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Ukrainian Students' Perception towards the Use of AI Language Processing Tools for Academic Writing: a Case Study

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Abstract

Academic writing is a challenging process that requires a coherent expression of ideas, logical reasoning, and data-driven arguments. The implementation of Artificial Intelligence (AI) into academic writing has become important in recent years. The research paper examines the attitudes of English as a foreign language (EFL) learners toward AI language processing tools for academic writing. The authors aim to address the following question: What do Ukrainian EFL learners think about using AI to enhance their academic writing skills? This study aims to bridge the gap between scientific findings on Ukrainian EFL learners' preferences and their actual use of AI language processing tools in academic writing tasks. To collect research data, online tools (Google Forms) were used and processed via a quantitative method. The second-year students training to become interpreters in the MA program (Philology, Germanic languages, literature (including translation), first foreign language – English) were the focus of the research. The findings suggest that Ukrainian EFL students have positive perceptions of using AI writing tools. The learners also report using AI language processing tools to provide ideas for their writing and to facilitate the composition of essays and paragraphs. The study is significant in promoting the broader use of AI tools for teaching English for Academic Purposes, as well as in identifying and addressing effective teaching techniques and methods.

Keywords: Academic integrity, academic writing, case study, English for academic purposes, student perceptions, teaching techniques, teaching methods, writing proficiency

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Introduction

The scholars contend that 'the system of higher education in Ukraine is experiencing some constructive changes since its traditional model does not meet the current needs of society' (Ivanytska et al., 2021, p. 476). Researchers emphasize that applying innovative pedagogical technologies and methods in teaching and learning EFL yields multiple benefits. Scholars suggest that the implementation of innovative pedagogical technologies and techniques increases the foreign language proficiency of students, provides the best conditions for gaining listening and reading skills, increases motivation for learning, promotes the personal development of students, and makes the teaching and learning process student-oriented (Petryshyna, Kosovych & Tymkiv, 2025; Tymoshchuk, Nechyporenko & Havryliuk, 2024; Tymoshchuk, 2022; Zahorodna et al., 2022; Zamkova, Tymoshchuk & Havryliuk, 2023).

Improving the four primary skills (reading, writing, listening, and speaking) is the main goal for teachers and learners (Metruk, 2018). Some researchers believe that writing skills are the most important one. In contexts where English is not the native language, the role of English writing in both academic and professional domains has become increasingly significant (Leki, 2001). Academic writing significantly improves the linguistic proficiency of ESL learners, including writing organization, coherence, grammatical accuracy, and lexical range (Campbell, 2019).

The research contributes to understanding the preferences and acceptance of Ukrainian EFL learners for AI tools to enhance their academic writing skills. These findings can diversify and improve teaching practices. Our study addresses the following research questions: 1) How do Ukrainian master students perceive AI tools as means for improving their writing skills? 2) How do they use AI tools for improving their writing skills? 3) Which AI tools are they most inclined to use in the future? 4) What are students' primary concerns and reservations about their application in the academic context?

By answering these questions, the study aimed to determine whether EFL students at Ukrainian higher educational institutions believe that AI tools enhance their academic writing. Considering this, the study also aimed to shed light on how AI can be effectively integrated into the learning process to enhance academic writing skills.

Literature Review

Previous studies have demonstrated that academic writing is a complex skill, and it is particularly challenging for second-language learners, especially in EFL contexts (Lama & Suhodolli, 2024; Wang, Hussin, & Aziz, 2025). Numerous studies suggest that AI tools significantly enhance writing ability. According to Alkamel and Alwagieh (2024), effective academic writing involves blending personal experiences and academic knowledge in writing. Advanced technology helps the learners develop this skill by expanding their vocabulary, improving sentence structure, and strengthening paragraph organization. With the rise of digital tools, teaching methods and techniques have undergone significant evolution, including the implementation of Large Language Models (LLMs) in language learning and academic writing. Zohery (2023) emphasizes that advanced AI models, such as ChatGPT, have made the writing process more accessible and efficient.

