

UDC 378.147:81'243:004.8

DOI <https://doi.org/10.32782/apv/2025.4.28>

Galyna TSAPRO

PhD in Linguistics, Associate Professor, Head of the English Language and Communication Department, Borys Grinchenko Kyiv Metropolitan University, Bulvarno-Kudriavska str., 18/2, Kyiv, Ukraine, 04053

ORCID: 0000-0002-0748-7531

Olena MOSKALETS

PhD in Pedagogy, Associate Professor at the English Language and Communication Department, Borys Grinchenko Kyiv Metropolitan University, Bulvarno-Kudriavska str., 18/2, Kyiv, Ukraine, 04053

ORCID: 0000-0002-5779-1590

Olena GRYSHCHENKO

PhD in Linguistics, Associate Professor at the English Language and Communication Department, Borys Grinchenko Kyiv Metropolitan University, Bulvarno-Kudriavska str., 18/2, Kyiv, Ukraine, 04053

ORCID: 0000-0001-7678-9851

Kseniia TKACHENKO

Senior Lecturer at the English Language and Communication Department, Borys Grinchenko Kyiv Metropolitan University, Bulvarno-Kudriavska str., 18/2, Kyiv, Ukraine, 04053

ORCID: 0009-0005-1523-869X

Olena ANDRIIENKO

Lecturer at the English Language and Communication Department, Borys Grinchenko Kyiv Metropolitan University, Bulvarno-Kudriavska str., 18/2, Kyiv, Ukraine, 04053

ORCID: 0009-0006-0701-4570

To cite this article: Tsapro, G., Moskalets, O., Gryshchenko, O., Tkachenko, K., & Andriienko, O. (2025). Vpravy dlia znaiomstva na osnovi ShI: kreatyvni zavdannia dlia studentiv anhliiskoi filolohii ta perekladu [Breaking the ice with AI: creative warm-up activities for English Philology and Translation students]. *Acta Paedagogica Volynienses*, 4, 200–207, doi: <https://doi.org/10.32782/apv/2025.4.28>

BREAKING THE ICE WITH AI: CREATIVE WARM-UP ACTIVITIES FOR ENGLISH PHILOLOGY AND TRANSLATION STUDENTS

How a session begins often shapes the atmosphere for everything that follows. Students decide in those first minutes whether they are comfortable enough to speak, to take risks, and to collaborate. For learners in English Philology and Translation, these early exchanges are more than routine warm-ups: they are the first occasions to practise listening closely, expressing meaning precisely, and noticing cultural nuance, all of which are central to their future work. This article considers how artificial intelligence can be applied to such activities and how it changes the traditional idea of the ice-breaker. The discussion draws on communicative language teaching, theories of cooperative learning, and the affective filter hypothesis to explain why engagement at the start of class matters. Examples are then analysed to show what different AI tools can add. Language models allow the teacher to prepare prompts that bring out contrasts of register and meaning. Image generators offer visual material that is unpredictable and often invites intercultural comparison, prompting students to tell stories rather than give short answers. Synthetic voices provide access to accents and rhythms rarely available in the classroom, turning a short puzzle or announcement into practice for interpreting and subtitling. Used in this way, digital tools can revive familiar routines and connect them with professional competences. At the same time, the study underlines the teacher's role in selecting and framing tasks. Without that guidance, automatically generated content may amuse but fail to teach. The conclusion is that AI-based ice-breakers can encourage participation and make interaction livelier, but their long-term value depends on context, access to technology, and responsible use. Further research is needed to see whether such activities build lasting confidence and communicative ability across a full course of study.

Key words: English language teaching, philology and translation students, communicative competence, creative activities, ice-breakers, artificial intelligence, motivation, cooperative learning.

