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USING DIGITAL ARTIFICIAL INTELLIGENCE TOOLS FOR DEVELOPING CREATIVE WRITING SKILLS IN ENGLISH

ВИКОРИСТАННЯ ЦИФРОВИХ ІНСТРУМЕНТІВ ШТУЧНОГО ІНТЕЛЕКТУ ДЛЯ РОЗВИТКУ ТВОРЧИХ НАВИЧОК ПИСЬМА АНГЛІЙСЬКОЮ МОВОЮ

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ABSTRACT

Teaching English using digital tools makes the learning process easier for students while increasing their internal motivation for studying. In the modern educational environment, artificial intelligence technologies open new possibilities for developing language competencies. This paper explores three applications (Steve AI, Skybox AI and MemeCam, Descript) used in the process of developing students' creative writing skills in English. These tools transform learning into a fun and engaging experience, allowing students to combine text with visual elements, create video presentations, and experiment with different writing genres. The author analyzes specific didactic scenarios, demonstrating how traditional writing tasks can be transformed into creative and interactive exercises that stimulate students' creativity and motivation. The implementation results of these tools show that using artificial intelligence technologies not only improves the quality of written works but also contributes to the development of digital literacy and critical thinking skills. The article also examines potential directions for educational technology development, including augmented reality, and their impact on the future of English language teaching. The paper presents practical approaches for integrating these applications into classroom activities, providing step-by-step guidance for teachers who wish to incorporate AI tools into their instructional practices. The research demonstrates that when properly implemented, these digital resources can enhance students' engagement with writing tasks while simultaneously developing their linguistic and technological competencies necessary for success in an increasingly digital world.

Key words: artificial intelligence, digital tools, writing skills, narrative essays, descriptive writing techniques.

Introduction. Teaching has always been a challenging task for educators, who just like actors, they have to deliver a complex predefinite message while also gaining the attention, the approval and even the appreciation of their diverse and often unexperienced public. Time and time again, teachers and students "re-invented" themselves while experiencing with new didactic appro-

aches. The general pedagogical paradigm changed from behaviourism to cognitivism, then constructivism evolved into humanism and eventually into the transformation – change learning. Thus teachers of English moved from the grammar translation method, to the audio-linguistic method or to the communicative method etc. All these educational metamorphoses have emerged and have faded away in scholars' attempt to find the unique best teaching method suitable to everybody and anywhere in the world. Furthermore, this endless quest is also the result of the fact that humans have inherited a archaic lust for exploration – new territories, new methods, new machines etc. Anderson argues that "The challenge for teachers and course developers working in an online learning context, therefore, is to construct a learning environment that is simultaneously learner-centred, content-centred, community-centred, and assessment-centred. There is no single best media of online learning, nor is there a formulaic specification that dictates the type of interaction most conducive to learning in all domains and with all learners. Rather, teachers must learn to develop their skills so that they can respond to both existing and emergent student and curriculum needs" [1, p. 79].

Unfortunately, we shall never know what is the best didactic scenario, but one thing is for sure: we will continue to explore new teaching methods as both teachers and students will be changing altogether like the foaming waves of every new epoch.

Nowdays, we are on the threshold of the AI age and it seems that many teaching practices have to be redesigned in order to fit within a new dimension: the virtual reality. Therefore, further on we will explore some AI teaching tools used in teaching English and developing students' writing competencies. One of the most interesting applications for developing creative writing is Steve AI video maker, which is an application assisting users in mastering video editing using the English language. Students access <https://www.steve.ai> [2] and create a free account using their e-mail address generating a unique password. Users can choose the profile of the application which is designed for educational purpose. The menu of the application is intuitive and students can enjoy a user-friendly navigation. The site also contains an instructional video explaining how AI videos can be created.

In order to give an example about how this application works, we will refer to the following didactic scenario. Students in the ninth grade have to write a narrative essay on a given topic. Usually, this type of task is not met with much enthusiasm by learners, who consider it a time-consuming exercise often revealing their constant struggle with their low level of creativity and originality. But, how can such a task become easier? With Steve AI this writing exercise not only becomes a relaxing play, but also it triggers students' desire to redo the learning task. Harmer points out that experimenting with different genres is very important since it prepares students for real life [3, p. 249].

Writing task: Write a narrative essay about a funny event taking place during your favourite time of the year. Write between 200–350 words. Give your essay a catchy title. Competencies: General competencies: 1. Receiving messages transmitted orally or in writing in different situations of communication; 2. Producing oral or written messages according to certain contexts of communication. Specific competencies: 1.2 Identifying the global meaning of a message; 1.3 Identifying key information from authentic texts; 2.2 Narrating the content of films or stories based on a given plan of ideas; 2.3 Writing paragraphs / texts on a given topic of interest. The level of students can be upper-intermediate and the form of organization may be individual or pair work. The central objectives of this learning activity are for students to: write narrative essays; to create interesting characters; to write meaningful dialogues; to create climax; to generate an effective ending for the story. Here are the main steps in generating videos according to the text typed in the writing field. Step 1: Select “Text to video”. Step 2: Select “Create” and choose the video layout: horizontal, vertical or square. Step 3: In the “Auto generate script” window learners can choose the type of the video, its ratio and the category. For example, you can choose : Live video, Vertical 9:16, Travel. Then users can click “Create Sample Script”. Step 4: In the window dedicated to the script students can write a dialogue, a monologue or a narrative text. Step 5: Students choose the free variant and the option “add voice over”. Step 6: Users click “Next” and the video is created. Images and text are combined and the sweet voice of a narrator makes the final product very beautiful. Once you click the “Publish” button the video is added to the gallery and it can be accessed any time you want.