Several comparative analyses of QuillBot and Grammarly have examined their strengths and limitations, as well as their functionalities in supporting writing tasks (Nazari, Shabbir, & Setiawan, 2021; Yan, 2023). These comparisons offer users valuable insights into selecting an

AI application that best suits their individual writing needs. Researchers have also investigated how students and academics perceive and experience using ChatGPT in educational settings (Bom, 2023; Bouzar, Idrissi & Ghourdou, 2024; Grassini, 2023; Mondal & Mondal, 2023). Overall, these studies shed light on the users' positive attitudes toward ChatGPT and its impact on the quality of academic writing. However, integrating AI in academic writing has raised ethical concerns regarding plagiarism, authorship, and intellectual property (Salvagno, Taccone & Gerli, 2023).

Research on AI-assisted tools in language learning has just begun in European countries, particularly in Ukraine. Ukrainian researchers examined the prevailing perceptions of AI language processing tools among PhD students from the perspective of their integration into the academic English course taught during the first year of their PhD studies (Kramar, Bedrych & Shelkovnikova, 2024).

To conclude, the integration of AI into academic writing is rapidly transforming scholarly work. In the academic process, AI tools are increasingly employed for generating, refining, and even evaluating academic texts, which poses both opportunities and challenges (Khalifa & Albadawy, 2024). Several studies have investigated the attitudes of Ukrainian learners towards AI tools for improving their academic writing skills, which can aid in identifying effective teaching methods (Ivanytska et al., 2024). The issue is crucial in the context of the fundamental educational goal of training autonomous writers who can construct compelling arguments in their second language. Research in this field is still limited in Ukraine compared to that conducted in other countries.

Methods

We employed theoretical methods to review the academic literature on teaching English for Academic Purposes, learning and teaching writing, and academic writing, as well as the challenges and benefits of implementing AI language processing tools in higher education. We conducted an online survey at Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics (VITE SUTE, Ukraine) in October 2025. We utilized online tools and techniques to collect data, analyzed the research data using computer-aided software, and interpreted the research results through both textual and numerical information.

Participants

The second-year students training at VITE SUTE to become interpreters in the MA program (Philology, Germanic languages, literature (including translation), first foreign language – English) were the focus of the research. A total of 28 students participated in the interview.

Research Procedures

We have used a student questionnaire to collect quantitative data on attitudes towards AI language processing tool preferences, the respondents' previous experience, and the likelihood of their future application. We had the items related to the learner's agreement, i.e., 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly Disagree'. Participation in the survey was voluntary. We ensured complete anonymity by using Google Forms. The authors adapted the questionnaires used in earlier studies (Al-Raimi et al., 2024; Kramar et al., 2024) to enhance the reliability of our research findings.

Results

This section presents the findings of the gathered data and the analysis of the obtained results. To investigate students' perceptions of using AI tools for academic writing, they were first asked about their general experience with AI writing tools. According to the data presented in Table 1, the majority of participants expressed agreement or strong agreement with most of the statements, which indicates that AI tools are widely recognized as effective instruments for improving various aspects of writing performance. For more detailed information, see Table 1.

Table 1. *Students' perceptions of the impact of AI writing tools on writing skills*

Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Using AI writing tools helps me improve my writing skills	n	-	4	12	10	2
	%	-	14.3	42.9	35.7	7.1
2. AI writing tools help me identify spelling and grammatical errors	n	2	4	6	8	8
	%	7.1	14.3	21.4	28.6	28.6
3. AI writing tools develop the quality and efficiency of my writing	n	2	6	12	8	-
	%	7.1	21.4	42.9	28.6	-
4. AI writing tools enhance my vocabulary repertoire	n	-	6	10	10	2
	%	-	21.4	35.7	35.7	7.1
5. Using AI writing tools improves my content writing skills	n	-	2	14	10	2
	%	-	7.1	50	35.7	7.1
6. Using AI writing tools enhances my enthusiasm for writing	n	2	6	12	6	-
	%	7.1	21.4	42.9	21.4	-
7. Using AI writing tools fosters writing organization skills	n	-	10	12	6	-
	%	-	35.7	42.9	21.4	-
8. Using AI writing tools improves my writing style	n	2	8	12	6	-
	%	7.1	28.6	42.9	21.4	-
9. AI writing tools offer me the ability to use different options for word selection	n	-	2	12	14	-
	%	-	7.1	42.9	50	-
10. AI writing tools help me organize my ideas	n	-	6	2	16	4
	%	-	21.4	7.1	57.1	14.3
11. AI writing tools help me understand the use of transition words	n	-	4	12	12	-
	%	-	14.3	42.9	42.9	-

The survey results indicate that students generally support the use of AI-assisted writing tools in academic settings. Most respondents reported using AI to polish and paraphrase their writing, as well as to translate different chunks of text. For more detailed information, see Table 2.

