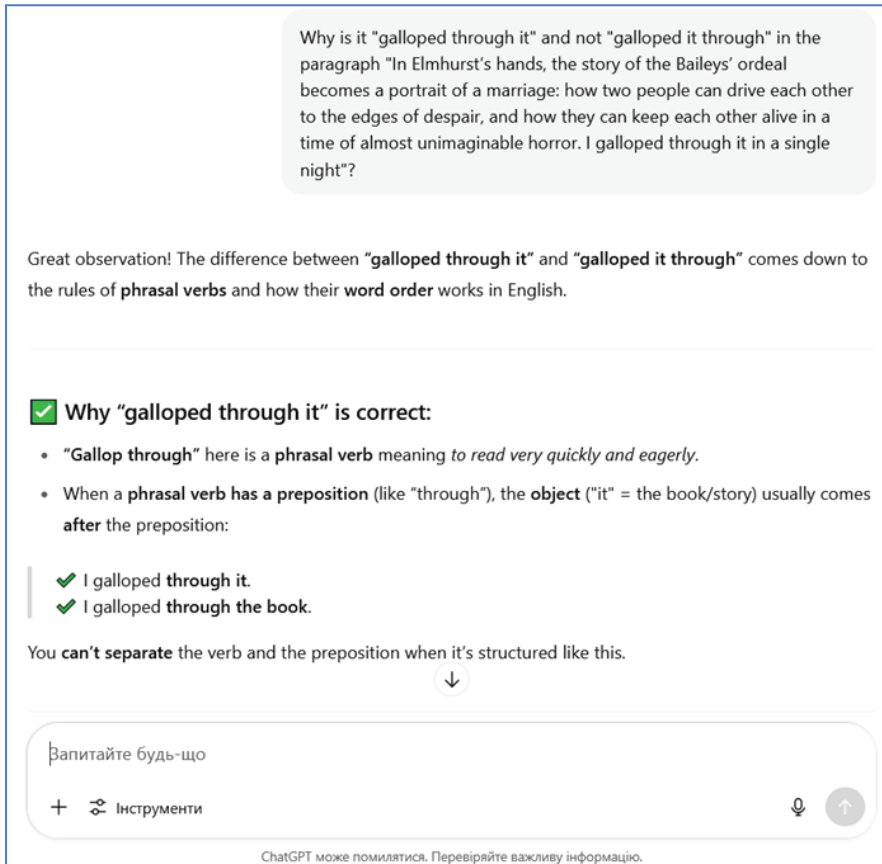


Figure 3. Inaccurate Explanation of Language Use by ChatGPT

Ensuring Student Involvement via Writing Process

The main problem with AI implementation is that it reduces and sometimes even displaces students' engagement with the target language. Undoubtedly, AI tools provide students with numerous opportunities to enhance their writing competence. However, the issue is that they often fail to take advantage of these opportunities, as their effort to engage with the task does not directly impact the immediate result. While composing a text with AI assistance, a student does not necessarily take pains to find out the reasons behind the corrections suggested by AI. Besides, a mere one-sentence prompt in a student's native language will suffice to generate a well-written, human-like text in English. Under

these circumstances, some do not even bother to read the assignment before turning it in, let alone to analyse it. Therefore, scholars emphasise the importance of incorporating AI in the learning environment as a complementary tool, rather than as a means to replace students' engagement and effort (Alharbi, 2023; Chan, 2023).

To address this issue, educators should separate the process from the product and measure the actual skills. Traditional assessment of writing skills is result-oriented – the teacher gives feedback on the final version of the text the student submits. However, shifting our focus towards process might better suit today's learning conditions. A process-oriented approach implies assessing not just the final result, but the entire process behind text composition. Therefore, instead of expecting students to turn in a piece of writing, we could ask them to share their work in progress, i.e. to request the materials used at early stages of their writing (lists of key words, ideas, topics to explore) and the versions of the text at its different developmental stages – this may look like a chat history, several screenshots, or just a couple of text versions in a text editor. This approach gives the teacher insight into the extent of students' involvement in writing and the way they process received feedback, post-edit, and apply their writing skills.

