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TEACHING WRITING THROUGH AI IN THE ARMENIAN CONTEXT

This study investigates the integration of Artificial Intelligence (AI) tools in English writing instruction in Armenia, focusing on the practices, perceptions, and effectiveness of AI-assisted pedagogy among educators. The research focuses on Armenian English language educators and their instructional use of AI tools, with the main topic exploring the opportunities and challenges of implementing AI in writing classrooms. The study aims to explore teachers' attitudes toward AI, the extent of its classroom use, and its pedagogical value in supporting writing development. A survey of 40 educators revealed that Grammarly (85%), ChatGPT (62%), and QuillBot (38%) are the most frequently used tools, primarily for grammar correction, plagiarism detection, and scaffolded writing model generation. While AI use is widespread outside the classroom, only 22% of teachers integrate it directly into lessons.

To complement the survey, a pilot lesson at Eurasia International University examined AI-mediated writing instruction in practice. Students used ChatGPT, Grammarly, and QuillBot to generate and critique model paragraphs, resulting in increased engagement, faster revision cycles, higher metalinguistic awareness, and greater confidence in editing and paraphrasing.

The results highlight the value of AI as a complementary pedagogical tool that enhances writing instruction when applied with teacher guidance, structured reflection, and critical evaluation. The study's findings have practical significance for improving

digital literacy, scaffolded writing practice, and curriculum-aligned AI integration in Armenian EFL education.

Key words: Artificial Intelligence, English writing instruction, AI-assisted pedagogy, Grammarly, ChatGPT, QuillBot.

Introduction

Artificial Intelligence (AI) has become an integral part of various sectors, including education. Its rapid development has led to widespread debate about its role and impact. Since the rise of AI tools in recent years and particularly after the release of ChatGPT in November 2022 discussions have intensified regarding how these technologies should be incorporated into teaching and learning. The rapid advancement of Artificial Intelligence (AI) is transforming educational practices worldwide, offering innovative solutions for teaching, assessment, and curriculum development. For instance, Khan Academy's AI tutor, Khanmigo, leverages GPT-4 to provide personalized learning support and intelligent feedback across diverse subjects, including mathematics, programming, and language learning (Wang et al., 2024). Within this expanding landscape, AI-powered writing tools such as ChatGPT, Grammarly, Perplexity, QuillBot, Wordtune, Trinko, and Hemingway Editor have become particularly prominent in academic settings. These tools assist students by improving grammatical accuracy, enhancing coherence, and refining writing style (Li & Huang, 2021). Yet, their growing use has also raised concerns about potential negative effects on students' independent writing abilities and critical thinking skills (Yang & Dai, 2023). Educators know that AI can change traditional teaching, but they also accept that it will be part of education and are trying to find the best ways to include it in their lessons.

In the context of English as a Foreign Language (EFL), AI-powered tools such as ChatGPT, Grammarly, and QuillBot have emerged as practical aids in writing instruction, enabling automated grammar correction, plagiarism detection, model generation, and real-time feedback. These developments are particularly significant given the complexities of teaching writing, which require linguistic knowledge, cognitive effort, continuous feedback, and iterative revision. Traditional methods often struggle to meet these demands due to large class sizes, heavy workloads, and limited time for individualized instruction.

In Armenia, the integration of AI into writing pedagogy is still in its early stages. While educators increasingly recognize the potential of AI to enhance student learning and teaching efficiency, challenges such as uneven digital infrastructure, limited curriculum time, and insufficient professional training remain barriers to effective implementation. Understanding how Armenian English educators perceive, adopt, and utilize AI tools is therefore crucial for designing context-sensitive strategies that maximize pedagogical benefits while mitigating potential risks, such as overreliance on AI-generated text.

This study aims to examine the attitudes, practices, and effectiveness of AI-mediated writing instruction among Armenian EFL teachers, combining survey

data with a pilot lesson at Eurasia International University to evaluate real-world classroom application. By doing so, it seeks to provide insights into both the opportunities and constraints of AI integration in Armenian higher and secondary education, highlighting its potential to enhance writing pedagogy when applied strategically and ethically.

Methods

The methodological design of this research aimed to explore both the current practices of Armenian EFL educators in using AI writing tools and the practical outcomes of AI integration in a university writing lesson. A total of 40 Armenian English language educators participated in the study. Participants were recruited based on their availability and willingness to contribute. Prior to data collection, informed consent was obtained from all respondents. To ensure ethical compliance, participant anonymity and data confidentiality were strictly maintained throughout the research process.

