Dayter, D. (2024). Corpus Linguistics and Interpreting. *Reference Module in Social Sciences*. https://doi.org/10.1016/B978-0-323-95504-1.00467-1

Dong, J. (2020). Corpus Linguistics for English Teachers: Tools, Online Resources, and Classroom Activities, Eric Friginal (Ed.) (2018), 350pp, ISBN: 978-1-138-12308-3. *System*, *89*, 102211. https://doi.org/10.1016/j.system.2020.102211

McEnery, T., and Hardie, A. (2012). Corpus linguistics: Method, theory and practice. Cambridge: Cambridge University Press.

Otat, Diana. (2018). Working with Bilingual Corpora to Enhance Legal Translation Competence. Romanian Journal of English Studies. 15. 134-144. 10.1515/rjes-2018-0018.

Ye L. Wordless: An integrated corpus tool with multilingual support for the study of language, literature, and translation. *SoftwareX*. 2024. Vol. 28. P. 101931. URL: https://doi.org/10.1016/j.softx.2024.101931 (date of access: 31.03.2025).

EMPOWERING EFL TEACHING AND LEARNING WITH AI

Бричук Олександр Володимирович, здобувач вищої освіти

Керівник - кандидат педагогічних наук, доцент Алла ФРІДРІХ

Рівненський державний гуманітарний університет

In the 21st century, education is undergoing profound changes. Traditional teaching methods are increasingly being complemented or even replaced by innovative technologies, among which artificial intelligence (AI) plays a particularly significant role, whether in the form of AI-based learning platforms or anything else. This technological shift is particularly evident in the field of English as a foreign language (EFL) teaching, where AI-based tools and platforms are changing the way students learn and teachers teach. The integration of artificial intelligence into the educational process has gained momentum, especially after the COVID-19 pandemic. Teachers and students have to rethink how remote learning can be made more effective. According to the Ukrainian study "Higher Education in the Context of COVID-19: Organizational, Methodological and Socio-Psychological Aspects", both teachers and students have adapted to the online learning environment. According to

the data collected, 24% of teachers and 41% of students expressed a desire to continue online learning, while the rest preferred blended learning. The vast majority of participants (93% of teachers and 91% of students) considered online learning to be the most promising format. This shift in perceptions emphasizes the need to study the role of artificial intelligence in making online and blended learning more effective and attractive. Artificial intelligence offers a wide range of possibilities in education, especially in language learning. Tools such as Grammarly, ChatGPT, Duolingo, and speech recognition technology are growing in popularity as they help learners with grammar, pronunciation, writing, and vocabulary. These platforms offer a personalized learning experience, adapt to an individual's learning level, and provide instant feedback – something that traditional teaching methods often cannot provide at scale. These features are particularly valuable in English classrooms, where learners practice frequently and need individual support. The growing interest in AI goes beyond practical applications and raises important questions about the changing role of teachers. As AI becomes increasingly able to take on tasks such as grading, correcting errors, and even creating lesson plans, teachers are being asked to rethink their role in the classroom. The growing interest in AI is not limited to its practical uses; it also raises important questions about the changing role of the teacher. As AI becomes more capable of performing tasks such as grading, correcting mistakes, and even creating lesson plans, teachers are being asked to rethink their function in the classroom. Rather than being replaced, teachers are increasingly seen as facilitators who guide students through learning experiences that are enriched by AI rather than dominated by it. This study aims to investigate the role of AI in the teaching of English as a foreign language by analyzing how AI-based tools and methods affect both teaching practices and learning outcomes. It focuses on how artificial intelligence contributes to improving language acquisition, increasing learner motivation, and supporting teachers in their daily tasks. At the same time, the study also looks at potential drawbacks, such as over-reliance on technology, reduced critical thinking, and concerns about data privacy. As English remains the most widely spoken second language in the world (spoken by more than 1.5 billion people,

according to Statista.com), the demand for effective and innovative teaching methods remains high. AI seems to offer promising solutions, but the question remains: Do these tools really work? Or do they just pretend to be efficient and potentially undermine core educational values? To answer these questions, the study adopted a mixed methodology. It included a literature review, a survey and interviews with teachers and students, a comparative analysis of traditional and AI-supported teaching methods, and a case study illustrating the practical application of AI in EFL teaching. The methodology enables both theoretical insights and practical evaluation, making the study valuable for teachers, learners, curriculum developers, and policymakers. The novelty of the study is an attempt to bridge the gap between theory and practice. While much has been written about artificial intelligence in education from a theoretical perspective, this study focuses on its direct application in the classroom, exploring its benefits and limitations through empirical data and classroom observations. The practical implications of this work are equally important. For teachers, AI can reduce time spent on routine tasks and offer new ways to engage students. For students, it opens up opportunities for more personalized and interactive learning. For curriculum developers, AI provides data-driven insights that help tailor content to learners' needs. And for educational institutions, understanding how to integrate AI responsibly and effectively is key to delivering quality education in a rapidly changing world.

References

- Analysis by Lyra Health and the National Alliance of Healthcare Purchaser Coalitions (Lyra Health. 2023)
- "AI in education: Personalized learning and adaptive assessment" (Falsk Raza. 2023)
- Artificial intelligence and English language teaching: Preparing for the future (British Council. 2019)
- Linked In. Participant's post John C. Maxwell(John C. Maxwell. 2023)
- Online Learning with the Eyes of Teachers and Students in Educational Institutions of Ukraine.(TEM Journal. 2021)
- Statista.com. The most spoken language worldwide. (Statista. 2023)

- Washington State University. Office of the Provost. Policies. Benefits of AI. (Washington State University. 2023)

ФЕНОМЕН МОВНОЇ РЕЗИСТЕНЦІЇ В ЦИФРОВУ ЕПОХУ ЯК ВІДПОВІДЬ НА ЛІНГВОЦИД

Світлана Дворянчикова,
кандидатка філологічних наук, доцентка,
доцентка кафедри філології та перекладу
Київський національний університет технологій та дизайну

Цифрова епоха сьогодні трансформує уявлення про культуру, комунікацію та мовний простір загалом. Інтенсивна глобалізація та алгоритмічна стандартизація спричиняють процеси, що ведуть до втрати мовної різноманітності й культурної унікальності. Ці тенденції мають ознаки лінговоциду – систематичного витіснення окремих мов із загальнодоступного інформаційного простору. Лінговоцид виникає як наслідок свідомого чи несвідомого процесу витіснення мов, який супроводжується втратами культурних традицій та історико-культурної пам'яті. Традиційно це відбувалося через державну політику, колоніальні практики, економічний тиск, а сьогодні ще й із застосуванням цифрових алгоритмів, наприклад, у різні часи це явище мало місце на теренах Австралії, США, Канади, СРСР, Китаю тощо (Сушко & Левицький, 2012), (Гаджієв, 2022, с. 135–205). У відповідь на ситуацію лінгвоциду виникає феномен мовної резистенції – активізації носіїв мов, дослідників і практиків, які за допомогою певних технологій відстоюють і популяризують свою мовну й культурну спадщину.

Мета доповіді – висвітлити деякі теоретичні основи і практичні аспекти мовної резистенції, розглянути механізми, які йому сприяють, та визначити подальші перспективи інтеграції цифрових технологій у мовну політику.

Мовну резистенцію варто розглядати як опір, активну відповідь невеликих мовних спільнот на процеси глобальної стандартизації та загрозу маргіналізації. Вона має і політичний, і естетичний вимір, адже пов'язана з правом на культурне самовираження та свободи мовної творчості. Мовні спільноти, які