Галина ЦАПРО

кандидат філологічних наук, доцент, завідувач кафедри англійської мови та комунікації, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна, 04053

ORCID: 0000-0002-0748-7531

Олена МОСКАЛЕЦЬ

кандидат педагогічних наук, доцент кафедри англійської мови та комунікації, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна, 04053

ORCID: 0000-0002-5779-1590

Олена ГРИЩЕНКО

кандидат філологічних наук, доцент кафедри англійської мови та комунікації, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна, 04053

ORCID: 0000-0001-7678-9851

Ксенія ТКАЧЕНКО

старший викладач кафедри англійської мови та комунікації, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна, 04053

ORCID: 0009-0005-1523-869X

Олена АНДРІЄНКО

викладач кафедри англійської мови та комунікації, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна, 04053

ORCID: 0009-0006-0701-4570

Бібліографічний опис статті: Цапро, Г., Москалець, О., Грищенко, О., Ткаченко, К., & Андрієнко, О. (2025). Вправи для знайомства на основі ІІІ: креативні завдання для студентів англійської філології та перекладу. *Acta Paedagogica Volyniensis*, 4, 200–207, doi: <https://doi.org/10.32782/apv/2025.4.28>

ВПРАВИ ДЛЯ ЗНАЙОМСТВА НА ОСНОВІ ІІІ: КРЕАТИВНІ ЗАВДАННЯ ДЛЯ СТУДЕНТІВ АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ ТА ПЕРЕКЛАДУ

Початковий етап заняття значною мірою визначає характер подальшої навчальної взаємодії та загальну атмосферу в аудиторії. Саме у перші хвилини формується готовність студентів долучитися до обговорення, виявляти ініціативу та співпрацювати з одногруппниками. Для здобувачів спеціальності «Англійська філологія та переклад» такі початкові комунікативні обміни виходять за межі звичайної розминки, оскільки становлять основу їхньої майбутньої професійної діяльності.

У статті аналізується потенціал використання штучного інтелекту в організації вправ на початку заняття та окреслюється трансформація традиційного підходу до «айсбрейкерів». Теоретичне підґрунтя дослідження становлять комунікативний підхід до навчання іноземних мов, концепція кооперативного навчання та гіпотеза афективного фільтра, які пояснюють значущість активного залучення студентів у початкові хвилини роботи. Розглянуто приклади застосування різних інструментів ІІІ. Використання мовних моделей дозволяє створювати завдання, спрямовані на відпрацювання контрастів реєстрів та смислових відтінків. Генератори зображень забезпечують візуальні стимули, що мають непередбачуваний характер і сприяють міжкультурним зіставленням, спонукаючи студентів до розгорнутих висловлювань. Технології синтетичного мовлення надають доступ до різноманітних акцентів і ритмів англійської мови, що перетворює короткі аудіофрагменти на тренування з інтерпретації чи субтитрування.

Показано, що цифрові інструменти здатні оновити усталені формати початкових вправ і поєднати їх із розвитком професійних компетентностей майбутніх фахівців. Водночас наголошено на ключовій ролі викладача, який має здійснювати добір і методичне опрацювання завдань. За відсутності належного педагогічного посередництва автоматично згенерований контент може залишитися лише розважальним і не виконати навчальної функції. Зроблено висновок, що вправи на основі ІІІ здатні активізувати участь студентів і надати взаємодії більшої динамічності, проте їхня довготривала ефективність залежить від освітнього контексту, технічного забезпечення та етичних аспектів використання. Потребують подальшого дослідження питання,

чи сприяють такі завдання стійкому підвищенню впевненості, активності та розвитку комунікативної компетентності впродовж усього навчального курсу.

Ключові слова: викладання англійської мови; студенти-філологи та перекладачі; комунікативна компетентність; вправи для знайомства; штучний інтелект; творчі завдання; мотивація; навчання у співпраці.

Introduction. In language classrooms, the first minutes often determine how willing students are to speak, share ideas, and take risks. Well-chosen ice-breaking activities can turn a group of individuals into a learning community: they lower the affective filter, open channels for informal interaction, and create a space in which collaboration feels natural. For students specialising in English Philology and Translation, the opening exchanges of a session are more than a warm-up exercise; they provide early opportunities to practise the very skills their profession will demand: attentive listening, accurate expression, and sensitivity to cultural nuance. Over time, however, even the most reliable activities can lose their freshness, and once that happens, they cease to generate the curiosity or spontaneity that makes them effective. Time constraints frequently push them toward the same familiar tasks, which students soon recognise and approach mechanically. In mixed groups, differences in language proficiency, prior learning experience, and cultural background complicate matters further. A question that engages one group may leave another puzzled or silent; a seemingly harmless joke can misfire if it rests on culture-bound assumptions.

