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N. Vasylyshyna
State University "Kyiv Aviation Institute", Ukraine
Lyubomyra Guzara Avenue, 1, Kyiv, 03058
filologyN@gmail.com
https://orcid.org/0000-0002-0003-9998

DIGITALIZATION OF FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENT: ADVANTAGES AND DISADVANTAGES OF ARTIFICIAL INTELLIGENCE TOOLS FOR MODERN UNIVERSITY LEARNERS WITHIN THE DISCIPLINE "BUSINESS ENGLISH" (CASE STUDY OF THE POWER POINT REPORT ON TOPIC "SOCIAL AND GREEN INNOVATION")

Annotation. The advancement of information technology, particularly in mobile telecommunications, has rendered mobile and multifunctional technology integration a potent instrument in the realm of education. The COVID-19 pandemic has inadvertently expedited the evolution of technology-integrated education on a global scale, showcasing various innovative practices. Notably, the UTAUT Model, TPACK Model, PICRAT Model, and Flipped Classroom approach are distinguished by their user-friendly nature, ease of implementation, and focus on student engagement and critical thinking. In the context of university foreign language preparation, teaching Business English presents significant challenges due to the disparity between the blended academic backgrounds and the diverse learning behaviors of vocational students. An examination of the aforementioned technology integration practices may provide valuable strategies for enhancing teaching methodologies and curriculum development in Business English courses. The purpose of the article is dual that includes the analysis of basic advantages as well as disadvantages of AI application within teaching foreign language courses and also presents the example of Power Point Report on topic "Social and Green Innovation"). The paper outcomes have witnessed that the primary aim of business English instruction is to enhance students' proficiency in the language while simultaneously developing their practical skills. Traditional pedagogical approaches often prioritize theoretical knowledge at the expense of practical application. By examining the current landscape of business English education, we have demonstrated within the ongoing research creation of a comprehensive teaching framework and a multi-faceted evaluation system is possible if leveraging the Internet and mobile technology. The strategic integration of information technology not only emphasizes the pivotal role of educators but also addresses the constraints of time and space, facilitating a seamless blend of theoretical knowledge and practical experience. Consequently it has been argued that the incorporation of technology in business English instruction significantly bolsters students' competencies in real-world business scenarios, thereby elevating the overall quality of education.

Keywords: university students; artificial intelligence; foreign language courses; Business English; Power Point Report; presentations; assessment criteria; learning outcomes; advantages and disadvantages; flipped leaning; innovation education.

Introduction (Problem Statement. Analysis of Recent Research and Publications

The actuality of this piece of linguistical-pedagogical research was defined by the array of factors, one of them is the presence of English professional courses in university programs and curriculums titled as "Business English", "Theory and Practice of Translation", "Foreign Language for Specialty", "Foreign Language (Basic Course)", "Foreign Language (Normative Course)" and even "Translation Practice" at Faculty of International Relations requires constant their improvement for preparation of educated and globally demanded, competitive specialists in Ukraine.

The matter is that post Covid and War Periods have introduced huge changes in the life of Ukraine that have been also reflected in the area of high education, in particular technological tools, Google Classes. Meets, Zoom, AI active implementation in daily professional collaboration.

Thus, in order to adapt to modern global changes educators should or sometimes have to introduce novelties, innovations into teaching process keeping it contemporary, competitive and effective.

AI is the technology which is very helpful for human being. By using this technology the hard work of human can be escape. The artificial intelligence can be use in healthcare, education, in electronics, software

development, pharmacies, games, engineering, communication and development (Alavi, M., Westerman, G., 2023).

Artificial intelligence is of two words one is Artificial and second is intelligence, artificial means man-made and intelligence means the capacity of thinking, So we can define the artificial intelligence the branch of computer science by which we can develop intelligent machines who can behave like human, think like human and make decisions as per the logic program in memory.

Artificial intelligence is a branch of science which deals with modifying machines for finding solutions of complex problems in human-like fashion. In common manner it is borrowing characteristics form human intelligence, and by using algorithm we can command the computer. The AI is very helpful for the human as well as society. In this the work of human is reduced and by using machine or devices we can complete our task. The committee of scientist every five years to assess the current state of AI. The committee checking the development of AI (Alavi, M., Westerman, G., 2023).

Here, one among the booming technologies of computing is AI which is prepared to make a replacement revolution within the world by making intelligent machines. The Artificial intelligence refers to compute control robot to complete the given task. Since mid-20th century, scientists have attempted to develop a system capable of carrying out tasks perceived as requiring human intelligence (Akcil, U., Uzunboylu, H., & Kinik, E., 2021).

