THE IMPACT OF GENERATIVE ARTIFICIAL INTELLIGENCE ON ENGLISH WRITING AND LINGUISTIC PRACTICES

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Abstract. The rapid development of generative artificial intelligence technologies significantly transformed modern communication and writing practices during recent years. Large language models and AI-based writing systems increasingly influence how individuals produce academic, professional, and everyday English texts. The present study investigates the impact of generative artificial intelligence on English writing and linguistic behaviour. The research applies comparative analysis, linguistic evaluation, and descriptive analysis methods using contemporary academic literature, digital communication trends, and examples of AI-assisted writing practices.

The findings demonstrate that generative AI technologies substantially improve writing speed, grammatical accuracy, and accessibility of English communication for non-native speakers. At the same time, growing dependence on AI-generated content creates several linguistic and educational concerns, including reduction of individual writing creativity, stylistic homogenisation, and weakening of independent critical thinking skills. The study additionally demonstrates that AI systems increasingly influence vocabulary selection, discourse organisation, and academic writing conventions.

The article concludes that generative AI is becoming one of the most important technological factors shaping the future of English writing. However, balanced integration of AI technologies into educational and professional environments remains necessary in order to preserve human creativity, linguistic diversity, and independent analytical skills.

Keywords: grammatical accuracy, vocabulary usage, writing fluency, discourse organization, stylistic diversity, academic writing behaviour, educational implications, digital communication practices

Introduction. Technological progress continuously influences the development of human communication and language practices. During recent decades, digital technologies transformed the ways individuals produce, distribute, and consume written information. One of the most important technological developments of the modern period is the rapid expansion of generative artificial intelligence systems capable of producing human-like written text.

Generative AI technologies, including large language models and AI-based writing assistants, became increasingly accessible to students, researchers, professionals, and ordinary internet users. These systems can generate essays, emails, reports, academic texts, translations, and conversational responses within seconds. As a result, generative AI is beginning to influence not only writing efficiency but also broader linguistic behaviour and communication culture.

The growing use of AI-generated text created significant discussion within the fields of linguistics, education, communication studies, and digital humanities. Supporters of AI technologies argue that such systems improve accessibility of English communication, particularly for non-native speakers and individuals with limited writing proficiency. Critics, however, express concerns regarding overdependence on AI-generated content, reduction of originality, and possible decline of independent writing abilities.

English occupies a special position in this process because it functions as the dominant international language of technology, academia, and online communication. Consequently, changes in English writing practices influenced by AI technologies may produce broader global linguistic effects.

The present study analyses how generative artificial intelligence is transforming English writing and linguistic practices. The article examines both positive and negative consequences associated with AI-assisted writing and evaluates possible future developments within digital communication and language use.

Literature Review. The relationship between technology and language development has long been studied within linguistics and communication research.

Scholars such as Marshall McLuhan and Noam Chomsky emphasised that communication technologies influence not only information exchange but also cognitive structures and linguistic behaviour.

Recent developments in natural language processing and machine learning significantly accelerated academic interest in AI-generated language. Researchers increasingly analyse how generative AI systems influence writing style, vocabulary usage, discourse organisation, and educational practices.

Several studies demonstrate that AI-based writing tools improve grammatical accuracy and writing fluency, especially among second-language English learners. AI systems frequently assist users in correcting grammar mistakes, improving sentence structure, and generating academic vocabulary. Consequently, many non-native speakers gain greater confidence when producing written English.

At the same time, researchers additionally warn about possible negative linguistic consequences associated with excessive AI dependence. Some scholars argue that generative AI contributes to stylistic standardisation because large language models frequently produce structurally similar forms of writing. This may reduce individual linguistic creativity and diversity of expression.

Educational researchers additionally express concern regarding the influence of AI systems on critical thinking and independent writing skills. Students increasingly rely on AI-generated drafts instead of developing analytical and argumentative abilities through personal writing practice.

Another important issue concerns authorship and originality. The increasing ability of AI systems to generate coherent academic text creates challenges regarding plagiarism, academic integrity, and intellectual ownership. Universities and educational institutions across the world continue debating how AI-generated content should be regulated within academic environments.

Methodology. The present study applies a qualitative methodological approach combining comparative linguistic analysis, descriptive evaluation, and theoretical

analysis. The objective of the research is to investigate how generative artificial intelligence influences English writing practices and linguistic behaviour.

The study is based on secondary analysis of academic literature, digital communication examples, AI-generated writing samples, and educational discussions concerning AI technologies. Additional information was obtained from contemporary research concerning natural language processing, academic writing technologies, and digital linguistics.