Recent advances in artificial intelligence make it possible to rethink how these first encounters unfold. Text-generation tools can produce conversation prompts with a particular linguistic focus; image-generation models can supply vivid, unconventional visual stimuli; and text-to-speech systems can deliver voices and accents that bring listening tasks to life. These tools work fast and can follow specific prompts, allowing teachers to bring new material for each session. The content can be adjusted to the group's interests, aims, or cultural background. In this way, ice-breaking tasks become more than a routine warm-up; they can also serve as preparation for the professional roles of translators and philologists (Godwin-Jones, 2024; Pack & Maloney, 2023).

The aim of this article is to explore how artificial intelligence can be applied to the design of warm-up activities for students of English Philology and Translation. It sets out to connect the pedagogical reasoning behind such tasks with

practical methods for creating them, while also addressing the benefits and constraints of AI-based approaches. Particular attention is given to examples that connect initial classroom interaction with the communicative precision and intercultural awareness essential to the students' future professional roles.

Methodology. This research was grounded in a qualitative design that combined analysis of pedagogical theory with practical examples drawn from classroom work. The principles of communicative language teaching, cooperative learning, and the affective filter hypothesis were not treated abstractly but used as reference points for shaping the structure and purpose of ice-breaking tasks. In this way, the methodology linked established approaches in language education with the exploration of new opportunities offered by artificial intelligence tools. Against this background, a set of model activities was developed with the support of artificial intelligence tools, including large language models, image generators, and text-to-speech systems. These activities were piloted in classes with English Philology and Translation students, allowing observation of their capacity to stimulate authentic interaction, intercultural awareness, and professional skill rehearsal. The methodological focus was therefore twofold: first, to link theoretical reasoning with practical application in task design, and second, to highlight the teacher's mediating role in adapting AI-generated material for pedagogical purposes.

Theoretical Background. Principles from mainstream language teaching methods have long shaped efforts to design effective ice-breaking activities in language classrooms. For example, Communicative Language Teaching (CLT) places genuine interaction at the centre of learning, valuing the use of language in real situations over the mechanical rehearsal of forms. In this view, an ice-breaker serves purposes well beyond offering a brief moment of amusement at the start of class. It can open the floor for learners to speak to each other, listen actively, and interpret meaning in ways that approximate the exchanges they encounter outside the classroom. Within the communicative approach, instruction is judged less by

grammatical accuracy than by how well learners can express and interpret meaning in varied social and professional contexts (Savignon, 1997, p. 5–7; Richards & Rodgers, 2014, p. 92–93). Honest communication requires the ability to organise discourse, adjust language to suit the situation, and interact in ways that keep the exchange moving, skills that can be fostered from the very beginning of a session. When designed according to these principles, warm-up activities create immediate opportunities for spontaneous language use, encourage negotiation of meaning, and establish an interactive classroom atmosphere from the outset (Nunan, 2015, p. 161–162). If tailored to students of English Philology and Translation, these prompts encourage them to negotiate meaning, to rephrase ideas, and to adjust register. Each of these abilities is directly tied to the communicative competence required in their future profession (Tsapro & Gryshchenko, 2024).

Closely related to CLT is the cooperative learning paradigm, which draws on social interdependence theory to demonstrate the benefits of structured collaboration. Johnson, Johnson, and Smith (Johnson, Johnson, & Smith, 2014, p. 87–89) identify positive interdependence, face-to-face promotive interaction, individual accountability, social skills, and group processing as essential elements of practical cooperative tasks. Ice-breakers designed within this framework invite students to share personal experiences, solve problems together, and develop trust, conditions that increase the likelihood of active participation in subsequent stages of the session. Studies carried out in Ukrainian universities point to clear benefits of cooperative learning for language-related programmes. Working on joint tasks helps students practise the target language. At the same time, they build the interpersonal skills that are essential in mixed academic groups. This effect has been especially noticeable in classes where learners come from different linguistic and cultural backgrounds (Mariienko, Nosenko, & Shyshkina, p. 56–57). The way students feel in the classroom has a direct impact on how well they can interact. When learners are tense or unsure of themselves, it is harder for them to notice and process new language. By contrast, if the atmosphere is supportive and motivation is high, they are more likely to pick up input and turn it into active use. This idea is central to what Krashen called the «affective filter», a concept often cited