Definition of AI: AI refers to the similarity of human intelligence in machines that are programmed to think like humans and copy their steps. This term is mainly use to solve the problem like human being. AI is a method in which we program the machine to work like a human, for example, driving cars.

Artificial intelligence (AI), the ability of a computer or computer- controlled robot to complete the tasks mainly associated with intelligent beings.

Aim of AI during teaching Business English courses:

–to build the computers then they can see, hear, walk, talk, and feel. A main thrust of AI is the building of computer functions normally clustered with human intelligence, such as thinking, learning, and problem solving.

– to Create Expert Systems −The device or machine which exhibit intelligent behavior, learn, think, demonstrate, explain, and give suggestions to its users.

– to Implement Human Intelligence in computer − Creating systems that understand, think, learn, and behave like human beings. Advantages:

– by using Artificial intelligence human works can be reduce, by replacing peoples by machines, people can do others works.

– programming , self-writing , sself modifying etc by these works man feels burden on him.

– the artificial intelligence is like a cheap labor, and by using this labor our work will be fast and the profit will be increased.

– artificial intelligence can be deployed easily.

– machines not required refreshments and breaks as like human beings.

– the machines can be re programmed for work for long time without getting bored or getting tired.

– the science of robotics and artificial intelligence can be deploy into mining and other fuel exploration process by this we can save human life because human can make new robots but we cant make that human.

– artificial intelligence can be deployed at industries and companies (Akcil, U., Uzunboylu, H., & Kinik, E., 2021).

Disadvantages of AI during teaching Business English courses:

– not easy to develop the machines because the equipment are also expensive.

– can cost tons of cash and time to create , rebuild, and repair. Robotic repair can occur to scale back time and humans wanting to fix it, but that'll cost extra money and resources.

– AI is making humans lazy with its applications automating the bulk of the work. Humans tend to urge hooked in to these inventions which may cause a drag to future generations.

– as AI is replacing the majority of the repetitive tasks and other works with robots, human interference is becoming less which may cause a significant problem within the utilization standards.

– machines can perform only those tasks which they're designed or programmed to try to, anything out of that they have a tendency to crash or give irrelevant outputs which might be a serious backdrop (Akcil, U., Uzunboylu, H., & Kinik, E., 2021).

Purpose and Tasks of the Article

The *purpose of the article* is dual that includes the analysis of basic advantages as well as disadvantages of AI application within teaching foreign language courses and also presents the example of Power Point Report on topic "Social and Green Innovation").

Presentation of the Main Research Research Results

AL application in English speaking activities. Pronunciation was the key sub-skill revealed in the studies related to the use of AI in speaking, with a variety of AI-powered systems and programs available for learners. Pedagogy or teaching methods in relation to teaching speaking also emerged as an area of interest. AI was used as a conversational partner, a language coach and in a multimodal capacity. The researches have found that it promoted meaningful interactions, supported vocabulary acquisition, improved language skills and provided interesting, enjoyable learning. Other studies highlighted the use of coaching and multimodal systems (employing multiple ways to present information, such as text, images, audio and video) (Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R., 2024).

Other technologies used for improving speaking skills included using AI for speech recognition, adaptive learning, automatic speech analysis and voice assistance. Some systems might help learners practise, record and react to learners pronouncing words, resulting in longer retention of the vocabulary and significant benefits in learning consonant and vowel sounds (Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R., 2024).

AL application in English writing activities.AI use in writing related mainly to vocabulary learning and grammar. The common use of AI in writing is the use of AI grammar checkers (Marnewick, C., Marnewick, A., 2021).

Only one pedagogical focus, to support giving feedback, emerged in AI use for writing skills. Studies looking at pedagogy in writing were often connected to AI tools providing feedback via spelling and grammar checkers, for example the use of Grammarly as a feedback tool for English language learners. They reported positive outcomes, with an improvement in behavioural, emotional and cognitive engagement, as well as self-efficacy in writing. A variety of AI technology tools were used to support writing skills, including grammar checkers, writing assistants, translation tools and pattern checkers. Also, using Google Translate helped less-skilled learners to display a level of writing proficiency that was not significantly different from that of skilled learners. It also found that machine translation aided learners to produce essays with a greater number of lower-frequency, more complex words and higher-quality syntax (Horvitz, E., 2022).

AL application in English reading activities. Although some studies did involve the use of AI for developing the receptive skill of reading, these were far less common than for the productive skills of speaking and writing. Vocabulary was the only aspect of developing reading skills that appeared to be a key focus, while only gaming emerged as a specific use to support pedagogy. The findings suggest that learners have opportunities to learn vocabulary and understand meaning via games beyond what a textbook or classroom can provide, by contextualising often decontextualised vocabulary (Horvitz, E., 2022).

