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N. V. Rybina
ORCID https://orcid.org/0000-0001-6260-9039
Researcher ID - G-9745-2017

N. Ye. Koshil
ORCID https://orcid.org/0000-0003-2539-3122
Researcher ID - H-6422-2017

O. S. Hyryla
ORCID https://orcid.org/0000-0002-6645-4959
Researcher ID - Q-7120-2017

West Ukrainian National University

ARTIFICIAL INTELLIGENCE AND TRANSLATION IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

Н. В. Рибіна, Н. Є Кошіль, О. С. Гирила

Західноукраїнський національний університет

ШТУЧНИЙ ІНТЕЛЕКТ І ПЕРЕКЛАД У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ: МОЖЛИВОСТІ ТА ВИКЛИКИ

Abstract. This article provides a comprehensive investigation into the role of artificial intelligence (AI) as a translation tool in the context of English language teaching (ELT). In recent years, language education has undergone a significant transformation under the influence of digital innovations, particularly AI-based applications. The authors focus on how these technologies are changing the way English is taught and translated in academic settings, highlighting both the opportunities and challenges that accompany this shift. Special attention is paid to the most commonly used AI tools in translation education, including machine translation platforms (such as Google Translate, DeepL, and ChatGPT), speech recognition technologies (Speech-to-Text), automatic subtitling (e.g., YouTube Subtitles, AI captioning tools), and AI-generated text content. These tools offer learners a wide range of benefits, such as real-time access to multilingual content, opportunities for immediate feedback, and the possibility to engage with authentic linguistic materials tailored to their individual learning styles and needs. The article outlines the pedagogical advantages of integrating AI into language learning: it encourages learner autonomy, fosters digital literacy, and enhances understanding through multimodal content delivery. AI can be particularly beneficial in blended and remote learning environments, supporting students from diverse linguistic backgrounds by providing customized resources and translation assistance. Instructors can also benefit from AI tools by using them to assess language errors, adapt assignments, and create personalized learning pathways for students. At the same time, the paper critically assesses a number of challenges associated with the increasing reliance on AI in translation-focused ELT. First, there is a risk of students becoming overly dependent on machine translation, which may hinder the development of independent language processing skills. Second, AI systems often lack the ability to interpret cultural context, stylistic nuance, and idiomatic expressions, leading to flawed or superficial translations. Third, the use of AI may contribute to the fossilization of language errors when students accept AI-generated content without question. Additionally, concerns are raised about academic integrity, as AI tools could be misused to plagiarize or present machine-generated work as original human output. The article emphasizes the need for pedagogically sound and ethically informed implementation of AI in education. Rather than serving as a replacement for human instruction, AI should be seen as a complementary tool that supports but does not replace critical thinking and intercultural understanding. The authors provide examples of classroom activities where AI is used to facilitate translation analysis, intercultural discussions, and evaluation of multiple translation options. These activities help students develop both technical and reflective skills. The discussion illustrates both the positive outcomes of AI integration (increased translation quality, greater learner motivation) and some unintended consequences (reduced grammatical awareness, mechanical task completion). The authors present case studies and teacher reflections that show how AI can either empower or inhibit learning, depending on the instructional context. The article also reviews current academic literature on AI in language education, referencing international practices from Europe and North America. One of the key points discussed is the potential of AI to foster intercultural competence. When accompanied by proper pedagogical frameworks, AI tools can help students build empathy, recognize cultural differences, and broaden their linguistic and cultural awareness. In conclusion, the article argues

that AI, when used responsibly and critically, can be a powerful ally in translation education. Its effectiveness, however, depends on the level of digital and linguistic literacy of the learners, the design of learning tasks, and the presence of human guidance. The authors urge educators to treat AI not as a shortcut, but as a meaningful resource that must be thoughtfully integrated into language instruction. A set of practical recommendations is offered for teachers and curriculum developers: integrating project-based learning, blending AI and human translation approaches, discussing the ethical use of AI, and organizing workshops on evaluating AI-generated content. Such measures are vital for preparing learners to engage with AI tools responsibly and professionally in academic and real-world translation settings.

Key words: artificial intelligence; machine translation; English language teaching; language learning tools; academic integrity; linguistic competence; critical thinking.