to explain why lowering stress and building confidence are essential in language learning. (Krashen 1982, p. 34–35). When the affective filter is high, students often fail to take in language input, even if it is understandable. In a more relaxed state, by contrast, they are able to notice new forms, process them, and gradually integrate them into active use. Tasks that spark curiosity, include humour, or connect to personal experience tend to lower anxiety and make learners more willing to participate (Lightbown & Spada 2021, pp. 72–73; Tsapro, 2025). In Ukrainian scholarship, there is evidence that students remain more motivated when sessions engage them emotionally. This tendency has been documented most clearly in studies that examined the use of new teaching practices and digital technologies (Дембіцька, 2024, p. 67–68).

Personalisation and creativity further strengthen the pedagogical value of ice-breakers. When tasks reflect learners' interests, cultural backgrounds, and professional goals, they are more likely to elicit meaningful engagement (Richards & Rodgers, 2014, p. 94–96). Creativity – imaginative scenarios, visual prompts, or playful use of language – stimulates deeper cognitive processing and supports linguistic and intercultural competence. Adaptive learning technologies, including AI-powered systems, now make it possible to generate personalised content rapidly, tailoring prompts and activities to the needs of specific learner groups (Zawacki-Richter et al., 2019, p. 39–40). For students preparing for careers in translation and philology, these tools make it possible to connect what is learned in theory with the kinds of tasks they will face in practice. Used from the beginning of a course, they can help students refine how they express meaning, adjust their language to different cultural contexts, and work effectively with others on shared projects.

AI Tools for Ice-Breaking. As AI tools become more widespread, teachers are finding new ways to design warm-up tasks. These tasks can focus on language practice while also linking directly to the professional training of future translators and philologists. Large Language Models (LLMs) such as ChatGPT can generate conversation prompts, riddles, or introductory games that respond to precise teacher instructions. Unlike static textbook openers, they can reflect the «linguistic objectives, thematic preferences, and cultural contexts of a particular group» (Zawacki-Richter et al.,

2019, p. 41). When adapted for English Philology and Translation students, such prompts can foreground negotiation of meaning, reformulation, or register shifts, skills central to professional communicative competence (Tsapro & Gryshchenko, 2024). A light-hearted riddle or a “two truths and a lie” activity generated to match current course themes may serve not only to break the silence but also to rehearse relevant vocabulary and structures.

Visual input can be equally effective in lowering barriers to participation. Generative image models can produce original and often unexpected visual stimuli in seconds. Learners presented with AI-created images produced longer and more lexically varied descriptions than when working with conventional illustrations. Activities such as *Guess the Story* invite students to work in small groups to interpret an unfamiliar image, speculate on its background, and agree on a narrative. The unpredictability of the visual prompt stimulates creative thinking and encourages learners to draw on both linguistic resources and intercultural knowledge, a combination that reflects professional tasks such as describing source material for clients or adapting cultural references in translation.

An aural dimension can be added through speech synthesis technologies. In recent years, text-to-speech systems have expanded the range of voices, accents, and intonation patterns available for classroom use, enabling teachers to present instructions, riddles, or short dialogues in ways that go beyond their vocal repertoire. Lightbown and Spada (Lightbown & Spada, 2021, p. 106) emphasise that encountering a range of speech models differing in accent, rhythm, and intonation can «enhance learners’ phonological flexibility and comprehension skills». When used as an ice-breaker, the value of this exposure is most apparent if the listening task moves beyond generic content and links directly to the communicative goals of the session. In such cases, students approach the material not only as a test of their listening skills but also as an immediate stimulus for interaction. In an ice-breaking context, a short audio puzzle or a guessing game using synthetic voices can combine novelty with listening practice. For students preparing for interpreting or subtitling, these encounters with different speech patterns provide authentic preparation for the varied input they will meet in professional settings.

Game-based formats also have a place in AI-supported ice-breakers. Teachers have used platforms

such as Kahoot for years to add a competitive edge and review material, but the novelty can wear thin without variation. Incorporating AI-generated question sets or short linguistic puzzles changes the tone of the activity, sometimes by introducing humour, sometimes by connecting directly to the day’s topic. The advantage of adaptive gamification is its capacity to calibrate challenge to learner performance, and this fine-tuning, when applied to an opening classroom game, can sustain enthusiasm while still serving a clear instructional purpose. In early session stages, such games can introduce key vocabulary, prompt cultural comparisons, or set the thematic frame for the session. Combined with cooperative play, they can also foster the positive interdependence that increases participation and group cohesion (Johnson, Johnson, & Smith, 2014, p. 87–89).