The data were collected using a structured questionnaire administered through Google Forms. The survey included 10 questions. Respondents also provided demographic information, including age, years of teaching experience, and institutional affiliation.

In addition to the survey, a pilot lesson integrating AI-driven writing tools was implemented at Eurasia International University. The lesson was designed as an exploratory instructional experiment to observe how AI tools could support process-based writing activities. The pilot implementation received positive feedback from students and was informally evaluated as a successful and engaging learning experience, reinforcing the practical value of AI integration in EFL writing instruction.

Results

As noted earlier, a survey was conducted to examine the attitudes of Armenian English language educators toward the integration of AI in teaching writing. The survey further aimed to determine the extent of AI use in Armenian classrooms and teachers' perceptions of its relevance and pedagogical value in writing instruction. A total of 40 Armenian English educators participated in the survey. Most respondents were aged 30–50, and notably, 40% reported having more than 20 years of teaching experience, which may inform their perspectives on the adoption of educational technologies. This demographic profile reflects a group of educators with substantial professional experience, many of whom approach AI integration with both pedagogical interest and practical expectations.

The survey results indicate that Armenian English language educators demonstrate substantial interest in AI-assisted writing pedagogy, though the degree and mode of integration vary considerably. In response to Question 1, the most widely adopted tools were **Grammarly (85%)** and **ChatGPT (62%)**, followed by

QuillBot (38%), Wordtune (27%), Trinka (25%), Hemingway Editor (18%), and Perplexity (12%). These choices suggest that teachers prioritize tools that provide rapid linguistic refinement and accessible model generation, with Grammarly serving primarily for error detection and ChatGPT for content scaffolding and drafting models.

Regarding frequency of use (Question 2), **46%** of teachers reported using AI tools **daily**, **34%** several times per week, **15%** occasionally, and only **5%** once a week, confirming that AI support has become a routine professional practice rather than a sporadic intervention. However, when asked about **in-class integration** (Question 3), only **22%** described AI as partially or fully embedded into lessons, while a large majority **78%** noted that AI is rarely or not at all used during class time. This contrast indicates that although teachers actively rely on AI for assessment preparation and student text correction, many schools/universities still lack the infrastructure or curriculum space to support real-time classroom implementation.

The main instructional purposes identified (Question 4) were **grammar and spelling correction (30%), plagiarism detection (10%), generation of writing models (30%), style and tone improvement (10%), and AI-mediated feedback (20%)**. The dominance of low-level error correction reflects teachers' need for efficiency, whereas the strong selection of model generation signals growing awareness of AI's potential for scaffolded writing analysis.

Perceived effectiveness (Question 5) was largely positive: **67%** of respondents selected somewhat effective, **28%** very effective, and **5%** neutral, with no negative evaluations recorded. Notably, **71%** of teachers confirmed that they ask students to **critique AI-generated samples** (Question 6), and **58%** implement **draft-comparison tasks** between student and AI-polished outputs (Question 7), reflecting a shift toward AI-supported metalinguistic reflection rather than passive correction.

The key barriers to integration (Question 8) were **lack of resources (28%), limited curriculum time (25%), insufficient teacher training (38%), internet instability (5%), and student resistance (4%)**. These findings emphasize that, while educators recognize AI's pedagogical value, systemic constraints still shape its application.

Looking forward (Question 9), **74%** believe that AI will become a **permanent component** of writing instruction in Armenian schools, **19%** responded maybe, and **7%** no, indicating strong readiness for future adoption. Finally, qualitative responses (Question 10) revealed a clear consensus that AI should function as a **guided pedagogical enhancer**, supporting drafting, feedback, and revision cycles while maintaining teacher oversight and student ownership of written production. Collectively, the results show that Armenian English educators view AI not as a replacement for writing instruction, but as a valuable academic support mechanism whose full classroom potential depends on increased digital literacy training, infrastructural investment, and curriculum-aligned integration strategies.

To complement the broader observations on AI in writing pedagogy, I myself conducted a pilot lesson at Eurasia International University for the course of Academic English in order to evaluate the effectiveness of AI-mediated writing instruction in a real Armenian university classroom. During this lesson, students worked with ChatGPT, Grammarly, and QuillBot to generate model thesis statements, refine grammar and style, and produce sample paragraphs, which they then analyzed, critiqued, and compared with their own drafts. The classroom experiment demonstrated very high learner engagement, faster revision cycles, increased metalinguistic awareness, and noticeably higher student confidence when making editing, paraphrasing, and rephrasing decisions. It also revealed a reduction in writing-related stress and hesitation, particularly when students were guided to treat AI outputs as analytical reference models rather than ready-made text for submission. This pilot implementation confirmed that AI tools can substantially enhance the teaching of writing when integrated through structured teacher facilitation, reflection tasks, and critical evaluation activities, reinforcing the argument that AI's pedagogical value depends on guided, responsible, and process-oriented use rather than unsupervised text generation.

