

THE IMPACT OF ARTIFICIAL INTELLIGENCE
ON TEACHING WRITTEN LANGUAGE TO UNIVERSITY STUDENTSВПЛИВ ШТУЧНОГО ІНТЕЛЕКТУ НА НАВЧАННЯ
ПИСЕМНОГО МОВЛЕННЯ СТУДЕНТІВ ВНЗ

Educational institutions are willing to use the latest technologies for learning and teaching a foreign language. Our study is related to the obvious need to expand the knowledge base and develop a policy for the use of AI in teaching writing skills. AI is a rapidly developing technology with enormous potential for practical application in various areas of social life, including education. Teachers use AI tools in their daily lives, such as Google Assistant, and are eager to safely apply AI in teaching, including foreign languages. Educators are well aware of the risks that AI poses, particularly its ability to automatically generate content that may be inaccurate, incorrect or false. They are also highly conscious about students using ChatGPT to present its products as their own work, so scholars must find ways to make use of this technology for the benefit of learning. All participants in the educational process must be able to take advantage of the positive potential of AI to facilitate the learning process and achieve educational goals, while protecting themselves from the potential dangers that may arise from its use. The interest in AI started gaining momentum in 2021, and in 2022, as an AI-generated chatbot appeared and society started exploring how it could be used in education. The role of AI in university writing is increasing. This calls for discussions about its impact on creativity and authenticity. AI-driven tools undoubtedly enhance effectiveness of writing and refine text style, but there are clear issues around writing uniqueness and style unification. This paper provides a definitive analysis of the impact of AI on creativity and authenticity, highlighting both the advantages and disadvantages. The authors discuss the ability of AI to maintain creativity by providing contextual clues, ideas generation and brainstorming. The consequences of using texts generated by AI in academic and professional contexts are analysed with a focus on ethics and intellectual ownership. The research findings stress the importance of preserving human originality in AI-assisted writing and revising assessment methods for academic texts produced by university students. It also puts forward strategies to strike a balance between AI support and students' individual creativity. The results emphasise that AI should be regarded as a collaboration tool, not a substitute for human imagination, and that integration of AI in writing practice should be done responsibly and reasonably.

Key words: Artificial intelligence, ChatGPT, creativity, authenticity, teaching English writing, restrictions.

Навчальні заклади досліджують можливості використання новітніх технологій у вивчення та викладання іноземної мови. Наше дослідження пов'язане з очевидною необхідністю розширити базу знань і розробити політику використання штучного інтелекту в навчанні навичок письма.

ШІ – це технологія, що стрімко розвивається і має величезний потенціал до практичного застосування в різних сферах суспільного життя, в тому числі в освіті. Вчителі використовують інструменти ШІ у своєму повсякденному житті, такі як Google Assistant, і прагнуть безпечно застосовувати ШІ у викладанні, зокрема іноземних мов. Освітяни добре знають про ризики, які несе в собі ШІ, зокрема про його здібності автоматично генерувати контент, який може бути неточним, некоректним або неправдивим. Вони також добре усвідомлюють той факт, що студенти використовують ChatGPT, щоб представити його продукти як власні твори, тому науковці повинні знайти способи використовувати цю технологію з користю для навчання. Всі учасники освітнього процесу повинні мати можливість скористатися позитивними можливостями ШІ для досягнення освітніх цілей, одночасно захищаючи себе від потенційних небезпек, які можуть виникнути при його використанні. Інтерес до ШІ почав набирати оберти у 2021 році, а у 2022 році з'явився чат-бот, створений штучним інтелектом, і суспільство почало досліджувати, як його можна застосовувати в освіті. Роль штучного інтелекту в університетському письмі зростає. Це викликає дискусії про його вплив на творчість та автентичність. Інструменти на основі штучного інтелекту, безсумнівно, підвищують ефективність і вдосконалюють стиль тексту, але існують сумніви стосовно унікальності письма та уніфікації стилю. У цій статті представлено ґрунтовний аналіз впливу штучного інтелекту на творчість та автентичність, висвітлено його переваги та недоліки. Автори обговорюють здатність ШІ підтримувати креативність шляхом надання контекстних підказок, генерування ідей та мозкового штурму. Аналізуються наслідки використання текстів, створених штучним інтелектом, в академічному та професійному контекстах з наголосом на етиці та інтелектуальну власність. Результати дослідження підкреслюють важливість збереження людської оригінальності під час написання текстів за допомогою штучного інтелекту та перегляду методів оцінювання академічних текстів, створених студентами університетів. Дане дослідження також пропонує стратегії для досягнення балансу між підтримкою ШІ та індивідуальною творчістю студентів. Результати дослідження підкреслюють, що ШІ слід розглядати як інструмент співпраці, а не як заміник людської уяви, і що інтеграція ШІ в практику письма має відбуватися відповідально та обґрунтовано.