According to the research data, students primarily consider AI writing tools as helpful resources that can improve linguistic accuracy, generate ideas, and save time. These findings also underscore the need to promote the responsible use of AI tools in the academic process, without compromising the principles of academic integrity.

Table 2. *Students' use of AI writing tools for writing purposes*

Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I use AI writing tools to write my exercises and assignments	n	-	6	14	8	-
	%	-	21.4	50	28.6	-
2. I use AI writing tools to refine and paraphrase texts	n	-	6	10	10	2
	%	-	21.4	35.7	35.7	7.1
3. I use AI writing tools to translate words, phrases, and sentences	n	-	6	8	12	2
	%	-	21.4	28.6	42.9	7.1
4. I use AI writing tools to check the spelling of words	n	6	8	2	10	2
	%	21.4	28.6	7.1	35.7	7.1
5. I use AI writing tools to check for grammatical errors	n	2	4	6	14	2
	%	7.1	14.3	21.4	50	7.1
6. I use AI writing tools to edit my style of writing	n	-	10	10	8	-
	%	-	35.7	35.7	28.6	-
7. I use AI writing tools to write paragraphs and essays	n	-	10	12	4	2
	%	-	35.7	42.9	14.3	7.1
8. I use AI writing tools to create a complete list of the sources/references used in my writing	n	6	12	10	-	-
	%	21.4	42.9	35.7	-	-
9. I use AI writing tools to summarize texts/paragraphs to be used in my writing	n	-	8	6	12	2
	%	-	28.6	21.4	42.9	7.1
10. I use AI writing tools to save time when writing	n	-	8	8	6	6
	%	-	28.6	28.6	21.4	21.4
11. I use AI writing tools to generate ideas to be used in writing	n	-	6	8	12	2
	%	-	21.4	28.6	42.9	7.1

Not surprisingly, all respondents reported having experience with online translation services from or into English. Half (N = 14; 50%) of the students stated that they had primarily used DeepL for their translation needs. Seven participants used Google Translate, and seven participants mentioned using other services, including ContextReverso (n = 5) and Multitran (n = 2).

All respondents (n = 28) reported being either entirely or partially satisfied with the quality of online translation services. For more detailed information, see Figure 1.

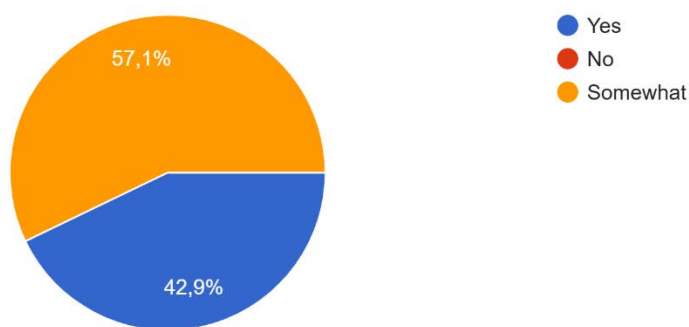


Figure 1. Learners' satisfaction with the quality of online translation services

Most students (Figure 2) mentioned that they would use online translators for academic purposes in the future. Ten learners (35.7%) have selected 'Agree', and four students (7.1%) have

chosen 'Strongly agree'. However, 42.9% of the students were undecided. The total percentage of those who disagree is 7.1 % (two students).

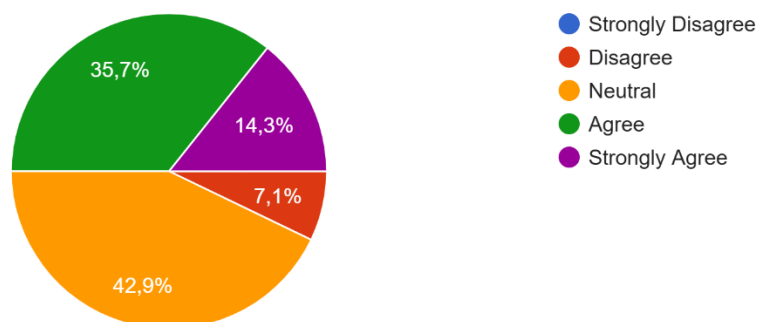


Figure 2. Students' intentions to use online translators for academic purposes in the future

Figure three illustrates the learners' responses regarding their experience with writing enhancement tools for working with English-language texts; most respondents reported having previously used online writing enhancement tools. Grammarly was mentioned most frequently. Other tools, such as DeepLWrite and LanguageTool, received only one mention each.