Discussion

Artificial Intelligence (AI) is a disruptive technology that is transforming the educational system and reshaping instructional and assessment practices, particularly in language and writing classrooms. To begin with, generative AI which is the type of AI that can create content based on users' prompts—automates routine tasks, including generating audiovisual materials, analyzing large datasets, assisting in fact-checking, and delivering highly personalized content tailored to user preferences. As a result, it promotes productivity and efficiency while decreasing content-creation costs. In addition to these system-level benefits, AI also expands possibilities within the writing process and provides teachers with practical tools to facilitate and enhance writing instruction.

From a pedagogical perspective, teaching writing is a complex process that requires linguistic knowledge, cognitive effort, and continuous feedback. Traditionally, writing instruction has relied heavily on teacher correction, peer review, and paper-based or digital writing tasks. However, in practice, teachers often struggle to provide timely, individualized feedback due to large class sizes and heavy workload pressures. In this regard, AI-based writing assistants help address this gap by offering instant corrections, suggestions, and structural improvements, thereby making writing instruction more efficient and interactive (Filgueiras, 2023).

Furthermore, AI and big data introduce crucial innovations not only in classroom teaching and learning practices, but also in curriculum development and educational management. Indeed, these technologies are fundamentally transforming the formulation and implementation of education policy across different instructional contexts (Filgueiras, 2023). When viewed through the

Armenian lens, these global developments are increasingly influencing local pedagogical practices, especially in English language instruction. More specifically, AI can automate numerous administrative tasks, which frees educators to dedicate more time to lesson preparation, assessment, and instructional feedback.

Another important observation is that tools such as ChatGPT, Grammarly, and other forms of educative (educational) AI are reshaping writing instruction by offering personalized, immediate, and interactive support to both teachers and learners (Chiu, Xia, Zhou, Chai & Cheng, 2023). This aligns with a broader global shift, where AI is increasingly embedded into everyday teaching practices rather than treated as an experimental add-on.

Moreover, the use of generative AI for educational purposes has grown rapidly among students worldwide. Although AI is often labelled as revolutionary, research indicates that its influence on students' writing development is more complex than commonly assumed. For instance, according to a survey conducted by Intelligent.com, only 12% of students reported GPA improvement after using ChatGPT between fall 2022 and spring 2023, which suggests that AI use does not automatically lead to stronger writing performance.

Correspondingly, many students develop excessive dependence on AI-generated text and, consequently, miss opportunities to strengthen their own writing and revision skills. This pattern echoes a key argument in AI-writing research: access to AI enhances support, but not necessarily skill development unless guided strategically.

These findings reinforce an essential implication for educators, including those in Armenia: students must be taught not only how to use AI tools, but also how to engage with them critically, responsibly, and ethically.

In parallel to these concerns, it is equally important to acknowledge that AI-driven writing tools offer substantial instructional advantages. For example, they support improvements in grammar and syntax, encourage greater vocabulary diversity, provide stylistic recommendations, and generate real-time feedback that accelerates revision cycles (Susser & Hill, 2020).

Consequently, these affordances often contribute to higher student confidence and reduced writing anxiety when expressing ideas in English (Alharbi, Reem, 2022). Likewise, tools such as ChatGPT, Grammarly, Perplexity, QuillBot, Wordtune, Trinko, and Hemingway Editor can strengthen coherence, paraphrasing ability, and sentence-level refinement. Nevertheless, as earlier research has also emphasized, AI-generated suggestions still require systematic human supervision to safeguard coherence, semantic similarity, content integrity, and academic reliability (Witteveen & Andrews, 2019). Thus, these findings collectively indicate that AI-assisted writing support must remain under teacher oversight to guarantee meaning preservation, discourse coherence, and academic integrity.