While the suggested assessment procedure encumbers academic dishonesty and discourages students from resorting to unethical AI use by setting before them the goal of growth – not perfection, this approach does not preclude outsourcing students' thinking and writing to AI – a student might use AI without attribution to forge all writing process elements, including a simplified initial text version with deliberate errors to present it as a “starting point” that they were supposed to outline by themselves. Another problem left unresolved is that the assessment procedure by itself does not contribute to deepening students' engagement with the generated text. Fleckenstein et al. (2024) suggested shifting the focus of assessment from reproduction to those skills that AI cannot easily replicate (e.g., critical thinking), and supplementing written assignments with oral examinations to assess students' actual knowledge and skills. Thus, both issues could be addressed by incorporating oral analysis into writing assessment that can be realised during writing conferences. As the findings of Maliborska and You (2016) show, individual 10-minute conferences were deemed more effective than longer ones by both students and instructors. Such writing conferences will minimise the opportunities for academic misconduct and facilitate deep processing through reflection on the validity of the received feedback and on what students have learnt along the way.

AI as a Partner in Dialogic Writing

The possibilities of AI employment in writing practice go beyond materials development. It can serve as an interlocutor. Thanks to AI, it is possible to facilitate students' practice of dialogic writing approximated to authentic communication, while solving many organisational issues one may encounter when trying to arrange student-to-student interaction:

- an odd number of students;
- disparities in language proficiency;
- differences in learning motivation;
- personal animosity;
- students' schedules incompatibility.

One of the tools a teacher could employ is Poe (<https://poe.com/>). Its functions include creating a role-play bot – one can give it a name, define its behaviour, and even provide the bot with custom knowledge. Teachers can create a bot themselves or ask students to do that. Additionally, one might use an already existing one to have a conversation with, for example, Sir Winston Churchill, as shown in Figure 4.

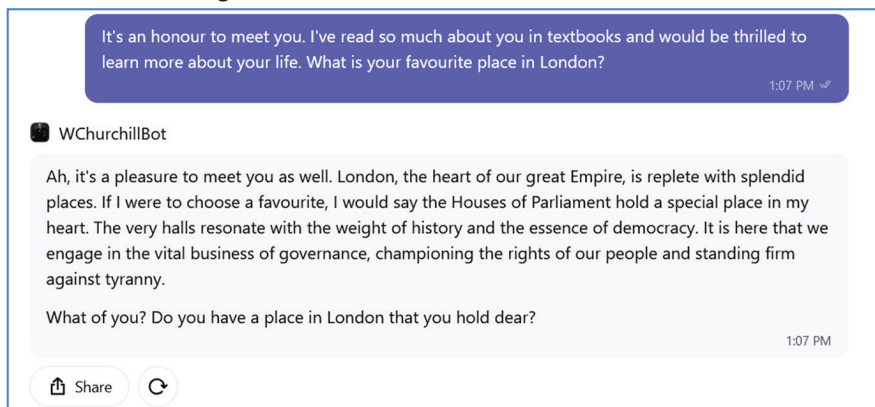


Figure 4. Chat with Sir Winston Churchill Bot

There is also an option to skip bot creation or selection and use a general LLM for dialogic writing, especially if the task does not require an interlocutor with a specific and sophisticated personality. Figure 5 demonstrates how a student can practice dialogic writing with ChatGPT. This interaction has several shortcomings: firstly, ChatGPT's initial output is not even approximately at a C1 Level, and secondly, ChatGPT immediately addresses the subject matter, i.e., there is no lead-in to a topic that is naturally introduced, which does not resemble authentic human-to-human interaction.

User

Let's role-play and have a C1-level conversation in English about the work of a teacher. Both of us are future teachers. You believe the benefits of the profession outnumber the drawbacks, while I'm convinced of the opposite.

<...>You know, the more I think about our future in education, the more I feel we're choosing the right path. Teaching might be demanding, sure, but the rewards—both emotional and intellectual—make it completely worthwhile. Just imagine the impact we can have on young minds. <...>

ChatGPT

User

I don't share your bright outlook. As a teacher, you have to put up with being taken for granted, since people often overlook the amount of effort and the level of expertise required for quality teaching. This unfortunate circumstance reflects on the salaries and the workload.