Анотація. У статті здійснено комплексне дослідження ролі штучного інтелекту (далі – ШІ) як інструменту перекладу в процесі викладання англійської мови як іноземної. Сучасна освітня парадигма переживає значну трансформацію під впливом цифрових технологій, зокрема штучного інтелекту, який швидко проникає в усі сфери життя, включно з мовною освітою. Автори зосереджують увагу на нових можливостях, які відкриває ШІ для покращення навчального процесу, а також аналізують ризики й виклики, пов'язані з його застосуванням у сфері викладання перекладу. Окрему увагу приділено найпоширенішим ШІ-інструментам, які використовують у навчанні перекладу: системам машинного перекладу (наприклад, Google Translate, DeepL, ChatGPT), засобам розпізнавання мовлення (Speech-to-Text), автоматичному субтитруванню (наприклад, YouTube Subtitles, AI Captioning Tools) та генераторам тексту. Аналіз показує, що ці інструменти сприяють розширенню доступу студентів до автентичних джерел, підвищують мотивацію до навчання, дають змогу адаптувати матеріали до індивідуального рівня підготовки та мовного досвіду здобувачів. Завдяки інтеграції ШІ студенти можуть у режимі реального часу перекладати складні терміни, переглядати лексичні альтернативи, аналізувати синтаксичні структури та тренувати навички міжкультурної комунікації. У статті розглянуто дидактичні переваги використання ШІ: формування автономії здобувачів освіти, розвиток цифрової грамотності, покращення сприйняття іншомовного контенту завдяки мультимодальному поданню інформації. Зазначено, що ШІ може стати ефективним помічником як для студентів, так і для викладачів, особливо в змішаному або дистанційному форматі навчання. ШІ-інструменти також надають нові можливості для створення персоналізованих навчальних траєкторій, аналізу типових помилок і адаптації завдань до конкретних потреб студентів. Водночас автори наголошують на низці серйозних викликів, що супроводжують активне використання ШІ в процесі навчання перекладу. По-перше, надмірна залежність студентів від машинного перекладу може призвести до зниження рівня критичного осмислення мовного матеріалу. По-друге, ШІ-системи не завжди адекватно передають контекст, культурні конотації та стилістичні відтінки, що є критично важливим для якісного перекладу. По-третє, некритичне використання ШІ може призвести до «фіксації» мовних помилок, які студент не помічає через нестачу зворотного зв'язку. Окрему увагу приділено проблемі академічної доброчесності: автоматизовані переклади можуть використовувати для списування або подання чужих текстів як власних, що суперечить етичним нормам навчального процесу. Автори пропонують інтегрувати ШІ в освітній процес обґрунтовано й педагогічно виважено. Вони підкреслюють важливість розроблення спеціальних методичних підходів, які б дали змогу використовувати технології як допоміжний інструмент, а не як заміну людської діяльності. У статті наголошено, що ШІ є засобом формування критичного мислення, аналізу перекладацьких рішень, порівняння варіантів перекладу, обговорення культурних особливостей мовлення. Також проаналізовано, що студенти демонструють як позитивні наслідки (підвищення якості перекладів, зростання залучення до мовної практики), так і небажані тенденції (поверхневе мислення, зниження уважності до граматики). Стаття містить огляд актуальних наукових джерел, що висвітлюють впровадження ШІ в мовну освіту, включно з європейськими та американськими практиками. Важливе місце відведено питанню формування міжкультурної компетентності: автори доводять, що за належного методичного супроводу ШІ може сприяти розвитку емпатії, розумінню культурних відмінностей та розширенню лінгвокультурного кругозору студентів. У підсумку підкреслюється, що ШІ є потужним інструментом у сфері навчання перекладу, проте його ефективність залежить від педагогічного контексту, рівня підготовки студентів та наявності критичного осмислення. Автори рекомендують викладачам розглядати ШІ не як заміну, а як доповнення до традиційних форм навчання, зокрема в контексті формування мовної та перекладацької компетентності. Запропоновано низку рекомендацій для педагогів і розробників навчальних програм: впроваджувати проєктні методи, комбінувати автоматизовані й ручні переклади, обговорювати етичні аспекти використання ШІ, проводити семінари з критичного аналізу перекладів, створених ШІ. Такий підхід сприятиме розвитку в студентів здатності до відповідального, усвідомленого та професійного використання технологій у галузі мовної освіти.