Ключові слова: штучний інтелект, ChatGPT, творчість, автентичність, навчання письму англійською мовою, обмеження.

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Formulation of the problem. The role, nature, and methods of writing have undergone significant changes in recent decades. With the rapid advancement of the Internet and Information and Communication Technologies (ICT), written communication has sharply increased, despite the availability of fast voice and video communications tools. The COVID-19 pandemic further accelerated this trend, particularly in education, where written interaction became even more prevalent.

As we have known it before, writing is a complex cognitive process that requires time for information processing, reflection, preparation, revision, and error correction, as well as exploring alternative solutions. This makes the teaching of writing skills, especially in a foreign language, an essential component of academic education. University students, in particular, have specific writing needs, such as note-taking, exam preparation, and the composition of scientific research papers, essays, reports, and reviews, etc. Consequently, developing students' writing competence remains a crucial educational objective.

The integration of Artificial Intelligence (AI) is reshaping traditional approaches to teaching and assessing writing at universities. AI-driven tools, such as ChatGPT, enable more automated and personalised learning experiences. However, they also introduce new challenges, particularly in how students create written work and how their writing is assessed. These evolving dynamics highlight the need for further research to systematise effective strategies for teaching writing while incorporating AI tools in language education.

Publications analyses. A range of scholars have contributed to the development of writing instruction, a topic that remains a subject of debate in foreign language teaching. Despite the existence of numerous approaches and techniques, there is no unified criterion for determining the necessity and effectiveness of writing instruction. Additionally, experts have different views on its role – some regard writing primarily as a means of assessing students' learning outcomes, while others see it as an integral part of developing overall language proficiency. This paper analyses key research findings from various scholars on the role, methodologies, and best practices for teaching writing in a foreign language and explores the potential role of AI in enhancing these processes. Additionally, knowing the nature of writing and its place and role in a language instruction can help elaborate the best methods for teaching this multifaceted skill [1].

The purpose and necessity of writing instruction are subjects of ongoing discussion. J. Edge is clear that different teaching approaches are fine, and they are linked to student progress and productive skills. He emphasises communicative language production as key to assessing achievement and promoting independence, including skills like logical structure, clear messaging, and audience awareness [2, p. 115–116].

P. Ur draws a clear distinction between teaching writing, which is permanent, structured, and uses standard language, and teaching speaking, which is fleeting, interactive, and more redundant. Writing is clearer, more formal, and requires deliberate teaching, while speech is intuitive and vital for daily life [3, p. 160–161].

J. Willis is absolutely right when he says that most people rarely write formally, even in their native language, while students are supposed to write in a foreign one. Writing helps clarify and develop language, challenging learners to structure and express ideas clearly, which makes it a powerful learning tool [4, p. 61]. D. Tannen differentiates between formal, separated written discourse and informal, interactive speech, though genres can blur, and written products may feel conversational, while speeches may resemble writing. She distinguishes between autonomous and non-autonomous prose [5, p. 1–21]. J. Harmer stresses that productive skills, such as writing, depend on receptive skills and that written communication often mirrors spoken dialogue, especially in digital contexts, and cannot develop in isolation [6, p. 251]. J. Scrivener emphasises that writing has value when it gets results, for example, a complaint to a store or an application letter, making it worth teaching seriously [7, p. 201]. R. Bait and V. Arndt see writing as a recursive process, with planning, structuring, revising, generating ideas and evaluating outcomes being key stages [8, p. 5]. S. Thornbury defines writing as communicative as long as it influences the reader. His writing process includes idea generation, organisation, drafting, revising, and finalising [9, p. 62]. In her article O. Betsko definitively demonstrates the impact of using weblogs on the development of students' writing skills. The author points out that blogging contributes to the development of linguistic autonomy and increases students' motivation to learn. Blogs allow students to express their opinions independently, present information in a structured way and reflect critically on the material, which in turn improves their writing skills. Integrating blogs into the learning process allows students to practice writing in a real-world context, making learning more effective and closer to practical needs [10]. Given the development of digital technologies, O. Betsko's ideas are gaining new relevance in the context of the active use of artificial intelligence in the educational process. AI-based tools, such as text generators, language models, or collaborative editing platforms, complement or extend the functionality of weblogs. AI can instantly provide feedback on grammar, style and logic, encouraging students to reflect and improve their texts. The combination of autonomous blogging and AI support is undoubtedly contributing to a more flexible, personalised, and effective development of students' writing skills.