I get where you're coming from—teachers are definitely underappreciated in many societies. But I think that's starting to change, slowly but surely. And even if the recognition isn't always immediate or financial, there's something deeply fulfilling about knowing your work genuinely matters. Seeing a student grasp a concept they struggled with—that moment is priceless. No corporate job can quite compare to that sense of purpose.

ChatGPT

What's your take on that emotional reward aspect? Doesn't it compensate, at least a little, for the drawbacks?

User

Actually, I don't think it does. If you take your job seriously and take pains to teach actually ALL of your students (not just the most capable of them), you will always be up to your ears in work, since the government sets inordinately high hopes on teachers' productivity and makes them take too many students under their wing. There's no way you won't burn out at some point, and then such lofty matters as your contribution to students' development will mean nothing to you.

You make a strong point. The risk of burnout is real, especially when class sizes are large and expectations are sky-high. But that's exactly why we need passionate, resilient people in this profession—people who can advocate for better conditions, more realistic policies, and sustainable workloads. If everyone who cares walks away, things will only get worse.

And honestly, I believe that with the right support system—colleagues who collaborate, leadership that listens, and even just small wins in the classroom—it is possible to sustain that passion without collapsing under the weight of the system.

ChatGPT

But tell me—if teaching feels like a surefire road to burnout, why are you still pursuing it? What keeps you going despite all that disillusionment? What's your take on that emotional reward aspect? Doesn't it compensate, at least a little, for the drawbacks?

Figure 5. Role-Play on Teaching Profession with ChatGPT

As shown in Figure 6, after refining the prompt, ChatGPT corrects these flaws (although it is impossible to account for ChatGPT giving actual C1-level output this time, since this part of the prompt stayed intact).

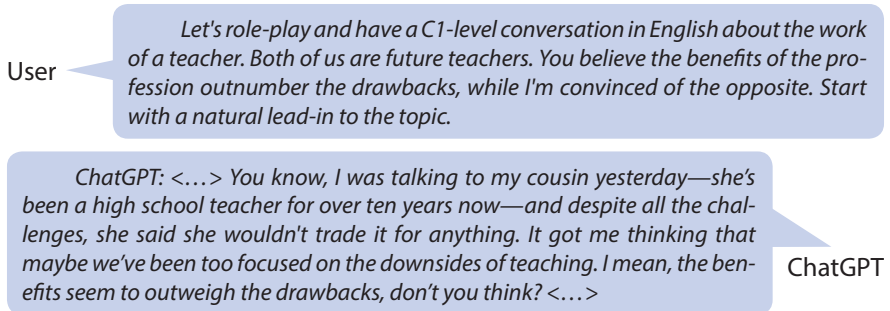


Figure 6. Role-Play on Teaching Profession with ChatGPT After Refining the Prompt

This leads us to the indispensable prerequisites of successful AI use – effective prompting, critical thinking, and post-editing skills.

Prompting, Critical Thinking & Post-Editing Skills

To obtain high-quality AI output and effectively process and refine it, students must possess skills in prompting, critical thinking, and post-editing. Cain (2023) claimed that effective prompting is defined by comprehensive content knowledge, critical thinking, and an iterative design approach. According to Moorhouse (2024), effective prompting requires specificity, the inclusion of contextual information, the use of simple language, breaking tasks into steps, and iterative and refined processes. Chan's (2023) findings highlight the necessity to develop critical thinking skills for effective AI implementation and show that both teachers and students recognise they should be trained in AI literacy for its ethical and practical implementation.

Tseng and Warschauer (2023) propose a pedagogical framework for an AI-driven learning environment, which entails explaining to students the capabilities and limitations of AI tools, familiarising them with the interface, functionalities, and writing prompts, facilitating students' verification of AI output, and teaching them to incorporate the generated text ethically.

