Artificial Intelligence in Academic English Training

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Annotation. The thesis analyzes integration of artificial intelligence into methodology for building academic English competence in teacher education. It aims to substantiate a didactic model that unites formative assessment, adaptive practice, and feedback literacy. Methods include conceptual analysis, design based research logic, and outcome aligned evaluation criteria. Novelty is a staged AI supported methodology centered on transparency, academic integrity, and measurable improvements in academic speaking and writing performance.

Keywords. artificial intelligence, English language teaching, academic literacy, assessment, adaptive tutoring, learning analytics, integrity

AI challenges traditional assessment because it can produce fluent text that masks insufficient competence. A methodological response is not to prohibit technology categorically but to redesign assessments so that competence is demonstrated through processes and performances that are difficult to outsource. The thesis proposes a balanced assessment architecture including in class writing with planning notes, oral defenses of written arguments, and portfolio assessment with documented drafting history. AI may be permitted for specified stages, such as language polishing, provided that students submit the pre and post revision versions and a short rationale. This approach supports integrity by making the role of AI visible and by evaluating the learner's contribution. It also reflects contemporary guidance on AI in education that emphasizes transparency, human responsibility, and clear rules for acceptable use. Methodologically, integrity is treated as teachable competence: students learn citation conventions, paraphrasing strategies, and methods for checking factual accuracy,

thereby connecting language learning with research culture.

AI based methodology does not diminish the teacher's importance; rather, it shifts the teacher's role toward designer, diagnostician, and ethical moderator. Instructors interpret analytics to identify patterns such as persistent cohesion problems, limited stance marking, or overreliance on template phrases. However, the methodology avoids equating analytics with learning, because measurable events may not represent deep competence. Therefore, analytics are used as prompts for pedagogical decisions, such as targeted mini lessons, peer review grouping, and additional modeling of academic genres. The approach resonates with established methodological principles in language teaching that stress systematic progression, communicative orientation, and reflective practice. In this model, AI supports differentiation, but the teacher ensures that differentiation remains aligned with curriculum outcomes and professional standards for teacher education.

Scientific novelty of the thesis is expressed in three interrelated contributions. First, it offers a staged AI supported methodology for academic English that is explicitly aligned with formative assessment logic and feedback literacy, treating AI feedback as pedagogical material rather than as authoritative correction. Second, it proposes constraint based task design that preserves cognitive responsibility of the learner while still using AI for scaffolding, thereby addressing the central risk of substitution. Third, it operationalizes academic integrity within language methodology by embedding transparency requirements, revision documentation, and oral justification tasks into assessment, which makes ethical practice measurable and teachable.

The expected outcomes of implementing this methodology in teacher education include improved coherence and argumentation in academic writing, more accurate and context appropriate language use, stronger ability to read and synthesize scholarly sources, and more developed metacognitive skills related to revising and evaluating feedback. Importantly, the methodology is intended to produce not only better student texts but also better future teachers: graduates learn how to integrate AI responsibly into classroom practice, how to teach learners to question automated suggestions, and how

to maintain academic standards in digitally saturated environments. Limitations of the approach include dependence on access to reliable digital infrastructure and the need for teacher professional development to interpret AI outputs critically and to design constraints effectively. These limitations reinforce the methodological conclusion that AI integration is not a one time adoption but a continuous process of pedagogical calibration.

The thesis substantiates that artificial intelligence can strengthen academic English development in teacher education when it is embedded in an outcomes aligned methodology that prioritizes formative assessment, feedback literacy, and transparent integrity rules. The proposed staged model demonstrates how diagnostic profiling, constrained adaptive practice, reflective feedback use, and process oriented assessment together create conditions for meaningful competence growth. AI becomes most educationally valuable not when it writes instead of students, but when it expands opportunities for guided practice, makes learning processes visible, and supports teachers' evidence informed instructional decisions.

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