When chosen with care, AI-based activities can bring a mix of novelty, immediacy, and professional relevance to the opening moments of a session. Since prompts can be reshaped within seconds, teachers are free to adjust them to the group’s mood or to the direction of the session. This flexibility makes the opening minutes of class more responsive and engaging. In this way, the initial interaction becomes more than a warm-up: it functions as the first step in a session-long process of building communicative precision, intercultural awareness, and collaborative skill.

Practical Implementation: Model Activities with AI Tools. Artificial intelligence, when applied to ice-breaking tasks, goes beyond adding novelty and influences how students engage with linguistic and intercultural material from the beginning of classroom interaction. The following examples demonstrate how different AI modalities (text-based generation, visual synthesis, and speech technologies) can be operationalised in classroom practice to address the dual aim of affective engagement and professional skill development for English Philology and Translation students.

1. Discourse-Based Conversation Prompts with ChatGPT. Large Language Models (LLMs), particularly ChatGPT, allow teachers to construct warm-up activities that go beyond the predictable pattern of factual guessing games. When prompts are generated with attention to register, cultural references, or specialised vocabulary, they invite learners into authentic interaction while preparing them for the competences central to transla-

Register	Example Output
Formal	<i>"The University of Oxford, established in the twelfth century, is recognised as one of the world's leading centres of academic excellence. Its long-standing traditions and contributions to scholarship have shaped higher education globally."</i>
Neutral	<i>"Oxford University is one of the oldest and most famous universities in the UK. It attracts students from many countries and is known for its high academic standards."</i>
Informal	<i>"Oxford is a really old university in Britain. Lots of international students go there, and it's considered one of the best places to study."</i>

Pic. 1. Example of ChatGPT-generated parallel narratives in different registers for a warm-up translation-oriented task

tion work. For example, a teacher might instruct the model to produce three parallel mini-narratives describing a cultural practice, each in a slightly different register (formal, neutral, informal). Students are then required to (a) identify the intended audience of each narrative, (b) reformulate one text into another register, and (c) evaluate which version would be most appropriate in a translation scenario.

The activity prompts learners to speak freely, notice shifts in register, and practise the accuracy of expression essential in translation work. By embedding variation in style, tone, and lexical choice into the initial exchange, students are exposed to linguistic nuances that would otherwise emerge only in more advanced course stages.

2. Visual Storytelling with AI Images. Teachers can use tools like Microsoft Image Creator, DALL-E, or Midjourney to generate pictures that spark narrative thinking and intercultural discussion. Unlike fixed textbook illustrations, these images are new each time and often surprising, which encourages students to interpret details rather than reproduce memorised answers.

One useful activity is "Guess the Story." The instructor selects three pictures that show different aspects of university life in the United Kingdom: a graduation ceremony in a formal setting, a casual scene in a student dormitory, and a neutral study environment such as a library. Learners work in small groups to describe each image, paying attention to details that indicate formality, social relations, or cultural context. They are then asked to retell the situation in a register appropriate for an international audience, which requires them to adjust vocabulary, style, and tone.

This task combines spontaneous language production with intercultural awareness. Students practise descriptive skills, reflect on how social settings affect communication, and learn to adapt messages for different audiences. For translation and philology students, the exercise has clear professional relevance, since it mirrors the challenges of transferring meaning across cultural and stylistic boundaries.



Pic. 2. AI-generated images illustrating "Guess the Story" with UK university settings (created with Microsoft Image Creator)

3. Listening Puzzle with Synthetic Voices. Text-to-speech software can also be used in ice-breakers and warm-up activities. Programs such as Microsoft Azure or Google Cloud produce voices in different accents and rhythms, exposing students to English varieties they may not usually hear in class. For English Philology and Translation students, such tools create authentic opportunities to encounter variation in spoken English that extends beyond the teacher's repertoire.