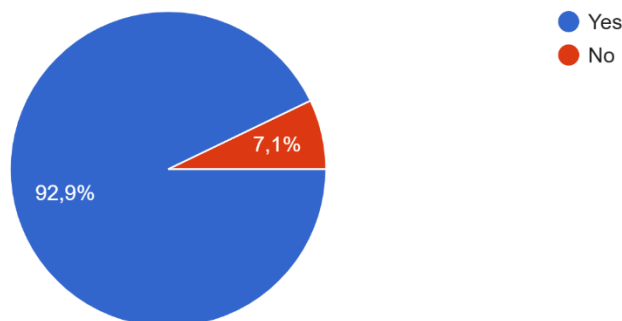


Figure 3. Learners' experience with writing enhancement tools

According to Figure 4, most learners reported being either completely (57.1%) or partially (35.7%) satisfied with the quality of text correction and rephrasing.

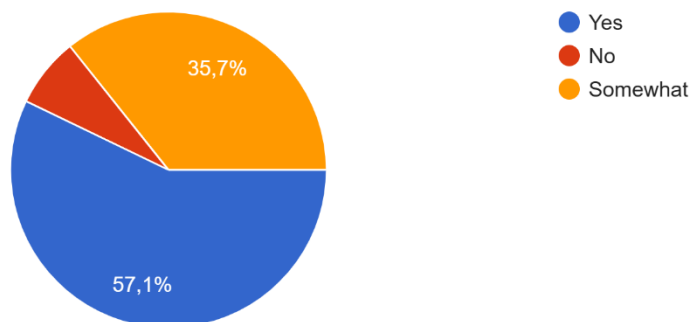


Figure 4. Learners' satisfaction with writing enhancement tools

Based on Figure 5, most participants mentioned they plan to use writing enhancement tools for academic purposes in the future. The combined percentage of those who agreed (28.6%) and strongly agreed (21.4%) equaled the proportion of neutral responses (50%). This significant neutrality might suggest that learners are concerned about the dependability and ethics of these tools in academic settings.

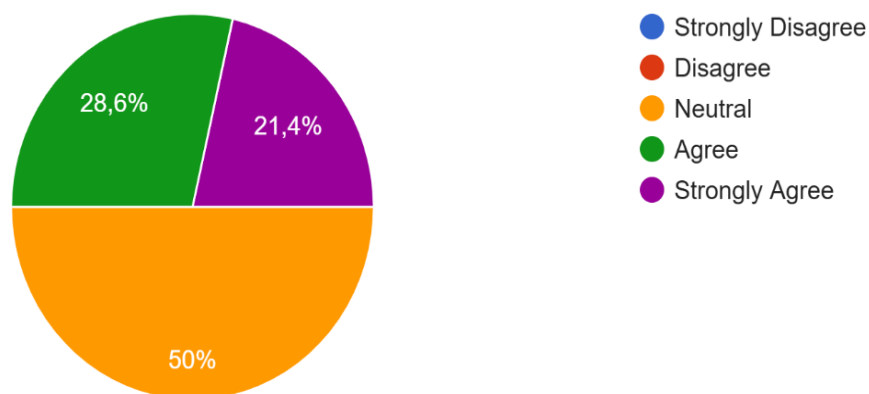


Figure 5. Students' intentions to use enhancement tools for academic purposes in the future

According to the survey data, most respondents (92,9 %) have tried using ChatGPT for various purposes (Figure 6).