Studies indicate a strong correlation between increased AI use and lower critical thinking skills, as AI encourages cognitive offloading (Gerlich, 2025). Simultaneously, as Cain (2023) noted, the process of post-editing AI output, e.g., determining its relevance and scrutinising it for hallucinations and bias, fosters cognitive and social skills. Post-editing is underpinned by focused attention and

critical reading skills (Alharbi, 2023). According to Podosynnikova and Priadka, critical reading strategies include, among others, contextualization, identifying contradictions, evaluating the writer's credibility, and discussing texts to generate creative ideas. Therefore, critical reading development can occur while engaging in activities aimed at evaluating AI output through fact-checking, identifying bias, questioning the consistency of ideas and the validity of interpretation, as well as synthesising new ideas.

There is a risk that students might overestimate AI's ability to provide them with credible information and, therefore, they might not question the veracity of its output. What might prove effective for instilling rational scepticism is demonstrating an AI hallucination in front of the class – we can elicit an absurd response from AI that will convince students it is not omniscient. Its output has to be taken with a grain of salt. Hallucinations can be triggered by touching upon an obscure topic, on which AI has very little data, if any. Therefore, we could ask AI for something concrete, e.g., about the institution we are teaching at or its department. As shown in Figure 7, while answering the question concerning Sumy State Pedagogical University, ChatGPT confused it with Sumy State University.

Does Sumy State Pedagogical University offer quality education in the field of German philology?

Sumy State Pedagogical University (officially **Sumy State University named after A. S. Makarenko**) does indeed offer a programme focusing on German philology—but to give you a clearer picture of its quality, here's what current data reveal:

Program Overview & Educational Structure

- **Master's Program Available**
The university offers a Master's degree in *Philology* with a specialization in **English and German languages (including translation)**. This is part of the second-level higher education (Master's degree) under specialty **035 – Philology** IC «Бсчын.OCBITA,UA» +1 SumDU.
- **Accreditation Status**
The programme is officially accredited, with accreditation confirmed as of **July 1, 2025**, qualifying it at the 7th level of the Ukrainian and European Qualifications Frameworks SumDU.

Figure 7. Example of ChatGPT's Hallucination

Writing Tasks Design: Maintaining Students' Involvement

Student involvement is influenced not only by assessment, but by the nature of the task itself. Several features can discourage AI overuse, either due to greater internal motivation or due to the inability to use it at certain stages of writing.

If an assignment is authentic and based on real life, then it may be more complex and less appealing for a student to complete it with minimal personal engagement. The examples may include tasking students with working on a real local problem that has an immediate effect on their lives:

1. *Read the article and tell if our city is close to becoming a 15-minute city. Does your part of the city have any features of a 15-minute city? What exactly has to be changed so that your neighbourhood looks like one in a 15-minute city?* (<https://www.deloitte.com/an/en/Industries/government-public/perspectives/urban-future-with-a-purpose/15-minute-city.html>)?
2. *Interview your older relative or an acquaintance about how their hometown has changed since their childhood.*

Another factor discouraging AI overuse is the implementation of media forms that AI cannot process, e.g., audio recordings, choice-based interactive fiction, apps, interactive sites, videos, games, etc.

1. *Visit an exhibition at the pocket gallery Google Arts&Culture and share your impressions in written form.* <https://artsandculture.google.com/pocketgallery/KwUht1OrZ661Lw>
2. *Listen to the recording [00:48-06:38] and respond to the story. How can you relate to the speaker's experience? What memories did the story bring up?* <https://open.spotify.com/episode/48EPkBIXO8Vm68vf4m8IKx>
3. *Play the game and share your impressions in written form. How did the game make you feel? Is it similar to any other media you know?* <https://pico-gram.itch.io/pe-noire>
4. *Take this personality quiz, read about your personality type, and write a passage on whether you agree or disagree with the results:* <https://www.truity.com/test/type-finder-personality-test-new>
5. *Watch the video "A WEEK OF EATING OUT IN AUCKLAND, NZ!! Cafe hopping, my favourite restaurants and acai bowls!" Write down what places and dishes piqued your interest and why.* <https://www.youtube.com/watch?v=-fUzNIZUBI4E>
6. *Play the game (first chapter) and retell your story:* <https://www.choiceofgames.com/user-contributed/ghost-simulator/>

The most important aspect of completing a writing task is students' genuine desire to communicate something to an audience. Hence, it is expedient to engage students in formulating topics and choosing the formats of assignments, allowing them to express themselves creatively and explore highly individualised niche topics that genuinely interest them, which you may not have considered suggesting yourself. Additionally, students should be allowed to share their work with others (not just their teacher) and receive meaningful feedback. That can be done, e.g., by exchanging their compositions in a group chat or by posting them on social media for a wider audience.