Challenges and Risks of AI Systems in ELT:

– Technology breakdowns included technical malfunctions and poor connectivity. One specific technology breakdown was incorrect answers given by the AI.

– Limited capabilities where users required more advanced functionality. For instance, some learners wanted better chatbot capacity and others wanted more natural

interactions. These limited capabilities led to learners becoming uninterested in using the chatbot.

Fear took several forms, including:

1) a lack of clarity on how personal information would be stored and shared,

2) fear of the unknown uncertainty about how the AI was operating, and

3) fear of losing a natural learning environment and, along with it, real emotions connected to learning (Marnewick, C., Marnewick, A., 2021).

Standardising languages and ideologies emerged as one of the most compelling challenges – this suggests that by recognising some historical and political language boundaries over others, Google might re-enforce standardised language use.

From the above discussion we can see that Artificial Intelligent Technologies ease human's life and by coming future Artificial Intelligent Technologies can provide more competitive advantage (Bannan-Ritland, B., 2023).

AI Implications for Practice.

1. As English language learning is likely to be the most common discipline for AI use in education, English language teacher education and training must include a focus on AI literacy.

2. Teachers also need to develop their learners' AI literacy so that they can understand the limitations and risks of AI and discuss the ethical issues around its use.

3. Practitioners should carefully consider how models are chosen, as AI may carry messages about language use and exclude certain groups/varieties of English.

4. AI can provide a conversational partner, provide language practice outside class and alleviate learner anxiety about speaking.

5. However, more evidence is needed on whether the gains persist independent of such AI tools.

6. Accessible and unambiguous ethics statements for AI in ELT should be developed and committed to, along with clear systems to ensure data privacy.

7. Practitioners should be realistic about the current limited capabilities of AI and cautious about the hype.

8. As English language learning is likely to be the most common discipline for AI use in education, English language teacher education and training must include a focus on AI literacy (Marnewick, C., Marnewick, A., 2021).

Business English constitutes a specialized area within the broader context of English language learning and teaching, focusing on specific purposes. It is particularly relevant for non-native speakers who aim to engage in business activities in English-speaking nations or with organizations that utilize English as a common language. A significant portion of business communication globally involves non-native English speakers, where the primary goal is to achieve efficient and effective communication (The English Learning Centre, 2017). The curriculum for teaching business English is designed to develop a comprehensive set of content and skills-based activities that align with governmental standards (Mishra P, Koehler M., 2024).

As noted by Language Academia (2021), approaches to second-language acquisition can vary widely, influenced by individual proficiency levels and the diverse contexts in which English is learned. China exemplifies the 'expanding circle' of English as described in Kachru's (1992) three circles theory, where English is predominantly employed for specific, limited purposes, particularly in international business settings (Mishra P, Koehler M., 2024).

Furthermore, variations in students' English proficiency are evident, and the study of business English is significantly shaped by personal and sociocultural factors that may either facilitate or impede a learner's progress. Consequently, effective business English instruction necessitates a student-centered approach that addresses not only the personal and sociocultural needs of learners but also their environmental contexts.

The concept of technology integration refers to the incorporation of technological tools within general education to facilitate students' acquisition of computer and technological skills for learning and problem-solving. Furthermore, technology integration enhances and supports the educational

environment. In classroom settings, it can bolster instruction by providing students with opportunities to complete assignments using computers instead of traditional pencil-and-paper methods. There is no universally accepted definition of technology integration due to the diverse practices, models, tools, theories, and strategies employed by various educators. Each teacher tends to have a distinct understanding and approach to technology integration, tailored to different student demographics, subjects, or educational contexts.

Additionally, technology integration is a fluid concept that evolves alongside advancements in technology and its applications. Given the swift progress in educational informatization, nations worldwide anticipate the significant role technology will assume in education. With the ongoing evolution of mobile devices, tablets, and smartphones have become prevalent in classrooms alongside conventional computers. Nonetheless, the incorporation of digital devices in education has faced criticism (Bannan-Ritland, B., 2023).

For example, it was contended that multimedia can hinder learning, as conveying complex content is often more challenging than presenting simple concepts. The adoption of technological tools in classrooms, including interactive whiteboards, student response systems, MOOC platforms like Khan Academy, and VR or AI technologies, has become an irreversible trend in the educational landscape.

The flipped classroom, an instructional approach within blended learning, was initially introduced by Nechkina in 1984. This method exemplifies Bloom’s taxonomy by shifting the delivery of lectures and foundational knowledge outside the classroom, requiring students to independently meet lower-level learning objectives through online resources prior to class (Naik, P., 2021).