Despite these considerable benefits, several persistent challenges remain. For one thing, students may become overly reliant on AI-generated feedback, potentially undermining the development of independent self-editing and revision

competence (Yang & Dai, 2023). In addition, AI-based suggestions may unintentionally limit creativity or reinforce stylistic uniformity due to embedded algorithmic preferences (Johnson & Wang, 2020). Similarly, accuracy constraints continue to pose pedagogical risks, as AI systems are not infallible and may generate misleading recommendations if not carefully mediated (Park, 2021). Taken together, these mixed outcomes highlight the importance of deliberate, context-sensitive, and literacy-oriented AI integration strategies, especially in Armenia, where digital literacy and technological access vary widely across schools and institutions.

In light of these observations, and shifting from challenges to classroom realities, AI is also increasingly operationalized through concrete, learner-centered instructional practices among English language educators. In many Armenian EFL classrooms, for instance, teachers use ChatGPT to generate model paragraphs, thesis statements, and writing outlines, which students then analyze and critique an activity that supports critical language awareness. Additionally, building on process-based writing traditions, educators integrate AI into scaffolded writing tasks by first allowing students to receive AI-generated suggestions (e.g., lexical enhancements or rephrasing options), followed by guided revision stages where students refine their own drafts. Likewise, AI-supported formative assessment via Grammarly or Trinka enables learners to obtain immediate feedback on grammar, cohesion, clarity, and tone prior to final submission. Equally, AI tools are incorporated into metalinguistic comparison tasks, where students contrast their initial drafts with AI-polished outputs to detect structural and linguistic differences, thereby strengthening metalinguistic awareness and self-revision competence.

Beyond correction, teachers also use AI chatbots for interactive classroom tasks such as dialogue simulations, creative writing prompts, and structured brainstorming activities that encourage idea generation and writing fluency. Notably, these pilot lesson implementations conducted at Eurasia International University further demonstrated that AI-mediated writing instruction is highly engaging, positively received, and pedagogically valuable when supported by teacher facilitation and structured reflection activities. In fact, the pilot lessons revealed that AI integration not only improves writing efficiency but also creates a motivating environment for guided language analysis and revision practice.

Finally, synthesizing both the empirical observations and the broader literature, AI-powered tools such as Grammarly, Perplexity, Wordtune, and Trinka provide significant academic writing support by enabling instant grammar correction, lexical refinement, and coherence-focused feedback loops. Witteveen and Andrews (2019) examined GPT-2 paraphrasing capacity using the Universal Sentence Encoder (USE) and found that AI paraphrases can preserve meaning effectively, though coherence and semantic similarity gaps still appeared in some cases. Similarly, expanding this point, John, Philip, and Nina Woll (2020) compared Grammarly, Virtual Writing Tutor, and Microsoft Word and concluded that AI grammar detection outperforms traditional word processors, yet still lacks full linguistic

coverage. Nonetheless, despite incomplete coverage, these tools delivered relatively reliable feedback when mediated by teacher oversight.

As for the Armenian context, AI integration into writing instruction is shaped by both opportunity and constraint, reflecting a context where teachers acknowledge the pedagogical potential of AI yet navigate uneven classroom conditions. Notably, Armenian English teachers increasingly employ tools such as ChatGPT and Grammarly to support writing pedagogy, particularly for accelerating grammar correction, detecting plagiarism, and generating scaffolded writing models. However, unlike technology-rich educational systems, many Armenian secondary schools lack stable digital infrastructure, classroom device availability, and curriculum time for in-class AI implementation, which positions AI more as an *out-of-class instructional aid* than a *lesson-embedded writing development tool*. This gap is critical, because writing skill acquisition depends not only on error correction but on iterative drafting, revision, and metalinguistic reflection—processes that require structured teacher mediation. Encouragingly, teachers' positive attitudes toward AI suggest strong local readiness: educators view AI as effective when applied for linguistic refinement and initial drafting support, and many predict its expanded role in the near future. Nevertheless, the Armenian context highlights a key implication—AI enhances writing instruction most meaningfully when teachers guide learners to critically evaluate AI outputs, adapt suggestions into their own drafts, and maintain ownership of the writing process.

In conclusion and critically interpreting the findings within the Armenian educational landscape, the results suggest that AI integration in writing classrooms is most effective when supported by teacher mediation, digital literacy scaffolding, and structured critical engagement, rather than passive acceptance of AI-generated corrections. Ultimately, therefore, AI should be viewed not as a replacement for writing instruction but as a complementary pedagogical accelerator that enhances feedback, models revision practices, and supports educator efficiency when integrated strategically, ethically, and reflectively into the learning process.

Conclusion

The findings of this study highlight the growing relevance and practical potential of AI tools in the teaching of English writing in Armenia. Both the survey of 40 Armenian English language educators and the pilot lesson conducted at Eurasia International University demonstrate that AI-powered tools, including ChatGPT, Grammarly, and QuillBot, can meaningfully support writing instruction by accelerating error correction, scaffolding drafts, enhancing metalinguistic reflection, and promoting student engagement.