O. Yefimova, et al. are clear that teaching written communication is an essential part of developing cadets' foreign language skills in military universities. The authors' main thoughts on this issue can be summarised as follows: teaching written communication

is not considered in isolation, but as an integral part of foreign language professional communication. This includes military, professional, special and military business spheres. Studying written communication helps cadets interact effectively with international partners, analyse foreign literature, write report papers and other documents. The authors emphasise the importance of creative tasks that stimulate the development of language skills, including writing. These tasks include writing essays, stories, reflections; project work with research elements; creating texts that involve comprehending a topic and identifying one's own position; and written discussions that develop argumentation and logic of presentation. Teaching of written communication follows a clear, structured approach. First, students reproduce what they have learned. Then, they modify known structures. Finally, they perform creative tasks requiring complete independence. The development of written speech is closely related to the consideration of individual characteristics of cadets, their interests, previous experiences and psychological readiness for independent speech activity. Teaching written language is therefore an essential component of cadets' professional training, contributing to the development of their communicative competence, independent thinking, intercultural understanding and the ability to function in real military and social contexts [11].

All the authors agree on several key aspects of writing:

1. Writing vs. Speaking. Writing differs from oral communication in its permanence, structure, and clarity (P. Ur, D. Tanen). It is more structured, formal, and precise, whereas speech is more interactive, spontaneous, and redundant.

2. Writing as a Process. Writing is a recursive process that involves planning, drafting, revising, and editing (R. Bait & V. Arndt, J. Edge, S. Thornbury, O. Betsko, O. Yefimova et al.). Writers move back and forth between stages, refining their work continuously.

3. Teaching Writing. Writing must be consciously taught, unlike speaking, which is naturally acquired (P. Ur, O. Betsko, O. Yefimova et al.). Different teaching approaches exist, such as process-based (focusing on stages of writing) and task-based (integrating writing into meaningful activities) (J. Willis, J. Scrivener).

4. Purpose and Audience. Writing serves different purposes, from academic writing to real-life communication, such as complaints or professional emails (J. Scrivener, J. Harmer, O. Betsko, O. Yefimova et al.). Understanding the audience is crucial in determining the style and structure of writing.

5. Collaboration and Feedback. Writing improves through discussion, peer feedback, and teacher guidance (J. Willis, J. Edge, O. Betsko, O. Yefimova et al.). The process benefits from interaction and revision, helping students refine their ideas.

6. Personalised Approach. There is no single 'right' way to teach writing. Different strategies should be introduced so students can find what works best for them. (S. Thornbury, O. Betsko, O. Yefimova et al).

Overall, the authors emphasize that writing is a structured, multi-step process that requires explicit teaching, practice, and revision. The purpose of randomised writing in a foreign language is clear – to help students acquire the skills they need to produce written texts which are similar to those expected of an educated person in their native language. So, it is crucial to explore ways to make this process as effective as possible. We confidently assert that AI can be integrated into these writing theories in multiple ways. We will explore these in our discussion.

Topicality of the study. Modern technologies have completely transformed the way individuals write texts in English, creating both new possibilities and challenges. The use of AI in language learning improves style, speeds up text editing and enhances overall writing effectiveness. However, there is a serious risk of losing authenticity, since AI algorithms may standardise authors' expressive means and unify their writing styles. Authenticity of writing is critical for preserving the writer's individual style, which is especially topical in academic, professional and creative environments. Algorithmic solutions risk undermining creativity, which is fundamental to any written work. The development of generative AI models also highlights the ethical considerations of AI application in teaching writing. The responsible use of technologies demands a balance between their supportive use and the maintenance of human creativity. Research into this problem is important in the context of the educational process, where it is necessary to not only make students' participation easier, but also stimulate their cognitive and creative development. The issue is not only made topical by technological changes, but also by the need to design effective approaches to integrating AI to develop writers' originality and distinctiveness of thinking.