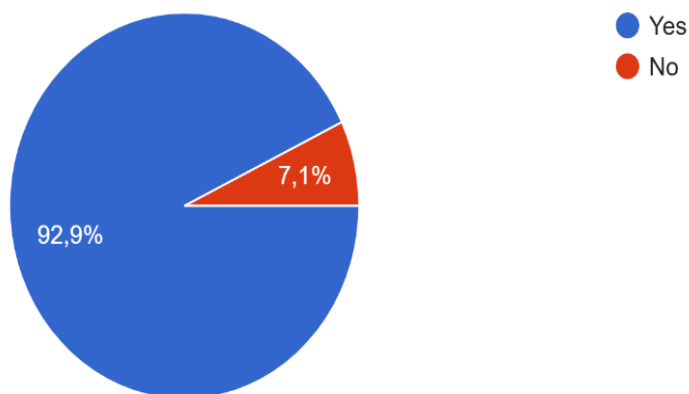


Figure 6. Use of ChatGPT for various purposes

Figure 7 presents the primary reasons students use ChatGPT. Most respondents mentioned summarizing (64.3%), followed by editing (57.1%) and generating ideas (57.1%). Answering other reasons, they admitted to using the chatbot to facilitate research literature searches, classification, and formatting of cited literature in the required style.

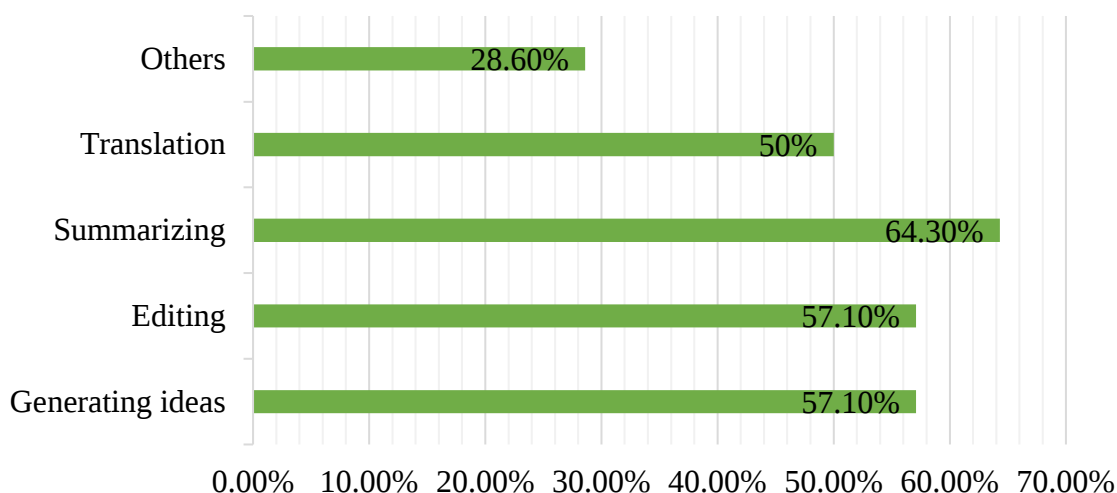


Figure 7. Primary reasons students use ChatGPT

According to Figure 8, most learners reported either complete (42.9%) or partial (57.1%) satisfaction with ChatGPT's effectiveness.

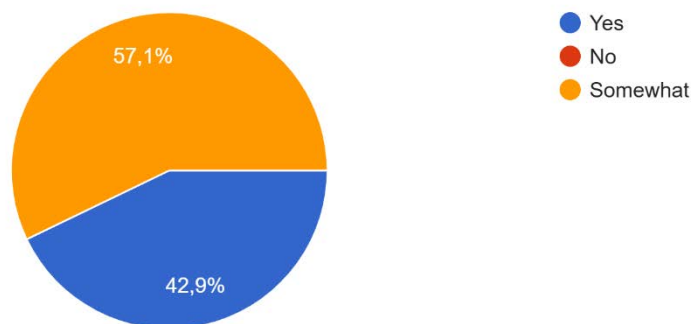


Figure 8. Learners' positive experience of using ChatGPT

Figure 9 demonstrates whether students intend to use ChatGPT for academic purposes in the future. The findings reveal a generally positive perception, suggesting that most students consider ChatGPT to be a valuable and promising tool for supporting their future academic work.