A helpful example is a listening puzzle. The teacher prepares a short riddle, dialogue, or campus announcement and renders it in two or three voices representing distinct UK accents, such as Received Pronunciation, Northern English, or Scottish. Learners are asked first to solve the riddle or identify the key message of the announcement. After listening, students talk about how accent and rhythm shape

their understanding. They point out which sounds or patterns might make interpreting or subtitling more difficult. In the next stage, they put the exact text into a new register. This connects listening practice with awareness of style and audience. The exercise builds flexibility with unfamiliar input and helps students adjust quickly in real situations. As framed as a puzzle, it also reduces tension and encourages participation. For translation and interpreting trainees, the activity highlights the need to manage meaning and style under conditions of linguistic variation.

A short announcement can serve as input for this task. For instance, Welcome to the library. Today it will close at 7 p.m. instead of 9 p.m. Please return your books on time. The same text may be rendered in several accents with free text-to-speech tools such as NaturalReaders. Three variants of the same message can be prepared, for example, in English UK, English Welsh, and English Singapore voices. Hearing the identical announcement across these accents enables learners to notice differences in rhythm and pronunciation and to consider the cultural background associated with each variety. In this way, the task extends listening practice into intercultural awareness and prepares students for professional contexts in which meaning must be negotiated across diverse speech patterns.

Discussion and Implications. The three sample activities demonstrate how digital tools can enrich the early stages of classroom interaction. By varying the modality of input (text, image, and voice), teachers provide multiple entry points for engagement. This diversity allows English Philology and Translation students to practice vocabulary and fluency, register awareness, intercultural interpretation, and sensitivity to phonological variation. Playful formats such as puzzles or narrative prompts help lower anxiety, which is often a barrier to participation in the first minutes of class.

At the same time, the activities underline the importance of teacher mediation. Artificially generated prompts, images, or voices do not have pedagogical value; their usefulness depends on how they are framed, contextualised, and integrated into discussion. When using these tasks, the teacher must judge the right level, step in if something causes confusion, and keep the session centred on language learning. The role of the teacher remains central in guiding reflection, connecting the exercises with broader course objectives, and maintaining a balance between novelty and continuity.

These activities may also inform curriculum planning. What begins as a short warm-up can be extended into a project on translation, intercultural communication, or stylistic variation. They also allow students to hear English varieties not always present in their local environment, which helps widen their linguistic experience. At the same time, ethical considerations such as responsible use of student data and critical reflection on generated content must be addressed to ensure sustainable integration of such methods into higher education.

Conclusions. Bringing AI-based tasks into ice-breaking sessions is not only a matter of format. It changes the first steps of the session, when students begin to deal with language, culture, and interaction. The three cases described here (short prompts with ChatGPT, visual storytelling from image generators, and listening puzzles with synthetic voices) show how text, image, and sound can be used to ease tension, raise interest, and set up professional practice in English Philology and Translation.

The value of these activities lies in their flexibility. Depending on the group, a teacher may simplify the language, choose more or less culture-specific content, or select voices with different phonological features. Still, the limits are clear. Without guidance, the tools are not enough: it is the teacher who frames the task, steers the discussion, and evaluates the outcome. In this sense, AI tools are better seen as triggers for exchange and creativity, not as substitutes for classroom expertise.

Limitations and Further Research. The activities presented here were used in class, but cannot be seen as definitive solutions. Their success depends on many practical factors: the number of students, their level of English, how much technical help is available, and the way the teacher guides students' responses to AI-generated prompts toward sharing information about themselves and building bonds. Another obstacle is access. Not every university offers the same digital tools, so applying these ideas in every setting may be difficult. In addition, tasks that seem engaging at first can lose their effect unless teachers find ways to adapt or vary them.

Further research should look at more extended periods of use. A study can be carried out to determine whether AI-based ice-breakers and warm-ups make students more willing to participate, reduce their anxiety, and help them progress during a complete course, not just a single class. Evidence of this kind would show whether such activities bring lasting benefits or only a short initial boost.