Survey results indicate that while Armenian educators are generally enthusiastic about integrating AI into writing pedagogy, the extent and manner of adoption vary considerably. Tools such as Grammarly and ChatGPT are widely used for grammar correction and content scaffolding, whereas QuillBot and other AI tools are increasingly employed for stylistic refinement and paraphrasing. Despite high

levels of interest, systemic constraints—such as limited curriculum time, insufficient digital infrastructure, and the need for teacher training—currently restrict the full in-class application of AI. Nevertheless, the majority of educators anticipate that AI will become a permanent component of writing instruction, provided its integration is guided, reflective, and context-sensitive.

This study underscores that AI should not be viewed as a replacement for traditional writing instruction but as a complementary tool that can accelerate feedback, model revision strategies, and support both teachers and learners in the writing process. For the Armenian context, maximizing the benefits of AI will require continued investment in digital infrastructure, professional development for educators, and curriculum adjustments that allow for structured AI integration.

Ultimately, the research demonstrates that when integrated thoughtfully and ethically, AI has the potential to enhance the quality, efficiency, and engagement of writing instruction in Armenian English language classrooms, laying the groundwork for more innovative, learner-centered, and technologically informed pedagogical practices.

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Անի Թամազյան

*Եվրասիա միջազգային համալսարանի լեզուների, հաղորդակցության
և մանկավարժության ամբիոնի վարիչ,
բանասիրական գիտությունների թեկնածու
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ԱՐՇԵՍՏԱԿԱՆ ԲԱՆԱԿԱՆՈՒԹՅԱՆ ՄԻՋՈՑՈՎ ԳՐԵԼՈՒ ԴԱՍԱՎԱՆԴՈՒՄԸ ՀԱՅԿԱԿԱՆ ՀԱՄԱՏՆՔՍՈՒՄ

Սույն հոդվածն ուսումնասիրում է արհեստական բանականության (ԱԲ) գործիքների դերը և ինտեգրման գործընթացը Հայաստանում անգլերեն գրավոր խոսքի ուսուցման մեջ: Ուսումնասիրության առանցքում են մանկավարժների տեխնոլոգիական պատրաստվածությունը, արհեստական բանականության նկատմամբ նրանց մասնագիտական դիրքորոշումները, ինչպես նաև այն, թե որքան արդյունավետ են ԱԲ գործիքները գրավոր կարողությունների զարգացմանն ու գրավորի դասավանդման գործընթացի բարելավմանը նպաստելու հարցում: Ուսումնասիրության առարկան հայաստանյան անգլերենի դասավանդողներն են և նրանց մասնագիտական գործունեությունը՝ արհեստական բանականության գործիքների կիրառման համատեքստում: Հոդվածի հիմնական թեման ներկայացնում է ԱԲ-ի օգտագործման հնարավորություններն ու դրա հետ կապված մարտահրավերները՝ գրավոր հաղորդակցության ուսուցման դասարանային գործընթացում: Ուսումնասիրության նպատակն է գնահատել մանկավարժների դիրքորոշումները ԱԲ-ի նկատմամբ, վերլուծել դասարանում այդ գործիքների կիրառման ծավալը և բացահայտել դրանց մանկավարժական արժեքը՝ ուսանողների գրավոր հաղորդակցության հմտությունների զարգացմանն աջակցելու տեսանկյունից: 40 անգլերենի ուսուցիչների շրջանում անցկացված հարցման արդյունքները ցույց տվեցին, որ գրավոր ուսուցման գործընթացում առավել հաճախ կիրառվող ԱԲ գործիքներն են Grammarly (85%), ChatGPT (62%) և QuillBot (38%): Դրանք հիմնականում օգտագործվում են քերականական և լեզվական սխալների ուղղման, գրագողության հայտնաբերման, ինչպես նաև գրավոր օրինակների և տեքստային մոդելների ստեղծման նպատակով: Թեև ԱԲ գործիքների կիրառումը լայն տարածում ունի դասարանից դուրս, սակայն հարցվածների միայն 22%-ն է այն ուղղակի ինտեգրում է դասերի ընթացքում:

Հարցմանը զուգահեռ՝ Եվրասիա միջազգային համալսարանում իրականացված փորձնական դասը հնարավորություն տվեց գործնականորեն գնահատելու ԱԲ գործիքներով հարստացված գրավոր ուսուցման արդյունավետությունը: Դասի ընթացքում ուսանողները կիրառեցին ChatGPT, Grammarly