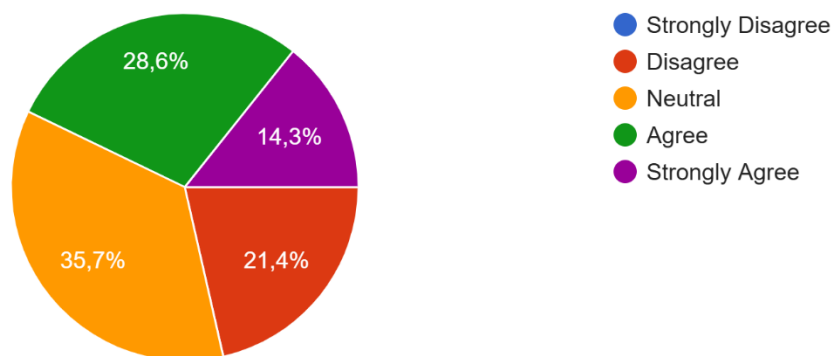


Figure 9. Students' willingness to use ChatGPT for academic purposes in the future

Discussion

Our research indicates that EFL learners predominantly possess favorable views regarding the use of AI-based tools to enhance their academic writing abilities. The results of the study indicate that most participants believe that AI-assisted writing tools help them improve their writing by raising its accuracy and coherence, prompting new ideas, and optimizing cognitive and creative efforts. Alammar and Amin (2023) emphasized that AI technologies 'can potentially address multiple issues in academic writing, such as maintaining the same information as the original text, identifying parts of speech, handling punctuation, and effectively paraphrasing the content' (p. 168). Our research findings align with the results reported by Al-Raimi et al. (2024), Dong (2023), and Kramar et al. (2024), who also found that learners generally view AI technologies positively and perceive them as a valuable tool for enhancing language learning and writing skills. The results also highlight that all respondents had experience with online translation tools and reported satisfaction with their quality. Thus, AI technologies have become integral components of students' learning practices, particularly in academic writing tasks.

Not surprisingly, all respondents reported having experience with online translation services, either from or into English, and were either entirely or partially satisfied with their quality. Based on our findings, we concur with scholars who suggest that online translation tools can alleviate the cognitive load imposed on language learners (Cancino & Panes, 2021).

This study aligns with Mondal, Mondal, and Podder (2023) and Kramar et al. (2024), who found that learners perceived ChatGPT as helpful in improving writing fluency, accuracy, and quality; however, Ukrainian students also expressed concerns regarding academic integrity and the risk of plagiarism.

The present study examined how Ukrainian EFL learners perceive AI-assisted academic writing, aligning with prior research that highlights the advantages of employing AI-based language processing tools to support academic writing tasks. A more comprehensive understanding of a variety of tasks (including summarising, editing, generating ideas, and translation) can improve instruction and training of EFL learners.

Conclusion

Academic writing is a critically important skill that deserves serious attention from EFL teachers and learners. This study focused on the attitude of Ukrainian learners toward the use of artificial intelligence tools for enhancing their academic writing skills. The research found that the majority of learners reported using AI tools for translation, paraphrasing, grammar and spelling correction, idea generation, and text organization. These results suggest that AI technologies have become an integral part of students' academic writing practices, enhancing both linguistic accuracy and efficiency.

Academic writing is a vital skill that both EFL teachers and students should not overlook. This study examined the attitudes of Ukrainian learners towards using AI tools to enhance their academic writing. The results show that most students rely on AI tools for tasks such as translation, paraphrasing, correcting grammar and spelling, generating ideas, and organizing their writing. These findings suggest that AI technologies have become an integral part of students' writing habits, enabling them to write more accurately and efficiently. At the same time, many students voiced concerns about becoming too dependent on these tools, highlighting the need to balance technological support with critical thinking, creativity, and academic integrity standards related to the use of AI.

Future research with a larger and more diverse group of students could provide a more precise and reliable picture of how learners use AI tools in academic writing.

Overall, this study highlights the educational benefits of AI-assisted language processing tools in facilitating academic writing skills among EFL learners. It is also important to promote awareness of their limitations and the ethical considerations concerning their use in academic contexts.

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Authenticity: This manuscript is an original work.

Artificial Intelligence Statement: The authors used ChatGPT and Grammarly to enhance the readability and clarity of the language. No AI tools were used to generate original ideas, research findings, or analytical content. The authors take full responsibility for the accuracy, integrity, and originality of the publication

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