Modern students have access to various programs and algorithms, which help them write texts, check grammar and improve styles. The question arises: does it facilitate the development of their creative thinking, or on the contrary, limits their imagination and identity? There are some reasons which make our study relevant.

- Rapid penetration of AI tools into education – a growing number of educational institutions are using AI to support learning process;

- Changing approaches to writing – very often students are too reliant on text production algorithms, which may negatively affect their independence and critical and creative thinking;

- The need for preserving authenticity of writing – at the age of digital automation it is essential to find a balance between the use of technology and development one's own writing style;

– Ethical issues – the use of AI in writing brings forward such notions as authorship, originality and plagiarism, which is very important in academic community;

– Changes in professional environment – the ability of writing creative and unique texts is becoming a competitive advantage, as automated algorithms are widely used for writing standard texts.

Formulating the goals of the article. This research aims to define the influence of AI on the development of creative writing. It also evaluates its potential advantages and disadvantages and develops recommendations for its efficient implementation in the teaching of writing skills to university students. The study will analyse AI's capabilities as a tool to support the creative process and identify the risks associated with its excessive use. It will also formulate a methodological basis for integrating AI in education, preserving authenticity and uniqueness of students' writing activities.

The following research methods were used to analyse the impact of artificial intelligence on the development of creative writing: literature analysis; research of scientific articles, books, and reports on the impact of AI on education and the creative process; surveys and questionnaires were also used to collect data from students about their impressions and experience of using AI in writing. The experimental method entailed conducting a series of learning tasks in which students used AI in different modes (as an assistant or the main tool), followed by analysing the results.

Presentation of the main material of the study.

There are many approaches to teaching writing, both in and out of the classroom. The teacher has the opportunity to choose one of them and focus either on the process of creating a written text or the product of writing, or they may ask students to explore different genres of written texts and write creatively, individually or with classmates. When the focus is on the product, the interest is on the outcome of writing or in the task itself. Authors' writing process advocates concentration on creating written content in different stages which means that students go through preparing, editing, creating drafts, and finally 'publishing' their work, simultaneously they practice other skills as well.

The writing process is complex in real life and its stages can occur recursively, that is, in reverse order. Students go through a stage, return to the previous one, go forward, go back again, and so on. The process approach is time-consuming (a lot of time is needed from planning to final product), and at different stages, it involves interaction between students and the teacher. In contrast, the task-oriented approach [4. pp. 61–62] involves writing naturally as part of the task cycle. Writers go through different stages of the writing task in the following order: thinking about what

to say or not to say, discussing with someone how to approach the task; writing down ideas and thoughts; making rough notes to get more ideas; explaining to someone, clarifying the task and its content in groups; reading the initial version, reflecting on the circumstances that made them write; showing the almost finished version to other students with a request to comment on it; shortening the work and editing it; determining the structure and format of the text; evaluating the comments of other students and accepting them; making decisions about changes in the text, writing the final version, rewriting it and error correction, etc.. It is possible to go through these stages in a different order. The writer will always feel the complexity of the writing process and its duration. It is not always easy to put into writing what we think. This process can improve students' performance, making it worth the time spent on it. It is interesting to note that only four of these steps actually involve writing.

J. Willis' model of assignment is clear: a preparatory phase where a topic or a situation is discussed and the teacher assigns a writing task based on the reading of a particular text; the task cycle, where students discuss the task orally in pairs, decide on the content of the message, write a draft in pairs, exchange drafts with other groups who offer their ideas on how to improve the work, rewrite the draft, improve it, read out their texts (for a specific purpose), discuss them as a group, and the teacher summarises the results. J. Scrivener suggests his own steps in creating a written message and gives clear instructions on how to write it when the topic or the title of the text has already been chosen: 1) students must read the text, article, letter, announcement and look at the pictures. This will help them to develop a deeper familiarity with the topic and ensure their interest is piqued; 2) students discuss the key points and suggest and summarise the main writing task. This will ensure students understand what they have to do. They need to know the genre and the target audience; 3) students brainstorm ideas. The whole group works on that, and the teacher writes down ideas on the board. After that, small groups discuss and take notes; 4) finally, students do speed writing. Some students may find it difficult to start writing. Students take a few blank sheets of paper and quickly write everything that comes to their mind about the topic until the teacher tells them to stop. This draft, containing words, phrases and sentences, can be used later; 5) selecting and discarding ideas (students choose what to keep in the text); 6) sorting and organising ideas (students remember to plan the structure of the text by organising ideas); 7) meeting specific requirements (style, information, appearance of the text, grammatical structures, etc.); 8) relying on models (the teacher helps students to study some samples of written texts or models similar to the ones they will write); 9) planning (using notes, drafts, cards, etc. to