Ключові слова: штучний інтелект; машинний переклад; викладання англійської мови; засоби вивчення мов; академічна доброчесність; мовна компетентність; критичне мислення.

Introduction. In the digital age, the integration of artificial intelligence (AI) into various domains of human activity has become not only inevitable but also transformative. Education, and language learning in particular, is no exception. One of the most impactful developments in this field is the growing use of AI-powered translation tools in English Language Teaching (ELT). From machine translation applications like Google Translate and DeepL to speech-to-text converters, chatbots, and grammar-correction platforms, AI has rapidly evolved from a supplementary aid to a potentially central component in the language learning ecosystem.

The increasing sophistication of AI technologies has opened new horizons for both learners and educators. Students can now access multilingual content in real time, receive immediate feedback on writing, and engage in personalized learning experiences that adapt to their linguistic needs. AI-assisted translation tools not only support comprehension and vocabulary acquisition but also offer opportunities to foster intercultural communication, which is essential in today's globalized world. Moreover, these technologies can bridge language barriers for learners from diverse backgrounds and enhance inclusion in multilingual classrooms.

However, the adoption of AI tools in language education is not without its challenges. Overreliance on machine translation may hinder the development of deeper linguistic competence, while inaccur-

acies or context-insensitive outputs can reinforce errors. Questions of academic integrity, particularly regarding student-authored texts, have also become more complex. Furthermore, the implementation of AI in classroom practice demands new pedagogical approaches, critical digital literacy, and thoughtful integration into curricula.

According to this, **the objective of our research** is to explore both the opportunities and limitations of using AI-based translation tools in English language teaching. Drawing on current research, case studies, and classroom observations, it provides an overview of how AI is reshaping language education. The discussion highlights the need for a balanced and pedagogically sound approach, where technology enhances – rather than replaces – human interaction and critical thinking in the learning process. In doing so, the article contributes to the ongoing dialogue about the role of AI in education and offers practical recommendations for its effective use in ELT contexts.

Theoretical part. Artificial Intelligence (AI) is broadly defined as the capacity of machines to perform tasks that typically require human intelligence, such as problem-solving, learning, and language processing [11]. Language learning has become one of the most dynamic areas for AI integration, due in part to the natural alignment between language processing and machine learning algorithms.

AI in English language teaching (ELT) covers several areas: machine translation (MT), speech recognition, automated writing feedback, adaptive learning platforms, and conversational agents. The tools most relevant to translation-based learning include MT engines (e.g., Google Translate, DeepL), grammar-checking programs (e.g., Grammarly), and AI-powered language assistants. These technologies are increasingly used to scaffold learner understanding, provide feedback, and enhance accessibility to authentic language materials [4; 6].

The use of machine translation tools in the language classroom is no longer seen as a form of academic misconduct but as a pedagogical opportunity when properly integrated. García and Pena [5] describe how MT can support beginner-level writing, allowing learners to engage with more complex structures than they could independently produce. Their research found that MT-assisted writing led to improved fluency and learner confidence.

Similarly, Lee [7] highlights that Google Translate, when introduced with guided instruction, can help learners compare source and target texts, reflect on grammar choices, and better understand idiomatic expressions. This form of critical engagement, often referred to as MT literacy [9], encourages learners to see AI not as a shortcut but as a tool requiring careful evaluation.

Furthermore, Cotos, Link, and Huffman [4] emphasize the value of AI in assessment and individualized feedback. AI-driven platforms can provide immediate, targeted feedback on vocabulary, syntax, and content coherence – a benefit especially useful in large, diverse classrooms where individual teacher support may be limited.

One of the essential goals of language education is the development of linguistic and communicative competence. While some critics argu- that overuse of AI can weaken active language production skills, others note that when used strategically, AI tools can actually support deeper understanding and promote metalinguistic awareness [8]. For example, comparing human and machine translations helps learners notice differences in nuance, style, and register – insights that would otherwise require advanced linguistic intuition.

In multicultural classrooms, AI can play a crucial role in promoting intercultural competence. Godwin-Jones [6] argues that mobile and AI tools can expose learners to culturally authentic texts and interactions that extend beyond textbooks. AI-generated translations of real-world materials – news articles, social media posts, videos – can foster critical thinking about language use across cultures.

Moreover, the study by Benda and Wang [2] demonstrated that learners who used ChatGPT and similar AI tools to translate and analyze texts reported increased engagement, awareness of stylistic features, and a more nuanced understanding of target-language conventions.