BIBLIOGRAPHY:

1. Дембіцька, С., Р. Яровий, & Я. Дук. (2024). Вплив ШІ-тьюторів на мотивацію та навчальну ефективність здобувачів. Педагогіка безпеки, 9(1), 43–49. <https://doi.org/10.31649/2524-1079-2024-9-1-043-049>
2. Godwin-Jones, R. (2024). Distributed agency in language learning and teaching through generative AI. *Language Learning & Technology*, 28(2), 5–30. <https://doi.org/10.64152/10125/73570>
3. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3–4), 85–118.
4. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
5. Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford: Oxford University Press.
6. Mariienko M., Nosenko Yu., & Shyshkina M. (2020). Personalization of learning using adaptive technologies and augmented reality. *CEUR Workshop Proceedings*, 2731, 341–356.
7. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. London: Routledge.
8. Pack, A., & Maloney, J. (2023). Potential affordances of generative AI in language education: Demonstrations and an evaluative framework. *Teaching English with Technology*, 23(2), 4–24. <https://doi.org/10.56297/BUKA4060/VRRO1747>
9. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
10. Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice. Texts and contexts in second language learning* (2nd ed.). New York: McGraw-Hill.
11. Tsapro, H. (2025). Teachers' ChatGPT vs students' ChatGPT: A classroom battle of wits. In I. Malyshevska, O. Bilyk, & N. Pylyachuk (Eds.), *Зростаємо разом – викладання з вірою та стійкістю: матеріали 27-ї міжнародної науково-практичної конференції* (pp. 221–223). Ivano-Frankivsk.
12. Tsapro, H., & Gryshchenko, O. (2024). Teaching lexically with AI: Merits and pitfalls. In L. Hnapovska, O. Iliencko, M. Tsehelska, & L. Kuznetsova (Eds.), *Навчання англійської мови у воєнний час: розмаїття голосів стійкості та співчуття: матеріали міжнародної науково-практичної конференції* (pp. 101–102). Lviv: PP “Marusych.”
13. Zawacki-Richter, O., Marin, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16, 39. <https://doi.org/10.1186/s41239-019-0171-0>

REFERENCES:

1. Dembitska, S., Yarovyi, R., & Duk, Ya. (2024). Vplyv ShI-tiutoriv na motyvatsiiu ta navchalnu efektyvnist zdobuvachiv [The influence of AI-tutors on students' motivation and learning effectiveness]. *Pedahohika bezpeky*, 9(1), 43–49. <https://doi.org/10.31649/2524-1079-2024-9-1-043-049> (in Ukrainian)
2. Godwin-Jones, R. (2024). Distributed agency in language learning and teaching through generative AI. *Language Learning & Technology*, 28(2), 5–30. <https://doi.org/10.64152/10125/73570>
3. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3–4), 85–118.
4. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
5. Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford: Oxford University Press.
6. Mariienko, M. V., Nosenko, Yu. H., & Shyshkina, M. P. (2020). Personalization of learning using adaptive technologies and augmented reality. *CEUR Workshop Proceedings*, 2731, 341–356.
7. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. London: Routledge.
8. Pack, A., & Maloney, J. (2023). Potential affordances of generative AI in language education: Demonstrations and an evaluative framework. *Teaching English with Technology*, 23(2), 4–24. <https://doi.org/10.56297/BUKA4060/VRRO1747>
9. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
10. Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice. Texts and contexts in second language learning* (2nd ed.). New York: McGraw-Hill.
11. Tsapro, H. (2025). Teachers' ChatGPT vs students' ChatGPT: A classroom battle of wits. In I. Malyshevska, O. Bilyk, & N. Pylyachuk (Eds.), *Growing Together: Teaching with Faith and Resilience. Proceedings of the 27th International Scientific and Practical Conference*. (pp. 221–223). Ivano-Frankivsk.
12. Tsapro, H., & Gryshchenko, O. (2024). Teaching lexically with AI: Merits and pitfalls. In L. Hnapovska, O. Iliencko, M. Tsehelska, & L. Kuznetsova (Eds.), *Teaching English during Wartime: Voices of Resilience and Compassion. Proceedings of the International Scientific and Practical Conference* (pp. 101–102). Lviv: PP “Marusych.”
13. Zawacki-Richter, O., Marin, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16, 39. <https://doi.org/10.1186/s41239-019-0171-0>

Дата першого надходження рукопису до видання: 21.08.2025
 Дата прийнятого до друку рукопису після рецензування: 16.09.2025
 Дата публікації: 03.11.2025