start designing a possible form of the text); 10) getting comments (at different stages, the teacher and students can read the message and make comments on the text); 11) preparing a rough draft; 12) editing (rereading the text, looking for mistakes); 13) preparing the final text; 14) selecting readers (the teacher should determine who will read the text and the purpose of reading to make it realistic, not just evaluate it) [7, p. 194–195].

In her model of working on the creation of a written message, P. Ur uses the following stages: 1) Preparation. This stage involves the creation of short notes, which are not arranged in any particular order. Then the author 'plunges' into the writing process, organising and structuring ideas. 2) Process. It is important to note that the process of creating a written work often involves the deletion or alteration of certain parts of the text. This process often takes place during the writing process and after the text has been re-read. Sometimes, one may wish to set aside sections of a message that are not fully developed and return to them later. You may also wish to change the order in which certain parts of the message are created. It is recommended that you edit both the structure and the content of the text throughout the writing process, focusing on 'micro' aspects such as word choice, letter changes, and punctuation, rather than on entire paragraphs. As P. Ur emphasises, the process of writing should be both absorbing for the author and enjoyable. People often find more satisfaction in rewriting and improving their work than in collecting ideas and planning. Readers' critical comments and suggestions may seem painful at first, but they will be useful and sometimes necessary for the author. 3) Product. The final version always differs significantly from the initial concept, but the author always feels proud of what they have created and wants their work to be read and appreciated [3, p. 173]. J. Edge is convinced that the following steps are key to creating a written text: discussing the topic in small groups; sharing ideas with the whole class and discussing them; making suggestions on the general structure of the message, planning; creating a draft version of the written text, commenting on this work by the teacher; working in pairs to improve the text; individual writing of the final version [2, p. 120]. It is clear that creating a written communication is a troublesome process. Students go through distinct stages when writing a text, starting with a series of sloppy drafts and ending with the final version. They do not follow the so-called rational order of priority. Typically, authors think first about the content and then about the form, but they do not follow this order systematically. Revisions to the content of the message can be made at later stages of the draft, and changes to sentence or paragraph structure can be made at early stages. Students should be encouraged to create several drafts, seeing them as a positive, even necessary, step in

the writing process. It is important to remember that all students are different. Different writers can achieve equally good results using different processes. There is no single system of writing that should be imposed on everyone, but teachers should introduce students to different strategies, encouraging them to experiment and find one that works for them.

Based on the variety of theories and practical models presented, the best model of teaching writing is one that is integrative, flexible, student-centered, and recursive, combining the most effective elements from product, process, task-based, genre, and creative approaches. This model accommodates various writing theories into a comprehensive teaching approach. It's designed to be flexible and adaptable to different contexts and students' needs, and, subdivided into 4 phases, blends the strengths of Willis' task-based learning, J. Scrivener's detailed process approach, and P. Ur's emphasis on iterative revision and enjoyment to create a dynamic and effective writing curriculum. By integrating ChatGPT thoughtfully into this integrative writing model, teachers can amplify student voice, increase writing fluency, and provide scalable support at every stage of the writing journey, creating a dynamic and engaging learning experience.

Phase 1 includes pre-writing engagement (J. Willis' Preparatory Phase and J. Scrivener's Steps 1-3):

- motivational introduction, beginning with an engaging activity, a relevant video, a thought-provoking image, or a stimulating discussion to spark interest in the chosen topic. This aligns with Scrivener's emphasis on initial engagement. ChatGPT can generate creative prompts, intriguing questions, or even short stories related to the chosen topic, instantly capturing student interest. For example, if the topic is environmental issues, ChatGPT could generate a short fictional narrative about a polluted city, sparking discussion and idea generation;

- task clarification – clearly defining the writing task: genre, purpose, audience, and specific requirements (length, style, format). This ensures students understand expectations. ChatGPT can provide clear and concise explanations of the writing task, including genre, purpose, audience, and specific requirements. It can also offer examples of successful texts fitting the criteria. Students can input their writing task and ask GPT to break it down by purpose, audience, and structure;

- idea generation or brainstorming is using brainstorming techniques (mind-mapping, freewriting, group discussions) to generate ideas incorporating Scrivener's brainstorming step. ChatGPT can facilitate brainstorming by providing relevant keywords, suggesting different perspectives, or even generating initial outlines. Students can interact with ChatGPT, refining ideas and exploring connections. Students may ask GPT to generate thought-provoking questions,

prompts, or keywords around the theme, for, example by asking: “GPT, can you give us 10 creative angles to write about the topic ‘Climate Change and Me’?”