Consequently, classroom time is dedicated to active learning, allowing students to apply their knowledge and engage in idea exchange. This output-oriented learning fosters the attainment of higher-level learning objectives, with technology serving as a significant facilitator. Interactions among teachers and students, as well as peer-to-peer interactions, are tailored and dynamic rather than routine. This pedagogical approach promotes the development of students' abilities in problem identification, problem-solving, group decision-making, and constructive learning (Naik, P., 2021).

The Assessment Innovation Analysis Report is an individual PowerPoint presentation limited to a maximum of 20 slides, which applies the innovation theories explored in the module to evaluate the social and environmentally sustainable solutions developed during the group project. Within this presentation, the student is required to analyze the potential societal impact and dissemination of the innovation, the business model necessary for its implementation, and the organizational, regional, or global factors that may affect the innovation. The PowerPoint must be clear, professional, and succinct, offering a visually engaging and creative approach to the analysis. It should also incorporate in-text citations and references to the sources utilized. This report serves to evaluate the learning outcomes of the course (Bannan-Ritland, B., 2023).

Students at the university will be evaluated based on the anticipated learning outcomes, their efforts in gathering, analyzing, and presenting pertinent information, as well as their ability to apply both theoretical and practical knowledge acquired during lectures and seminars. Exceptional recognition is awarded to those who surpass expectations, contribute more advanced arguments to discussions, and demonstrate a significant ability to innovate and analyze relevant data. The suggested framework for the PowerPoint presentation includes: an introduction and problem description along with the innovative solution; an examination of the potential effects and dissemination of the innovation (including measurement strategies); an evaluation of the innovation's business model, focusing on financial and operational decisions; an analysis of the organizational, regional, and global factors that may affect the innovation; and concluding remarks (Shankar, S., 2021).

The format and structure of the assessment require university students to

utilize Power Point or Google Slides for their report creation. The report is limited to a maximum of 20 slides, which must encompass the title page, table of contents, and reference list. Submissions must be made exclusively in PowerPoint (.pptx) or PDF format (Shankar, S., 2021).

It is important to note that this assessment is not intended as a presentation; rather, students are tasked with developing a report that leverages PowerPoint to convey information in a visually engaging and creative manner. The use of images, infographics, SmartArt, and concise text is encouraged, while notes, videos, or external links are prohibited, necessitating that all relevant information be contained within the 20 slides.

The completed PowerPoint report should be submitted to Turnitin as a single file, with a size limit of 100 MB. The learning outcomes associated with this assessment include the identification, selection, and application of investigative strategies and techniques to critically analyze and evaluate the various drivers, conditions, barriers, and contexts that affect social and green innovation (Shankar, S., 2021).

Additionally, students are expected to analyze information and data from both academic and non-academic sources to evaluate the impact of social and green innovation on the success of businesses, society, and the environment. The assessment criteria and their respective weightings provide guidance to university students regarding the key components of the assessment and the distribution of marks across each criterion. As students complete their assessments, it is essential to adhere to the outlined brief and assessment criteria (Bannan-Ritland, B., 2023).

Conclusions and Prospects for Further Issue Exploration

In light of the earlier discussion, it is evident that, as a relatively nascent field, there is currently no established framework for the business English curriculum, with most existing models being formulated by undergraduate institutions. Given the distinct characteristics of vocational education compared to academic education, vocational colleges should refrain from simply adopting and diluting the business English curricula developed by undergraduate programs. Therefore, it is imperative to create a tailored and innovative business English curriculum specifically designed for vocational education.

All in all, considering the benefits and drawbacks of AI within teaching English courses at modern university, such as learner-generated context creation, self-autonomous learning experiences, learning autonomy, self-regulation, self-study, independent English learning, additional practice, motivation and topic engagement, there still present the challenges as well as risks during AI usage such as anxiety, plagiarism, academic integrity, weakening of mental activities, cheating, laziness, discouragement from subject study and also resource consuming.

As a recommendation from the practical experience, it might be mentioned that AI should be used along with personal teaching and interaction between tutors and students keeping in mind that AL is a supplementary tool like computer, coursebooks, dictionaries, but not a replacement, substitute for human mental operations.

Moreover, learners must be aware of potential AI in ELT risks like imprecise or incorrect translation, technology addiction, ethical issues, privacy violations, restraining from critical thinking skills development.

Cosequently, balanced approach in the frame of expository learning must be used for rational and effective AI implementation during English language teaching, in other words AI must be equaled to external, outside artificial skeleton, augumentative intelligence (AI).

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