AI-Generated Feedback

AI is very promising in the domain of providing feedback for language learners. Its application offers one continuous assistance received instantaneously, making up for teachers' inability to provide extensive feedback to everyone on everything. According to Wu's (2024) findings, AI tools provide students with opportunities to gain insight into their writing strengths and areas for improvement, thereby facilitating student reflection. While not always helpful in explaining language use, LLMs like ChatGPT are quite accurate when it comes to language use itself, making them practical tools for providing corrective feedback that encompasses word choice, grammar, text organisation, and genre-specific features. In addition to correcting mistakes, AI also provides suggestions for paraphrasing to help students achieve wording approximated to that of native speakers. AI is also helpful in the content domain, as it can facilitate idea generation and refinement, which is particularly useful for students who struggle due to content-related issues, such as creative blocks. Besides, generative AI feedback is likely to be viewed by students as non-judgmental (Moorhouse & Wong, 2025). This attitude has the potential to lift the inhibition in writing, fueled by the fear of making mistakes and falling short of a teacher's expectations by revealing gaps in one's knowledge.

According to Mekheimer (2025), AI-assisted feedback has brought about major improvements in language use and organisation, while making only modest contributions to the content domain. At the same time, Alharbi (2023) argued that one of the most popular AI tools, Grammarly, provides feedback with unclear substantiation, either overflagging errors or missing them. Another issue worth noting is the AI's inability to provide feedback tailored to a specific language level, as it corrects every mistake and, at times, offers paraphrases that significantly surpass a student's proficiency. While this issue is not relevant for advanced speakers, it may affect the learning experience, for example, of a first-year student with a B1 level.

AI-Assisted Assessment

Moorhouse and Wong (2025) emphasised that teachers are obliged to get students' consent to employ digital tools in assessment and familiarise themselves with how the data they input may be retained and used. Awidi's (2024) findings suggest that, overall, ChatGPT comes second to expert tutors in scoring, with one caveat: the AI is more consistent in adhering to the assessment rubrics compared to the expert tutors, whose grading was sometimes not aligned with their feedback. According to Steiss et al. (2024), well-trained human raters outperform ChatGPT by a small margin in the following areas: clarity of directions for improvement, accuracy, prioritisation of essential features, and use of a supportive tone.

Korol (2024) distinguished between objective and subjective assessment tasks based on the criterion of grading procedures. Since writing activities do not stipulate only one correct answer, they fall into the category of subjective assessment tasks, which implies that writing activities cannot be assessed without a teacher's involvement. Similarly, Moorhouse and Wong (2025) highlighted that, notwithstanding the findings supporting AI accuracy in identifying mistakes and assessing language, AI assessment still requires human analysis to ensure the appropriateness of the feedback in relation to the task, context, and specific learner. Combined with AI analysis, human assessment is likely to be more accurate and time-efficient, while leaving less room for a teacher's bias.

Table 5 demonstrates how ChatGPT evaluated a student's work according to the given rubrics (in this instance, Content, Communicative Achievement, Organisation, and Language).