Despite the numerous benefits, the use of AI in translation-focused ELT is not without concerns. A major issue is accuracy. While modern MT systems are vastly improved, they still struggle with context-sensitive translation, cultural idioms, and domain-specific language [10]. These inaccuracies can mislead learners or reinforce fossilized errors if not properly addressed.

Another key challenge is overreliance. Learners may become dependent on translation tools, bypassing the cognitive processes needed for internalizing vocabulary, grammar, and syntax [8]. If students rely exclusively on AI-generated output, they risk developing passive knowledge without the ability to actively produce or manipulate language.

Additionally, the ethical implications of AI use must be considered. The widespread availability of AI-generated content has complicated issues related to authorship and academic integrity [3]. Students may submit translated or AI-generated texts as original work, raising questions about fair assessment and the development of authentic skills.

Pedagogically, there is also a need for teacher training. Many educators are unfamiliar with the capabilities and limitations of AI tools. Without proper integration strategies, these tools may be misused or ignored altogether. Cotos et al. [4] stress that AI must be embedded within a pedagogical framework, supported by clear guidelines and reflective practice.

To address these challenges, scholars advocate for the development of AI literacy – the ability to understand, evaluate, and critically use AI tools in educational settings. This includes teaching students how to identify errors in machine translations, how to use AI for self-editing, and how to compare different tools for various language tasks [9].

One promising approach is contrastive analysis, where students translate a text using AI, then compare it to a human translation or peer-reviewed version. This process encourages learners to reflect on grammar, syntax, lexical choice, and cultural appropriateness. It also opens space for classroom discussions about the nature of language, translation, and communication.

Another method is integrating task-based activities involving AI tools. For instance, learners may use translation software to localize website content, translate product descriptions, or generate subtitles for videos. These real-world tasks align with the communicative approach and support transferable skills.

Teachers also need to adopt a critical stance, evaluating not just the output of AI tools, but their impact on learning behaviours and educational values. According to Yang [11], responsible integration of AI must consider pedagogical coherence, learner autonomy, and ethical transparency. Only then can AI become a tool for empowerment rather than substitution.

Ukrainian universities operate under conditions of linguistic diversity (Ukrainian, English as academic lingua franca) and, in many regions, disrupted learning due to war-related displacement. These conditions amplify the need for flexible, technology-mediated language support. Local classroom observations reported in some researches [1] suggest that translation tasks help students bridge disciplinary study in English with culturally grounded Ukrainian academic discourse. Integrating AI in such contexts can accelerate access to global scholarship while preserving national linguistic identity – provided that educators frame AI as a translator-consultant rather than an author-substitute.

Conclusions and Prospects for Research. All in all, Artificial Intelligence (AI)-powered translation tools have firmly established their place in English Language Teaching (ELT) and are here to stay. As different researchers clearly demonstrate, their educational value isn't primarily determined by algorithmic power but rather by the pedagogical approach and the framework within which they are used. If these tools are approached passively, AI risks short-circuiting language development; students might become overly reliant on instant translations instead of actively engaging in the effort required for independent comprehension and language production. This passive use can also obscure authorship, as the line between a student's original work and AI-generated text becomes blurred.

Conversely, when used critically and consciously, AI transforms into a potent pedagogical instrument. It can scaffold complex linguistic input, enabling students to work with authentic texts that might otherwise be too challenging without assistance. Thoughtful use of AI translation fosters metalinguistic reflection. Students can compare their own translations with AI-generated ones, analyze discrepancies, and grasp the nuances of language, grammatical structures, and lexical choices. This, in turn, deepens their understanding of both English and their native language.

Furthermore, AI tools significantly extend intercultural engagement. They can help students overcome language barriers in communicating with native speakers or when exploring materials from other cultures written in English. This opens up new avenues for authentic learning and involvement. It's crucial for educators to teach students not just to accept AI translations as gospel, but to critically evaluate them, verify context, and understand the potential errors and biases that algorithms might contain. Developing AI literacy skills is becoming an integral part of modern language education, preparing students for a world where digital tools play an increasingly significant role in communication and learning. Thus, instead of shying away from AI, educators should integrate it into the learning process, transforming potential challenges into valuable educational opportunities.

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Електронна адреса для листування: nataliarybina@ukr.net