և QuillBot հարթակները, ինչի շնորհիվ արձանագրվեցին շոշափելի դրական փոփոխություններ. բարձրացավ ուսանողների ներգրավվածությունը, զգալիորեն արագացավ գրավոր աշխատանքների վերանայման ու խմբագրման փուլը, ինչպես նաև ամրապնդվեց ուսանողների վստահությունն ու ինքնուրույնությունը գրավոր խոսքի ստեղծման գործընթացում:

Արդյունքները վկայում են, որ ԱԲ-ն արժեքավոր և արդյունավետ օժանդակ մանկավարժական գործիք է, որը կարող է զգալիորեն նպաստել գրավոր հաղորդակցության որակի բարելավմանը՝ հատկապես այն դեպքում, երբ կիրառվում է ուսուցչի ուղղորդմամբ, վերահսկմամբ և համակարգված գնահատման պայմաններում: Ուսումնասիրության եզրահանգումները կարևոր գործնական նշանակություն ունեն. դրանք հիմք են տալիս զարգացնելու ուսանողների թվային գրագիտությունը, ապահովելու կառուցված, աջակցող և մոտիվացնող գրավոր պրակտիկա, ինչպես նաև խթանելու ԱԲ գործիքների նպատակային, ծրագրային և գիտակցված ինտեգրումը Հայաստանի անգլերենի ուսուցման (EFL) համատեքստում:

Հիմնաբանը. Արհեստական բանականություն, անգլերենի գրավոր ուսուցում, ԱԲ-ին ինտեգրված դասավանդում, Grammarly, ChatGPT, QuillBot:

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ОБУЧЕНИЕ ПИСЬМУ С ПОМОЩЬЮ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В АРМЯНСКОМ КОНТЕКСТЕ

Данное исследование анализирует интеграцию инструментов искусственного интеллекта (ИИ) в преподавание академического письма на английском языке в Армении, с акцентом на педагогические практики, восприятие и эффективность ИИ-поддерживаемого обучения. Объектом исследования являются преподаватели английского языка в Армении и специфика применения ими ИИ-инструментов в образовательном процессе. Главная тема работы раскрывает как дидактический потенциал, так и методические и организационные трудности внедрения ИИ в занятия по письму. Цель исследования — изучить отношение педагогов к ИИ, определить степень его непосредственной интеграции в уроки и оценить педагогическую значимость этих инструментов в контексте развития письменной коммуникации обучающихся.

Опрос 40 преподавателей показал, что наиболее востребованными инструментами являются Grammarly (85%), ChatGPT (62%) и QuillBot (38%). Они используются преимущественно для коррекции грамматики, проверки

оригинальности текста и генерации образцовых моделей письма с элементами языковой поддержки. Несмотря на активное использование ИИ в индивидуальной профессиональной практике, лишь 22% респондентов применяют данные инструменты непосредственно в рамках учебных занятий.

Дополнительно был проведён пилотный урок в Евразийском международном университете, направленный на оценку эффективности ИИ-опосредованного обучения письму в реальной аудитории. В ходе занятия студенты применяли ChatGPT, Grammarly и QuillBot для создания и критического анализа модельных абзацев. Эксперимент выявил существенные образовательные эффекты, включая повышение вовлечённости, ускорение процесса редактирования, развитие метаязыковой осознанности и укрепление уверенности студентов в выполнении задач по редактированию и перефразированию.

Результаты подтверждают, что ИИ выступает значимым вспомогательным педагогическим ресурсом, способным повысить качество обучения письму при условии методического сопровождения преподавателя, направленной рефлексии и системной критической оценки. Выводы исследования имеют практическую значимость для развития цифровой грамотности, формирования поддерживающей и структурированной практики письма, а также целенаправленной, программно согласованной интеграции ИИ в армянское образование EFL (English as a Foreign Language — английский как иностранный язык).

Ключевые слова: искусственный интеллект, преподавание письма на английском языке, педагогика с поддержкой ИИ, Grammarly, ChatGPT, QuillBot.

Հոդվածը խմբագրություն է ներկայացվել՝ 2025թ. նոյեմբերի 6-ին:

Հոդվածը հանձնվել է գրախոսման՝ 2025թ. նոյեմբերի 10-ին:

Հոդվածն ընդունվել է տպագրության՝ 2025թ. դեկտեմբերի 19-ին: