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**CHALLENGES AND ADVANTAGES OF AI INTO ENGLISH LANGUAGE  
LEARNING AND TEACHING (GRAMMAR, VOCABULARY, WRITING):  
A CASE STUDY BASED ON CHATGPT**

*The article is devoted to the study of the opportunities and challenges of integrating artificial intelligence, in particular ChatGPT, into the process of teaching English. Based on the analysis of modern pedagogical and technological concepts, key scenarios of using ChatGPT for the development of writing skills, grammar, vocabulary and communicative competence are considered. Significant advantages are identified: personalization of learning, 24/7 availability, reduction of language anxiety and instant feedback. At the same time, challenges are identified: the risk of academic dishonesty, over-reliance on AI, technical limitations and institutional and ethical issues. The study fills the gap in empirical data on the use of ChatGPT in the Ukrainian educational environment.*

*Keywords: artificial intelligence, ChatGPT, English language teaching, communicative approach, digital technologies, distance learning.*

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Statement of the problem. In the 21st century, driven by rapid advances in information technology and shifting demands of contemporary society, the digital transformation of education is evolving from a trend to a requirement. Education is not an exception to the rapid integration of artificial intelligence (AI) into many aspects of human endeavor. Since English remains the universal language of business, science, and global communication, this problem is especially pertinent in teaching foreign languages. Over 1.5 billion people worldwide are learning English as a foreign language, according to UNESCO (2023), driving up the need for efficient, readily available, and customized teaching strategies. Despite their lengthy history and demonstrated efficacy, traditional teaching methods frequently fall short of meeting the unique demands of each student and the rapid advances in technology.

The availability of generative artificial intelligence models, such as ChatGPT (Generative Pretrained Transformer), which will be the subject of our study, developed by OpenAI in November 2022, has opened up new perspectives for language education. The characteristics necessary for effective language learning include the ability to interact naturally, create context, adapt to user needs, and provide instant feedback.

Purpose of the article. Thus, research is important due to several interrelated factors that exist in the modern educational environment. The globalization and digitalization of society, which accelerated during the COVID-19 pandemic and Russia's full-scale invasion of Ukraine, have created a need to rethink traditional pedagogical approaches and integrate modern technologies into the learning process, especially in the context of distance and blended learning, where AI-based technologies are becoming a useful and efficient tool in supporting student autonomy. However, teachers are unsure about the practical and ethical methods for using ChatGPT in English language teaching, given the rapid growth of AI tools and their pedagogical implementation. This is because we have little empirical research in the domestic context.

Traditional methods of teaching English are ineffective in the modern educational environment due to several systemic problems:

1. *Limited individualization of learning.* The traditional classroom-based system cannot devote sufficient attention to each student's individual needs, as it is geared toward group learning. A one-size-fits-all approach is ineffective, as students have different levels of preparation, learning speeds, cognitive styles, and motivation. A study by Tomlinson [1] found that only a small proportion of students receive an education fully adapted to their level.

2. *Inadequate speaking practice.* Limited time for speaking practice is one of the biggest challenges. In a group of 15–20 students, for example, each student may only get a few minutes of active speaking time during a lesson. This is particularly important for students who avoid public speaking and have high levels of speech anxiety.

3. *Communication delay.* Teachers may need several days to a week to review written assignments, essays, and tasks. This significantly reduces learning productivity. Cognitive psychology suggests that the most effective feedback is provided immediately after completing a task.

4. *Limited resources and availability.* Traditional learning is limited by class times and when the teacher is available. Students cannot practice the language at a time that is convenient for them, especially adult learners who are balancing work and study.

5. *Standardization of teaching materials.* Textbooks and teaching aids often standardize materials without accounting for current events, cultural contexts, or students' specific interests. Materials quickly become outdated, mainly due to rapid language changes and the emergence of new terms and expressions.

6. *Insufficient ability of students to be independent.* Traditional methods often leave students dependent on their teacher as their sole source of information and assessment. This does not promote the development of lifelong learning skills.

7. *Difficulty of differentiation.* Creating multi-level tasks for students with different levels of preparation requires significant time and resources from the teacher, which, in practice, often leads to the averaging of material complexity.