GPT can show examples of different writing genres (e.g., letters, essays, blogs), e.g.: “Show a sample informal letter on the topic of travel.”

Phase 2 includes drafting and collaborative feedback (Willis’ Task Cycle and Scrivener’s Steps 4-6):

- speed writing (first draft) encourages students to write a quick first draft, focusing on conveying ideas without worrying about perfection. This mirrors Scrivener’s speed writing and Ur’s emphasis on the initial writing ‘plunge’. ChatGPT can provide a timer to help students stay focused during the speed writing phase. It can also act as a writing partner, offering immediate feedback on word choice or sentence structure without interrupting the flow. ChatGPT can help reluctant writers get started with sentence starters or paragraph outlines, e.g.: “Give me an opening paragraph for an opinion essay on school uniforms.”

- idea selection and organization (Scrivener’s Steps 5,6). Guiding students to select, discard, and organize their ideas for coherence and structure ChatGPT can analyse the student’s initial draft, offering suggestions for improved organisation and coherence. It can highlight sections that need more development or suggest transitions between ideas. Students can input a rough idea list, and GPT can help sort them into a logical structure, e.g.: “Here are my main points. Can you help me arrange them for a persuasive essay?”

- peer feedback, which is implementing peer review sessions where students exchange drafts and provide constructive feedback. This reflects Willis’ task cycle and encourages collaborative learning. While ChatGPT cannot replace peer interaction, it can provide a framework for constructive feedback, suggesting questions students can ask each other to improve their drafts. ChatGPT can simulate a peer review by evaluating a draft and offering feedback on clarity, tone, and structure, e.g.: “Here’s my paragraph. Can you give me suggestions to improve the argument and transitions?”

Phase 3 includes revision and refinement (Willis’ Task Cycle, Scrivener’s Steps 7-14, and Ur’s Process):

- revision based on feedback; students revise drafts based on peer and teacher feedback, focusing on content, organisation, and clarity. This aligns with Willis’ task cycle and Scrivener’s revision steps ChatGPT can analyse revised drafts, identifying areas that still need improvement. It can offer specific suggestions for sentence structure, word choice, and clarity. Students input a paragraph or section and ask ChatGPT to suggest improvements: “Revise this to make my argument stronger and clearer.”

- micro-editing (Ur’s focus); students edit for grammar, mechanics, and style, focusing on

micro-level aspects like word choice and punctuation as P. Ur suggests. ChatGPT’s grammar and style checking capabilities are invaluable here, helping students polish their writing and catch errors they might have missed. ChatGPT can help catch grammar, punctuation, or awkward phrasing issues, e.g.: “Check this paragraph for grammar and suggest better word choices.” Students can ask ChatGPT to adjust tone or match genre-specific language, e.g.: “Can you rewrite this paragraph to sound more formal/informal/academic?”

- final draft and publication; students produce a final draft and consider a method of ‘publication’ (sharing with a wider audience, submitting for assessment). ChatGPT can help students format their final drafts and suggest appropriate platforms for publication (e.g., school blog, online writing platform).

Phase 4 includes reflection and assessment:

- process reflection – encouraging students to reflect on their writing process, identifying challenges and successes, which promotes metacognitive awareness. ChatGPT can prompt students to reflect on their writing process, asking targeted questions about their challenges, successes, and learning experiences. ChatGPT can generate reflection questions students can use to analyse their process, e.g.: “What did I find most challenging in this assignment, and how did I overcome it?”

- holistic assessment – assessing student work using a rubric that considers both the process and the final product, acknowledging the iterative nature of writing. While ChatGPT cannot replace human judgment, it can assist in providing feedback on various aspects of the writing process and final product, offering data-driven insights for both students and teachers. Students can input their text and ask ChatGPT for feedback based on a given rubric, e.g.: “Evaluate my descriptive paragraph using this rubric: content, organization, grammar, and creativity.”

Despite all the benefits of using AI in teaching writing, there are certain concerns that, if students rely too much on ChatGPT to generate full essays without their input, it could negatively impact their creativity and authenticity in several ways:

1. **Reduced Creativity and Critical Thinking.** It is clear that avoiding active participation in the writing process hinders the development of crucial critical thinking skills. Essay writing demands brainstorming, organisation and idea generation, all of which are processes that students bypass when they use AI-generated content. This overreliance on AI slows down the growth of independent thought and creative expression. Linguist Naomi S. Baron highlights this concern, emphasising the potential negative impact of AI tools like ChatGPT on students’ creativity and critical thinking. Her research, including a survey of young adults, definitively shows that personal expression and cognitive engagement in writing decrease

when AI is over-utilised. Writing is a tool for clarifying thought. This is a sentiment echoed by writers such as Flannery O'Connor, William Faulkner, and Joan Didion. AI has a role in the writing process, but it diminishes this crucial self-discovery and sense of ownership. [12].

2. Loss of Personal Voice and Authenticity. Effective writing is a reflection of individual's distinct thoughts, feelings, and experiences. When students write independently, their unique personalities shine through. Text generated by AI, on the other hand, often comes across as more neutral and formulaic. Over-reliance on AI stops students from cultivating their own writing style and personal voice, resulting in work that lacks authenticity. In his Forbes article, "The Risk of Losing Unique Voices: What Is the Impact of AI on Writing?", Rodolfo Delgado explores how dependence on AI tools like ChatGPT can diminish personal voice and authenticity in writing. He confidently recounts his experience of using ChatGPT to enhance an article, highlighting that while the AI-generated text was grammatically perfect, it lacked his personal touch, essence, and emotional richness. Delgado is clear: relying too much on AI could destroy the unique quirks and expressions that make writing engaging and relatable to readers. Writers who become overly dependent on AI for grammar correction or idea refinement risk losing their unique voice, and, in turn, their audience. Growth and improvement come from meaningful feedback, something AI tools, despite their efficiency in quick edits, cannot fully offer. AI is simply unable to grasp tone, storytelling nuances, and the emotional depth that binds a narrative. It is vital to preserve the human element in writing because it is often the imperfections that create connection. In the face of rapid technological progress, it is crucial to emphasize the value of authenticity and the power of genuine emotion in writing [14].

3. Missed Learning Opportunities. Writing is a skill that students must develop through consistent practice. They must not rely too heavily on AI to complete their assignments; this will prevent them from strengthening their grammar, vocabulary and organisational abilities. AI can generate well-structured essays, but students must still develop clear expression and logical argumentation. In his study Andrew Jelson and his colleagues highlight the concerns that excessive use of AI tools like ChatGPT will reduce students' critical engagement with the writing process, ultimately slowing down their learning. Jonathan Malesic also addresses this issue, making clear that writing education is about more than producing polished text. It is also about cultivating critical thinking and the capacity to empathise with readers. AI cannot foster these essential skills. Writing is an ethical act; it requires imagining and responding to the needs of an unknown audience, forming a relationship across time and space. When done well, writing can create a

profound connection, allowing a reader to feel deeply understood. As AI becomes more capable of handling writing tasks, it's crucial that we don't lose the human ability to imagine and empathise with distant others, especially when communication across vast distances has never been easier [14, 15].

4. Risk of Generic and Unoriginal Content. AI-generated essays simply cannot compete when it comes to conveying deep personal insight. AI draws from broad, existing data, so the resulting content may be grammatically sound and coherent but lacks originality and personal depth. In academic contexts, instructors are looking for authentic perspectives and lived experiences in student writing. AI must not be over-used. Using it too much will result in essays that are generic and fail to leave a lasting impression.

5. In her LinkedIn article, Bronwyn White explains how to avoid generic content creation with ChatGPT. She highlights the limitations of AI-generated content, particularly its tendency to lack emotional nuance and empathy. These are qualities that are essential for truly resonating with readers. AI can enhance personalisation and engagement, but it also raises the bar for creativity and authenticity. The solution is clear: use AI thoughtfully as a support tool that complements human insight, creativity and emotional intelligence, rather than replacing them [16].

Conclusion. The integration of artificial intelligence into higher education, particularly in teaching foreign language writing skills, has introduced a new paradigm in both pedagogy and student engagement. The research in this study definitively shows that while AI tools like ChatGPT can improve writing instruction, streamline the learning process, and stimulate idea generation, they also present significant challenges to creativity, authenticity, and ethical academic practices.