Table 5. *ChatGPT's Assessment of Content, Communicative Achievement, Organisation, and Language*

Step 1 – The Task
<i>Carry out research into music festivals held regularly in Great Britain and the USA. What festival organization and atmosphere impressed you the most? Why? Give your own account.</i>
Step 2 – A Student's Work
<i>I was impressed by Big Ears, an annual music festival held in Knoxville, Tenn. It challenged my preconceived notions of what a music festival is like. Like its namesake, the festival is about being perceptive and listening carefully in hopes of discovering something unheard before. Big Ears presents extraordinary performances and an eclectic array of nuanced music encompassing genres from avant-garde to traditional folk. This festival is for people with long attention spans and an appetite for experiments, ready to undergo a transformative experience. Big Ears is notable for its venues: the festival incorporates two world-class historic theatres in Knoxville and two of downtown's beautiful houses of worship – St John's Cathedral and the Point Church.</i>

<p><i>Compared to most mainstream festivals, this one holds performances in more intimate spaces, setting a ruminative atmosphere, encouraging one to listen to music with new ears. Another reason for the special charm of the festival lies in its walkability – all these venues are within a 15-minute walk of each other, with many of them clustered within a two-block proximity. Being tired of formulaic and insipid art, I would enjoy attending this festival.</i></p>	
<p>Step 3 – Assessment Conducted by ChatGPT</p>	
<p>Content (5/5)</p>	<ul style="list-style-type: none"> • The task is fully addressed: the text identifies a specific festival (Big Ears in Knoxville, Tenn.), describes its features (eclectic music, venues, atmosphere, walkability), and explains why it impressed the writer (transformative, intimate, experimental). • Relevant, detailed, and accurate information is provided.
<p>Communicative Achievement (5/5)</p>	<ul style="list-style-type: none"> • The text maintains an appropriate style: formal yet personal, suitable for an academic or reflective task. • The purpose is achieved: it informs about the festival while giving a personal account. • Engagement is high; the writer manages to convey enthusiasm and personal perspective.
<p>Organisation (5/5)</p>	<ul style="list-style-type: none"> • Well-structured: introduction, development (music and venues), conclusion (personal reflection). • Logical progression with clear paragraphing. • Cohesive devices are varied and effective (e.g., like its namesake, compared to most mainstream festivals, another reason, being tired of...).
<p>Language (4/5)</p>	<ul style="list-style-type: none"> • Wide range of vocabulary: preconceived notions, eclectic, nuanced, transformative, ruminative, insipid. • Grammar is accurate; sentences are varied and sophisticated. • Minor issue: the last sentence "Being tired of formulaic and insipid art, I would enjoy attending this festival." feels slightly awkward—better phrased as "As I am tired of formulaic and insipid art, I would greatly enjoy attending this festival." • Overall, very strong language, just a touch of awkward phrasing.

Table 6 illustrates how ChatGPT assessed a student’s work based on the criteria of Grammar, Vocabulary, and Orthography.

Table 6. ChatGPT’s Assessment of Grammar, Vocabulary, and Orthography

<p>Step 1 – The Task</p>
<p><i>Write about your ideal visit to a music festival you have always wanted to attend (What would be the line-up? The location and atmosphere? Your expectations and emotions?) Write an essay in about 250 words "Music Festivals I've Visited or Would Like to Visit".</i></p>
<p>Step 2 – A Student’s Work</p>
<p><i>My taste in music is not easy to define – I am omnivorous about this art form, and it is very difficult to point what unites the performers who catch my attention. Although I like many famous artists’ work, that is not thing I would come to music festival for – I am mainly interested in finding obscure musicians, who probably will stay underground forever because of their niche appeal and unorthodox experiment with sounds.</i></p> <p><i>What I would like to discover on a festival is bands crossing many genres, composing sophisticated textural music on dissonant harmonies, undermining tradition notions of song structure, unfolding abstract, totally unsingable melodies in never-seen-before way infused with kaleidoscopic array</i></p>