8. *Limited authenticity of communication.* Role-playing games and simulations, although useful, are often perceived by students as artificial situations, which reduces their motivation and engagement.

These problems do not mean that traditional teaching methods are ineffective. However, they do indicate the need to supplement and improve them with modern technological solutions, in particular, artificial intelligence tools.

Therefore, our work explores systemic case studies of the use of ChatGPT in English teaching in Ukrainian schools. We take into account the cultural, educational, and technological characteristics of the Ukrainian educational environment. This paper offers a

few variants for integrating ChatGPT based on contemporary pedagogical theories such as constructivism, personalized learning, and the principles of the communicative approach. These scenarios are theoretically sound and have been tested in practice. The results of the study reveal and explore several paradoxes associated with the use of artificial intelligence in language education. These paradoxes include the possibility of developing autonomy versus the risk of excessive dependence and the possibility of personalization versus the danger of academic integrity. In addition, the study offers specific methods, templates (queries), and assessment methods that can be directly used by English teachers at various levels.

**Analysis of the latest research and publications.** Over the past few decades, several important technological and pedagogical concepts have been integrated into the theoretical rationale for the use of artificial intelligence in education. These concepts have taken on new meaning in light of the emergence of generative language models. In their seminal work, “Artificial Intelligence in Education: Promises and Implications for Teaching and Learning” [2], Holmes, Bialik, and Fadel define AI in education as a system of technologies capable of creating fundamentally new opportunities for individualizing the learning process, personalizing the educational process, and automating routine pedagogical tasks. In the report “Intelligence Unleashed: An Argument for AI in Education” [3], Luckin et al. identify three main areas of application for artificial intelligence in education: personal learning assistants, intelligent learning systems, and automated assessment systems. Luckin emphasizes that the effectiveness of artificial intelligence does not depend on replacing human teachers, but on creating a symbiotic relationship between technology and educators.

In Vygotsky’s well-known work “Mind in Society: The Development of Higher Psychological Processes” [4, p. 86], the constructivist paradigm of learning, which justifies the use of AI in education, found a deep theoretical foundation. In this work, he proposed the idea of the zone of proximal development, which involves support from a more competent partner. In Roll and Wylie’s article “Evolution and Revolution in Artificial Intelligence in Education” [5, p. 582-583] they argue that artificial intelligence can help create a learning environment that can be adapted to the needs of each student. Bloom’s study (1984) “The 2 Sigma Problem: The Search for Group Instruction as Effective as Individual Instruction” [6, p. 4], showed that individual instruction yields results that are two standard deviations better than traditional group instruction. This theoretical pattern served as the basis for the development of adaptive AI systems. In the RAND Corporation study “Informing Progress: Insights on Personalised Learning Implementation and Effects” [7] Pane et al. showed that, although it has some limitations, personalised learning technologies can partially realise this potential.

Machine learning and natural language processing mechanisms are the technical foundations of modern AI systems such as ChatGPT. In Vaswani et al. “Attention is All You Need,” [8] the transformer architecture led to a revolutionary breakthrough in AI technology. In their paper “Language Models Are Small Students” [9], Brown et al. examined ChatGPT’s predecessor, GPT-3. They showed that it can learn from a small number of examples. This method has direct applications in education, offering new opportunities for adapting to students’ individual needs. Meanwhile, Selwyn has written a book titled “Should Machines Replace Teachers?” [10], offering critical reflections on the use of artificial intelligence in education. Intellectual Education and the Future of Education (Polity Press) warns against technological determinism and emphasises the need to preserve the humanistic values of education. In his article “Psychodata: Deconstructing the Psychological, Economic, and Statistical Infrastructure of Social-Emotional Learning” Williamson [11] criticises the excessive accumulation of educational data and the risks associated with the use of AI.

The first systematic studies of ChatGPT in an educational context appeared almost immediately after its public launch in November 2022. Kasneci et al. offer a detailed overview in “ChatGPT for Good? On the Opportunities and Obstacles of Large Language

Models for Learning” [12] examines the opportunities and obstacles of using ChatGPT in education. They identified five main areas of application for ChatGPT: automated assessment, writing support, critical thinking development, educational content creation, and personalised learning. In the context of foreign language teaching, Jan’s (2023) study “The Impact of ChatGPT on Students in English as a Second Language Writing Practice: An Experimental Study” [13] is particularly important. This study experimented with 48 students learning English as a second language. It was found that students who used ChatGPT as a writing assistant showed improvement in text organisation and vocabulary diversity, as well as In the article “ChatGPT for Language Teaching and Learning” [14, p. 544] Kohnke, Moorhouse, and Zou demonstrated that ChatGPT is effective at generating realistic dialogues and grammar and vocabulary exercises; however, it has limitations in understanding idiomatic expressions and cultural nuances, which requires critical pedagogical guidance.

At the same time, a critical examination of the limitations and risks presented by Cotton and Shipway in their article “Conversation and Cheating: Ensuring Academic Integrity in the Age of ChatGPT” [15] showed that teachers are often unable to distinguish between texts written by students and those created by ChatGPT. This means that assessment methods need to be revised and new approaches to ensuring academic integrity need to be developed. Rudolph et al. in “The War of the Chatbots: Bard, Bing Chat, ChatGPT, Ernie, and Others” [16] compared various AI chatbots and found systematic errors in factual information. These errors are dangerous for students and require the development of critical thinking and data verification skills.

To understand ChatGPT in English language teaching, one must consider the broader field of research on integrating technology into language education. This field includes Computer-Assisted Language Learning (CALL), which was systematised by Chapelle and Sauro in the „Handbook of Technology and Second Language Teaching and Learning” [17]. It provides a detailed overview of the development of CALL from behaviourist CALL in the 1960s and 1970s to cognitive and integrative CALL. In their seminal article, Warschauer and Healey „Computers and Language Teaching: A Review” [18] a three-stage model of CALL development was proposed. This model is still used as a theoretical basis for analysing technological innovations in language education, including the emergence of artificial intelligence. According to Burston’s meta-analysis, “Twenty years of MALL implementation: a meta-analysis of learning outcomes” [19, p. 4], mobile technologies work well for vocabulary development but less well for teaching grammar and writing. This is in contrast to ChatGPT’s capabilities, which show flexibility in a number of language learning domains.

VanLehn conducted a meta-analysis of 74 studies in the article “The Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems” [20, p. 197] and found that intelligent tutoring systems demonstrate results similar to individual tutoring with a human tutor. This theoretically confirms ChatGPT’s potential for personalised learning. Zawacki-Richter et al. in their “Systematic review of research on the use of artificial intelligence in higher education – Where are the teachers?” [21] analysed 146 articles published between 1997 and 2018 and found that only 3% of studies focused on the pedagogical aspects of using artificial intelligence, which remains a relevant issue even today. In Blake’s book “Brave New Digital Classroom: Technology and Foreign Language Learning” [22], he argues that technology should support the communicative approach rather than replace it. He proposes a principle of tasks in which technology is used as a tool to achieve communication goals. This can serve as a methodological basis for implementing ChatGPT in English language teaching.

An analysis of the current scientific literature reveals important gaps that justify this study and determine its specific contribution to scientific knowledge. First, there is a significant imbalance between the geographical and contextual context of the studies: the vast majority of the work has been conducted in English-speaking countries or in East Asia,

while Zawacki-Richter et al. [21] found that only 2% of AI research in education was conducted in Eastern European countries. This creates an important gap in understanding the peculiarities of ChatGPT's use in the post-Soviet educational space, especially in Ukraine, which has distinct cultural, linguistic, and institutional features. Secondly, most studies are short-term, as ChatGPT was only released in November 2022. Kasneci et al. [12] note that no longitudinal studies are tracking the long-term impact on language skill development and motivation. Thirdly, Rudolf et al. [16] found that only 22 per cent of ChatGPT studies in education use experimental or quasi-experimental designs, highlighting the need for empirical case studies that combine qualitative and quantitative research methods.

Furthermore, most studies have focused on ChatGPT's technical capabilities rather than on pedagogical strategies for integration. Cotton et al. note that there are no clear methodological recommendations for teachers, creating a gap between theoretical knowledge about the technology's capabilities and practical understanding of its effective use [15]. Only some AI in education studies focus on teachers' opinions, attitudes, difficulties, and changing pedagogical roles. This means that studying teachers' experiences and changes in their professional identity in the context of AI use is important. Williamson [11] and Selwyn [10] criticise the lack of critical research on the ethical, social, and political implications of using AI in education, including issues of privacy, fairness of access, and the digital divide. This means that not only the effectiveness of ChatGPT, but also the ethical issues surrounding its use must be carefully researched.

Furthermore, most studies do not show differences in ChatGPT's effectiveness across individuals with different levels of language proficiency on the CEFR scale. For example, Jeon and Lee studied intermediate-level students, while studies involving beginners or advanced users are almost non-existent [23]. This creates a gap in understanding how language proficiency affects the effectiveness of using the tool. Finally, Yan notes that most studies exhibit a techno-optimistic bias and focus on benefits rather than challenges. There is no systematic analysis of limitations, risks, and negative effects, which makes a balanced approach to analysing both advantages and challenges important for sound educational policy [13]. In light of these shortcomings, a comprehensive, contextualised case study is needed that combines empirical analysis of the use of ChatGPT in English language teaching in the Ukrainian educational environment with a critical reflection on the pedagogical, ethical, and methodological challenges of integration. This would be a unique contribution of this study to the development of scientific knowledge in the field of language education and educational technologies.

Thus, several basic scenarios for the effective use of ChatGPT in English language teaching can be identified by analysing current research and pedagogical principles. These scenarios are based on the communicative approach to language teaching, scaffolding principles [4], and advice from Kohnke, Moorhouse, and Zou [14]. Blake [22] proposed the concept of technology-mediated tasks, i.e., tasks where technology is used as a tool to achieve a communicative goal rather than as the goal itself. This principle serves as the methodological basis for all the scenarios discussed below.

#### **Presentation of the main research material.**

*Developing writing skills.* The asynchronous nature of written communication is ideally suited to ChatGPT's ability to provide instant feedback that aligns with the principles of formative assessment [24, p. 53]. ChatGPT is useful at all stages of the writing process. It helps generate ideas and develop a plan during the preliminary writing stage; it serves as a co-author for phrasing discussions during the drafting stage; and it provides input on grammatical accuracy, academic style, and text organization during the editing stage. Instead of just duplicating the final content, students should learn how to use ChatGPT as an interactive tool. Common prompts include: "Act as a critical reader and identify weak points in my argument," "Review this paragraph for academic style and suggest improvements."

*Communication practice.* Text-based interactive communication with ChatGPT can be a safe environment for practising expressing thoughts in English without fear of public judgement; this is especially important for students who experience anxiety about foreign languages [23]. Recommended scenarios include role-playing, work-related situations, customer service situations, and discussions of academic topics. In addition, students can prepare for public speaking by rehearsing the structure of their presentations and potential questions. To improve real-time communication skills, it is pedagogically sound to use ChatGPT to draft texts and record learners' own spoken language.

*Learning Grammar and Expanding Vocabulary.* ChatGPT makes it possible to transition from passive rule memorizing to active grammar study. This method works especially well when students examine ChatGPT instances and find grammatical patterns on their own. The prompt "Create 15 gap-fill exercises focusing on articles in academic contexts" can be used to create effective exercises for definite difficult structures. In contrast to rote memorizing, the error-correction tool encourages conscious learning by explaining the rules with examples in addition to offering corrections. Exploring contextual vocabulary, studying synonyms and collocations, and similar activities are effective ways to expand vocabulary.

*Exam Preparation and Independent Study.* ChatGPT can be used to invent various exam strategies, create personalized study plans, provide detailed feedback on practice answers aligned with international exam standards such as IELTS and TOEFL, and generate practice tests in various formats and difficulty levels. In the broader context of independent study, ChatGPT helps students set goals, choose methods, and track their progress. This coincides with the concept of lifelong learning as a key 21st-century competency. Thus, ChatGPT offers many well-founded benefits for both students and teachers.

*Benefits for Students.* Personalized learning is ChatGPT's most significant theoretical advantage. ChatGPT can serve as a personalized tutor, accessible to every student regardless of their level of preparation, learning pace, and specific needs, as described by Bloom in his study on the effectiveness of personalized learning [6]. In accordance with Vygotsky's concept of the zone of proximal development, the possibility of adaptive scaffolding – that is, the gradual reduction of support as the student's competence grows – is particularly important [4].

Because class schedules restrict synchronous connection with teachers, it is especially crucial to be available 24/7 in remote and blended learning environments. Regardless of the student's time or location, ChatGPT offers ongoing learning support, which is crucial for adult learners who juggle work and school. Research by Jeon and Lee confirms a reduction in language anxiety, with significant psychological benefits including the absence of fear of AI judgment and the opportunity for unlimited private practice before publicly demonstrating skills [23]. The principles of formative assessment are implemented through immediate feedback and enable an iterative process of improvement: write, receive feedback, revise, and be assessed again [24, p. 53-54]. This process cannot be carried out in a traditional format.

The self-determination theory proposed by Deci and Ryan explains ChatGPT's increased motivation. It provides three aspects of engagement: autonomy (students independently decide when and how to use the tool), competence (students see progress through iterative editing), and engagement (students are interactive and experience an element of technological novelty) [25]. The development of digital literacy and AI skills adds value beyond simple language proficiency and meets the demands of the labor market.

*Benefits for Teachers and Educational Potential.* In modern circumstances, ChatGPT offers teachers an excellent opportunity to automate routine tasks, such as creating differentiated materials, exercises of varying difficulty levels, test questions, and sample texts. This allows them to reallocate time to the creative, strategic, and mentoring aspects of teaching. Luckin et al. emphasize that the effective role of artificial intelligence lies solely in freeing the human educator to engage more deeply with students, rather than replacing

the teacher. The ability to quickly create multi-level tasks for students with varying levels of preparation makes differentiated instruction more accessible, a process that traditionally requires significant time and resources [3].

By requiring verification of AI-generated responses, increasing student autonomy, and fostering overall interactivity in the learning process, ChatGPT promotes critical thinking among students at the pedagogical level [26]. Metacognitive awareness – the ability of students to consciously manage their own learning – is fostered by combining ChatGPT with reflective practices, such as journals and discussions about their experiences interacting with artificial intelligence. At the same time, there are limitations and issues associated with using ChatGPT. Among these, the following stand out:

*Technical challenges.* One of the most significant technical limitations is the issue of hallucinations, whereby ChatGPT generates plausible but factually incorrect responses. Rudolf et al. identified systematic factual errors in various AI chatbots. This puts students at risk, as they may lack sufficiently developed critical thinking skills. Accessibility is largely limited by the need for a constant internet connection, especially when the technical infrastructure is unstable [16]. Data privacy issues remain unresolved. Entering personal academic information into commercial AI systems requires that students be aware of the platform's terms of use and receive proper education.

*Educational Challenges.* One of the most pressing challenges is the likelihood that academic integrity will be compromised. Cotton et al. have shown that even for experienced instructors, it is extremely difficult to distinguish a student's text from one generated by ChatGPT. This calls for a fundamental rethinking of assessment methods. We need to shift from final written assignments to process-based assessment, oral presentations, and tasks that incorporate personal experience and reflection [15]. Overreliance on artificial intelligence is a negative consequence of accessibility. For example, Yang found that regular use of ChatGPT as a writing assistant can lead students to be unable to identify their own mistakes independently. There is a risk that students will quickly turn to AI rather than develop critical thinking and autonomy [13].

ChatGPT cannot understand cultural nuances, idiomatic expressions, or regional language variations which may give students a false impression of language standards. An additional risk to the development of communicative competence is the reduction in face-to-face human interaction within already remote learning methods [14]. So high levels of digital literacy are necessary to improve ChatGPT's effectiveness. Critical content evaluation, comprehension of artificial intelligence, and deliberate use of technology as a tool are some of these abilities. To accomplish these objectives, special instructional efforts are required.

*Institutional and Ethical Challenges.* The lack of official guidelines on the use of AI in education creates uncertainty and inconsistent practices for educators. Williamson [11] and Selwyn [10] highlight broader social and ethical implications, including issues of assessment equity, the risk of widening the digital divide due to unequal access to high-quality AI tools, and intellectual property concerns regarding AI-generated content. Since most teachers lack specialized training in the pedagogical use of AI, the systemic integration of ChatGPT requires such training. This poses a significant institutional challenge. From a "single source of knowledge" to a facilitator, critical mentor, and designer of the learning environment, the educator's role is changing as a result of this transformation.

**Conclusions and prospects for further research.** Theoretical analysis shows that actively integrating ChatGPT into the English language learning and teaching process offers significant pedagogical potential, which can be realized through personalized learning, 24/7 support, reduced language anxiety, increased motivation, and instant feedback. However, this integration demonstrates a lot of challenges in the fields of pedagogy, technology, institutional factors etc. These problems are related to the potential for academic dishonesty, the risk of over-reliance, and the requirement for systematic teacher retraining.

In general, ChatGPT is useful, effective, and valuable in the learning process, not solely because of its technical capabilities, but because it supports learning strategies. Blake's principle states that a tool should be a means to achieve educational and communicative goals, not an end in itself. ChatGPT can become an important part of modern language teaching if used wisely to foster students' critical thinking, ongoing assessment, and self-development.

Future research could focus on empirically testing theoretically grounded scenarios across various educational contexts, researching and analyzing the long-term impact of ChatGPT on the development of students' language proficiency and autonomy, investigating the effectiveness of its integration in different cultural contexts and for different CEFR levels, as well as developing specific recommendations for educational policy regarding the regulation of AI use in the learning process.

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## **ТРУДНОЩІ ТА ПЕРЕВАГИ ВИКОРИСТАННЯ ШІ У ВИВЧЕННІ ТА ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ (ГРАМАТИКА, СЛОВНИКОВИЙ ЗАПАС, ПИСЬМО): ПРИКЛАД НА ОСНОВІ CHATGPT**

*Relevance of the study.* The rapid digital transformation of education, accelerated by the COVID-19 pandemic and the ongoing full-scale war in Ukraine, has intensified the need to integrate AI-based technologies into language teaching. Despite the widespread adoption of ChatGPT globally, empirical research on its pedagogical application in the Ukrainian educational context with its distinct cultural, linguistic, and institutional characteristics remains critically scarce, representing a significant gap in the field.

*Main objective of the study.* This paper aims to analyse the pedagogical potential, practical scenarios, advantages, and challenges of integrating ChatGPT into English language teaching and learning, with a particular focus on grammar, vocabulary, and writing skills development, as well as to provide theoretically grounded and practically tested recommendations for English language teachers operating in Ukrainian educational settings.

*Methodology.* The study employs a theoretical-analytical approach combining a systematic review of international scholarly literature published between 1998 and 2023, critical comparative analysis of empirical studies, and case-study methodology. Drawing on constructivist theory (Vygotsky's zone of proximal development), Bloom's research on individualised instruction, communicative language teaching principles, and CALL scholarship, the authors develop and evaluate multiple pedagogically grounded scenarios for ChatGPT integration. The analysis incorporates both quantitative findings from meta-analyses and qualitative insights from experimental studies conducted across diverse educational contexts.

*Results, findings and conclusions.* The study identifies four core scenarios for effective ChatGPT integration: developing writing skills through iterative AI-assisted feedback; practising communication in low-anxiety simulated environments; acquiring grammar and vocabulary through active, context-based learning; and supporting autonomous exam preparation aligned with IELTS/TOEFL standards. The key advantages identified include personalised 24/7 learning support, reduced foreign language anxiety, immediate formative feedback, increased learner motivation grounded in self-determination theory, and teachers' ability to automate routine tasks and focus on creative mentoring. Simultaneously, the study identifies critical challenges: the risk of academic dishonesty (AI-generated texts are extremely difficult to distinguish from student writing), learner over-reliance undermining autonomous skill development, ChatGPT's inability to capture cultural nuances and idiomatic expressions, unresolved data privacy concerns, and the lack of institutional guidelines and teacher training frameworks for AI integration.

*Significance.* The findings contribute to filling a documented gap in AI-in-education research concerning Eastern European contexts. The study offers concrete prompt templates, assessment strategies, and methodological recommendations directly applicable by English language teachers at various proficiency levels. It also outlines an agenda for future empirical longitudinal research examining the long-term impact of ChatGPT on learners' language proficiency, autonomy, and motivation across different CEFR levels, and calls for evidence-based educational policy on the ethical and equitable use of AI in language education.

*Keywords:* artificial intelligence, ChatGPT, English language teaching, communicative approach, digital technologies, distance learning.

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