

THE USE OF ARTIFICIAL INTELLIGENCE PLATFORMS IN DEVELOPING THE WRITTEN COMMUNICATION SKILLS OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

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Abstract

The rapid development of artificial intelligence (AI), particularly generative artificial intelligence (GenAI), is creating new opportunities for improving written communication skills in English language education. This study examines the methodological potential of AI platforms in developing the written communication skills of prospective English language teachers. Particular attention is given to the use of AI for drafting, grammatical analysis, vocabulary development, text organization, feedback, revision, and reflective learning.

The study is based on a human-centred approach in which artificial intelligence is considered a pedagogical support tool rather than a substitute for learners' independent writing or teachers' professional judgment. The proposed approach integrates AI into the writing process through a sequence of independent production, AI-supported feedback, critical evaluation, revision, reflection, and independent re-production. Such an approach allows learners to benefit from immediate feedback while maintaining active responsibility for the content, structure, and linguistic quality of their texts.

The analysis of recent research indicates that AI-assisted writing can provide additional opportunities for individualized practice and revision. However, the effectiveness of AI depends on appropriate pedagogical design. Excessive reliance on automatically generated texts may reduce learner engagement and prevent the development of independent writing competence. Therefore, prospective English teachers should be taught not only how to use AI platforms but also how to critically evaluate AI-generated feedback and identify inaccurate or contextually inappropriate suggestions.

The proposed methodological approach may contribute to the development of grammatical accuracy, lexical competence, coherence, revision skills, learner autonomy, and AI literacy among future English language teachers. The study emphasizes that the ultimate purpose of AI-supported writing instruction should be the development of independent human writing competence rather than dependence on AI-generated language.

Keywords: artificial intelligence, generative AI, written communication, EFL writing, prospective English teachers, AI-assisted writing, learner autonomy, AI literacy.

Introduction

Written communication is a fundamental component of English language competence and an important professional skill for future English language teachers. Effective writing requires the integration of grammatical accuracy, vocabulary, coherence, organization, appropriate style, and the ability to communicate ideas clearly. However, learners often require considerable time and individualized feedback to develop these abilities.

The development of generative AI has introduced new possibilities for supporting the writing process. AI platforms can provide immediate feedback, identify possible grammatical problems, suggest alternative lexical choices, and support the organization and revision of written texts. Recent research has consequently identified AI-assisted writing as one of the most actively developing areas of AI-supported language education (Lo et al., 2024; Teng, 2024).

At the same time, the use of AI in writing creates important methodological challenges. When learners ask AI systems to generate complete texts and submit them as their own work, the technology may replace rather than support learning. AI-generated feedback may also contain inaccurate or contextually inappropriate suggestions. Therefore, effective AI integration requires learners to remain active participants in the writing process.

For prospective English language teachers, this issue has additional significance. Future teachers need to develop their own writing competence while also acquiring the ability to use and evaluate AI technologies responsibly in educational contexts.

Methodological Approach

The proposed approach is based on a process-oriented model of AI-assisted writing development. It consists of six interconnected stages:

Independent writing.

Learners first produce a text independently on a specified topic. This establishes their actual writing performance before substantial AI assistance.

AI-supported feedback.

The learner submits the text to an AI platform and requests feedback on selected aspects, such as grammar, vocabulary, coherence, organization, and clarity.

Critical evaluation.

Learners examine the AI suggestions rather than accepting them automatically. They determine whether each recommendation is grammatically accurate, contextually appropriate, and consistent with the intended meaning.

Revision.

Learners revise their own texts using the feedback they consider valid. The revised text should remain the learner's own work rather than an AI-generated replacement.

Reflection.

Learners identify the problems they encountered, the corrections they accepted or rejected, and the language features they learned during the revision process.

Independent re-production.

Learners subsequently produce a comparable text with reduced or no AI assistance. This stage determines whether AI-supported activities have contributed to genuine improvement in independent writing competence.

This process can be summarized as:

Independent Writing → AI Feedback → Critical Evaluation → Revision →
Reflection → Independent Writing

Discussion

AI-assisted writing can provide several methodological advantages. First, it can increase the amount of individualized feedback available to learners. Second, it can facilitate repeated revision, which is an essential component of process-oriented writing. Third, AI interaction can encourage learners to notice grammatical and lexical problems and reflect on alternative ways of expressing meaning.

Previous research supports the potential of AI-assisted writing while also emphasizing the need for responsible implementation. Song and Song (2023) reported positive effects of ChatGPT-supported language learning on EFL students' academic writing and motivation. Guo and Wang (2024) examined the potential of ChatGPT to support teacher feedback in EFL writing and highlighted both opportunities and challenges. Teng (2024) similarly identified opportunities associated with AI-assisted EFL writing while emphasizing concerns related to overreliance and responsible use.

The role of the teacher therefore remains essential. Teachers should establish writing objectives, design appropriate tasks, monitor students' AI use, explain problematic feedback, and evaluate learners' independent performance. AI should provide additional support, whereas pedagogical responsibility should remain with the teacher and learner.

An especially important outcome of AI-assisted writing is the development of **AI literacy**. Prospective teachers need to understand that AI-generated language is not necessarily correct simply because it is grammatically sophisticated or confidently presented. They should learn to question, verify, revise, and, when necessary, reject AI-generated suggestions.

Conclusion

Artificial intelligence platforms can provide valuable opportunities for developing the written communication skills of prospective English language teachers when they are integrated into a structured pedagogical process. AI can support grammar, vocabulary, organization, feedback, revision, and reflection, but its educational value depends on active learner participation and appropriate teacher mediation.

The proposed model emphasizes a transition from AI-supported writing to independent writing competence. Learners should first produce their own texts, use AI to obtain feedback, critically evaluate the suggestions, revise their work, reflect on the learning process, and finally demonstrate their writing ability with reduced technological assistance.

Therefore, AI should be understood as a **scaffold for writing development rather than a substitute for learner-generated writing**. For future English teachers, such an approach can simultaneously contribute to writing competence, learner autonomy, critical thinking, and responsible AI literacy.

References

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