<p>of traditional music instruments, sounds of nature, city noises of vociferous world around us, and synthesized sounds. In best case scenario, going to this music festival would become a transformative experience, disrupting my preconception about music and leaving a unremovable mark on my music taste.</p> <p>I find small venues more immersive, especially if those are repurposed space – there something compelling authentic about them. More conventional venues often seem impersonal because of number and range of performances they host. I would appreciate music festival venues close proximity. Being located in walking distance would ensure uninterrupted, holistic experience.</p>	
<p>Step 3 – Assessment Conducted by ChatGPT</p>	
<p>Grammar – 3/5</p>	<p><i>Strengths: The text uses a variety of sentence structures (complex and compound). Tenses are generally consistent.</i></p> <p><i>Weaknesses:</i></p> <p>"point what unites" → should be "point out what unites".</p> <p>"that is not thing I would come" → should be "that is not the thing I would come".</p> <p>"unorthodox experiment with sounds" → needs plural "experiments".</p> <p>"What I would like to discover on a festival" → should be "at a festival".</p> <p>"tradition notions" → should be "traditional notions".</p> <p>"in never-seen-before way" → missing article → "in a never-seen-before way".</p> <p>"would became" → should be "would become".</p> <p>"a unremovable mark" → should be "an unremovable mark".</p> <p>"repurposed space – there something compelling authentic" → missing verb: "there is something compellingly authentic".</p> <p>"venues close proximity" → should be "venues in close proximity".</p> <p><i>Overall: Frequent small errors interfere with fluency but meaning remains clear.</i></p>
<p>Vocabulary – 4/5</p>	<p><i>Strengths: Ambitious, precise, and sophisticated vocabulary: omnivorous, niche appeal, dissonant harmonies, kaleidoscopic array, transformative experience, immersive, holistic. This shows a high level of lexical range.</i></p> <p><i>Weaknesses: Occasional word form misuse:</i></p> <p>"omnivourous" (spelling, but also lexical accuracy).</p> <p>"sosticated" (spelling).</p> <p>"scenary" (spelling).</p> <p>"vociferous world" (slightly odd collocation; "noisy" or "clamorous" would be more natural).</p> <p><i>Some phrases are wordy or slightly unnatural: "totally unsingable melodies" (less academic in tone, though vivid).</i></p> <p><i>Overall: Strong vocabulary, though marred by inaccurate collocations and misspellings.</i></p>
<p>Orthography – 3/5</p>	<p><i>Errors in spelling: omnivourous → omnivorous; sofisticated → sophisticated; scenary → scenario; unremovable → irremovable (better word).</i></p> <p><i>Occasional article errors overlap with grammar, but spelling mistakes appear several times.</i></p> <p><i>Punctuation is mostly correct (dashes, commas, and semicolons used acceptably), though sometimes commas are missing in longer clauses.</i></p>

Conclusion

Due to AI's irreversible integration into the educational context and its considerable potential for developing writing competence, it cannot and should not be excluded from the learning process of pre-service EFL teachers. There is

a large body of evidence suggesting that the implementation of AI tools has a positive impact on developing writing competence, specifically in areas such as individualisation, deep processing, longer retention, higher language accuracy, and improved text organisation. However, the successful application requires attributing AI contributions, establishing a clear policy on AI use, training in prompt writing, and developing critical thinking skills through evaluating and post-editing AI output.

AI can serve as an interlocutor, accommodating students' specific needs and preferences that would otherwise not be met during collaboration with their peers. Besides, AI is capable of fulfilling some roles of materials in the writing class. General LLMs and specialised AI tools are well-suited for generating quality language scaffolding materials. While AI can be successfully applied to authentic text manipulation to make it more suitable for students' needs, its use is not expedient for creating models from scratch in most cases. Due to its unreliability and lack of metalingual knowledge, AI falls short of serving as accurate reference materials, whereas the formulaic and artificial nature of AI output makes it a source of ineffective stimulus materials.

With that, there are well-founded concerns about how AI use can impact students' engagement with their studies. To address the issue of student effort being displaced by AI output, we suggest process writing, complementing written tasks with oral analysis, and involving students in the creation of engaging written assignments. This approach should also offer them tasks based on real-life scenarios, incorporating media that cannot be processed by AI.

Besides time efficiency from a teacher's point of view, the benefits of AI-generated feedback and assessment include its instantaneous and non-judgmental nature. While being quite accurate in detecting and correcting mistakes, AI often fails to provide a valid explanation for that. Another drawback is that the generated feedback and assessment are not context-sensitive. These circumstances require a teacher's analysis of AI output for carrying out quality assessment.

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