The research analyses several major dimensions:

- grammatical accuracy;
- vocabulary usage;
- writing fluency;
- discourse organisation;
- stylistic diversity;
- academic writing behaviour;
- educational implications;
- digital communication practices.

Comparative analysis is used to evaluate differences between traditional human-generated writing and AI-assisted writing. The study additionally examines how non-native English users interact with generative AI systems during written communication.

Results and Discussion. The research findings demonstrate that generative artificial intelligence significantly transformed modern English writing practices during recent years. One of the most visible effects concerns writing efficiency. AI systems enable users to produce grammatically coherent and structurally organised text within very short periods of time. Consequently, writing productivity increased substantially across educational, professional, and digital communication environments.

The findings additionally indicate that AI technologies improved accessibility of English writing for non-native speakers. Many users with limited English

proficiency increasingly rely on AI systems for grammar correction, vocabulary expansion, and sentence organisation. This contributed to greater confidence among second-language users participating in international communication and academic writing.

Another important observation concerns vocabulary and discourse patterns. AI-generated writing frequently demonstrates formal structure, clear paragraph organisation, and standardised academic language. While this improves readability and grammatical consistency, it may simultaneously contribute to reduction of stylistic individuality and linguistic diversity.

The study demonstrates that AI systems increasingly influence academic writing culture. Students and researchers often use generative AI for brainstorming, paraphrasing, summarising, and draft generation. In many cases, AI technologies function as collaborative writing assistants rather than complete replacements for human authorship.

At the same time, excessive dependence on AI-generated content creates several educational concerns. The findings indicate that some users rely on AI systems without fully understanding generated arguments or linguistic structures. This may weaken independent writing development and reduce opportunities for critical thinking practice.

The research additionally reveals that generative AI contributes to homogenisation of writing styles. Large language models are trained on enormous text datasets and frequently reproduce statistically common linguistic patterns. Consequently, AI-assisted writing may appear grammatically polished but stylistically repetitive.

Another important issue concerns authorship and originality. The growing ability of AI systems to generate sophisticated academic language creates challenges for educational institutions attempting to evaluate authentic student work. Questions regarding plagiarism, intellectual ownership, and ethical use of AI technologies continue generating substantial academic debate.

The study additionally demonstrates that generative AI increasingly influences online communication culture. AI-generated language is becoming common in social media posts, customer support systems, journalism, marketing, and business communication. As machine-generated content expands, distinctions between authentic human expression and algorithmic communication become less visible.

The findings also demonstrate that generative AI changes workplace communication practices. Many professionals now use AI tools for report writing, email drafting, summarisation, and content generation. This increases efficiency but may also reduce direct human engagement with the writing process. Some organisations increasingly develop internal regulations regarding acceptable use of AI-generated content in professional communication.

The study additionally reveals that AI technologies influence linguistic identity among users. Non-native speakers frequently report feeling more confident when communicating through AI-assisted writing systems. Nevertheless, overdependence on AI-generated corrections may reduce opportunities for natural language development and spontaneous writing practice.

Another emerging issue concerns misinformation and authenticity. Because AI systems can generate highly convincing text, distinguishing between reliable and unreliable information becomes more difficult in digital environments. This creates new challenges for media literacy and critical reading skills.

The findings generally indicate that generative AI represents not only a technological innovation but also a major sociolinguistic transformation influencing communication culture, educational institutions, and professional writing standards.

Conclusion. The conducted research examined the impact of generative artificial intelligence on English writing and linguistic practices. The study demonstrated that AI-based writing systems increasingly influence communication behaviour, educational practices, and digital language use across multiple environments.

The analysis confirms that generative AI substantially improves writing efficiency, grammatical accuracy, and accessibility of English communication, particularly for non-native speakers. AI technologies assist users in organising ideas, correcting language errors, and producing coherent written text more rapidly than traditional writing processes.

At the same time, the findings indicate that excessive dependence on AI-generated content may create several linguistic and educational risks. These include reduction of stylistic individuality, weakening of independent writing abilities, and growing difficulties related to authorship and academic integrity.

Based on the obtained findings, several implications can be proposed. First, educational institutions should integrate AI literacy into writing instruction rather than attempting complete prohibition of AI technologies. Second, students should be encouraged to use AI systems as supportive tools rather than replacements for analytical thinking. Third, academic evaluation systems may require greater emphasis on originality, reasoning ability, and authentic communication skills.

In conclusion, generative artificial intelligence represents one of the most important technological factors transforming modern English writing. Future linguistic development will largely depend on how effectively societies balance technological efficiency with preservation of creativity, originality, and independent human expression.

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