The study's practical results clearly highlight several important insights. The majority of student participants acknowledged the convenience and usefulness of AI tools in the brainstorming and revision phases of writing. AI proved to be an effective writing assistant, improving understanding of its structure, coherence, and vocabulary enrichment. Students were clear in their appreciation of the instant feedback, alternative expression suggestions and model composition demonstrations provided by AI. These functions are key to demystifying the more difficult aspects of academic writing, especially for learners writing in a foreign language. AI was a valuable tool in this sense, as it provided a supportive framework that encouraged learner autonomy and reduced writing anxiety.

However, the data also revealed significant downsides, especially when students depended on AI to generate entire texts. It is clear that essays composed predominantly by AI lack emotional nuance, individuality and depth of insight. Instructors noted that these texts were grammatically correct and structurally

sound, but generic and lacking in personal voice and intellectual engagement. It is clear that there was a major disconnect between the content produced and the educational goals of the writing assignment. Teachers also reported difficulty in assessing student understanding and progress when AI-generated content obscured the student's original thought.

Survey data from both students and teachers highlighted a shared concern regarding the ethical implications of overreliance on AI. It is clear that educators need to revise assessment strategies and implement safeguards to ensure academic integrity, likewise, reflective components in assignments are vital for verifying student authorship and promoting metacognitive awareness. Examples of these components include process logs or commentary on writing choices.

Pedagogical research shows that AI should not be viewed as a replacement for human creativity or instruction. Instead, it should be viewed as a collaborative partner in the learning process. AI must be used effectively in education, which requires a deliberate and thoughtful approach. Teaching strategies must evolve to integrate AI meaningfully. This will encourage students to use it responsibly while maintaining ownership over their learning outcomes. Teachers must design tasks that stimulate personal reflection, critical analysis and cultural awareness, because these are areas where AI still lags significantly behind human capabilities.

The research also shows that students and educators must be equipped with digital literacy skills – it is necessary to understand how AI systems work, evaluate the reliability of AI-generated content and apply ethical considerations in their use. Without this foundational knowledge, learners are more susceptible to blindly accepting AI outputs, diminishing their critical engagement with language and writing. Digital literacy must become an integral component of modern language education curricula.

The results of the study provide substantial insights into the benefits and risks of using AI in writing instruction. They also open up several avenues for future research. It is critical to explore in more depth the long-term effect of AI use on students' independent writing skills. AI will undoubtedly diminish a student's ability to write autonomously over time. AI usage must be calibrated to reinforce good writing habits and support sustained language development.

Another area for future investigation is the use of AI in specific fields. Writing in a foreign language varies greatly depending on the academic context, be it literary analysis, scientific reporting or business communication. Each genre has its own conventions, tone, and communicative goals. Research is needed to understand how AI can be tailored or trained to support writing instruction in these varied contexts without promoting uniformity or sacrificing disciplinary authenticity.

Further studies must examine the cognitive and emotional dimensions of AI-supported writing. It is significant to understand how the use of AI affects student motivation, engagement and self-perception as writers. It would be interesting to find out if there are differences in how beginner and advanced language learners interact with AI tools.

More cross-cultural studies to understand how perceptions and uses of AI in education vary across different linguistic and cultural backgrounds are needed. It is clear that an acceptable or ethical use of AI in one country does not necessarily reflect its use in another. Exploring these global variations is the key to creating more adaptable and culturally sensitive teaching frameworks.

Finally, future research must address the ethical implications and policy development for AI use in education. As AI continues to evolve and become more prevalent in classrooms, educational institutions must develop clear guidelines and policies that address intellectual ownership, privacy, data protection, and the definition of academic misconduct in AI-assisted work.

This study demonstrates that AI has the power to transform foreign language writing instruction. It also highlights the vital role of human creativity, ethical awareness, and innovative teaching methods. AI is a powerful partner in the writing process, which supports learners in developing their language skills and writing competence. This partnership must be grounded in thoughtful integration, continuous reflection and a strong commitment to educational values. Educators must teach responsible use and maintain a focus on authenticity and empathy in communication. This will ensure that AI enhances the learning experience. AI is reshaping the educational landscape, hence ongoing research is essential to refine teaching practices, inform policy and safeguard the integrity of academic writing in the digital age.

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