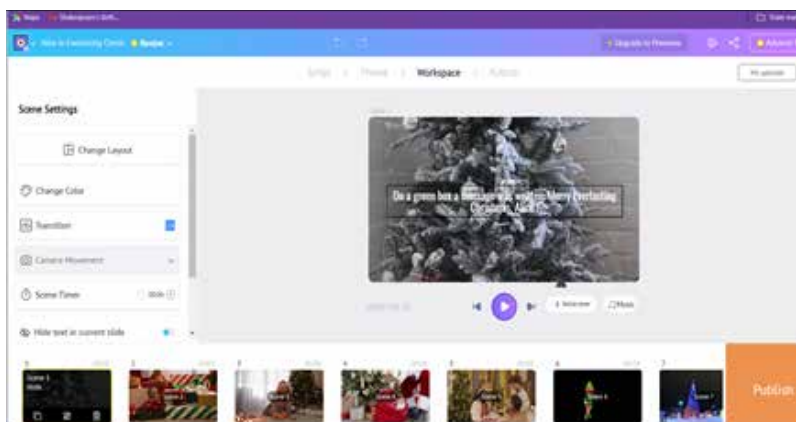


Fig. 1. Scene Settings – Steve AI

Also with Descript (<https://web.descript.com>) students can record presentations making short videos in order to share them with their colleagues. The interface of this application is intuitive and easy to use. Children are enthusiastic to see that while they are talking and recording their speech, the application is writing the text of the presentation. So, they can also use this tool just for printing texts without the proper effort of writing. This application also has Writing Mode which allows students to re-write the initial text and a correction option used to provide suitable adjustments.

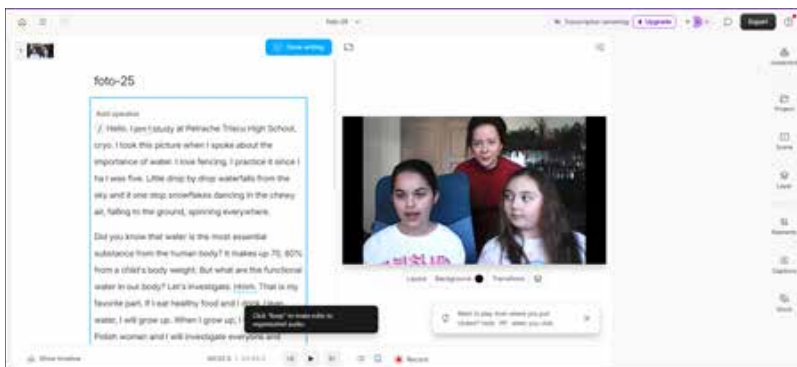


Fig. 2. Using the Writing Mode in Descript

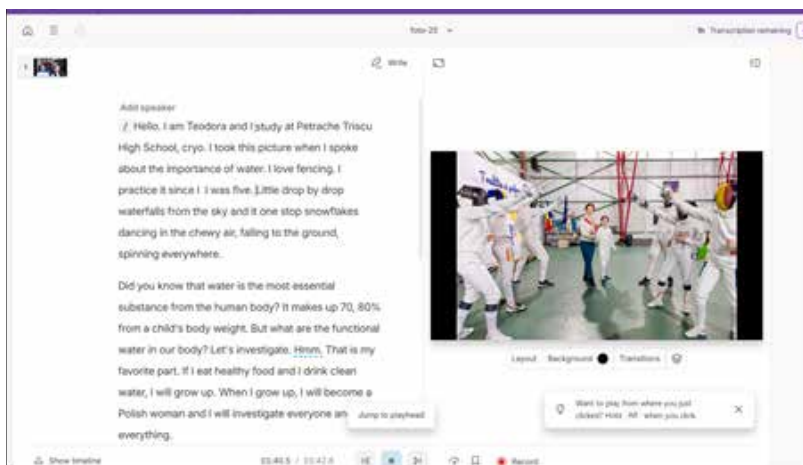


Fig. 3. Presentation on Fencing – Using the “Correct” Option in Descript

Another application bringing its contribution to students eventually endearing writing skills is <https://skybox.blockadelabs.com> [4]. This application is effective for developing students' descriptive writing techniques.

Students access the site and in the "Create now" box they write down a description of a natural landscape. Then, the site will automatically generate various images of that description according to students' preferences. When clicking the "Select a style" submenu, users have a wide range of possibilities: realistic, futuristic, fantasy, illustrative etc. Learners are thus surprised to see how the same image can be rendered so differently. The beautiful harmonious dialogue of these two arts – literature and painting (or rather virtual painting) represents an inspiring example of the many wonders of AI.

So far, we learned that writing tasks can be surprising and theatrical (with Steve AI), colourful (with Skybox Blockade Labs), but writing in an online environment can also be funny. If you want your students to laugh and have fun, you can try MemeCam. This application generates personalized funny texts using pictures uploaded by students. Thus, once again, we bring children with their personality and their preferences at the centre of learning activities.

Students access <https://memecam.ai> [6] having the possibility to upload a picture and the site instantaneously generates a funny text related to the image. A picture of a girl wearing glasses was turned into: "Watch out! She's got glasses on! Clearly, she's the Einstein of our time!" Paying such a compliment to the girl, it really urged her to search for information on Albert Einstein and thus, accidentally, she became our expert

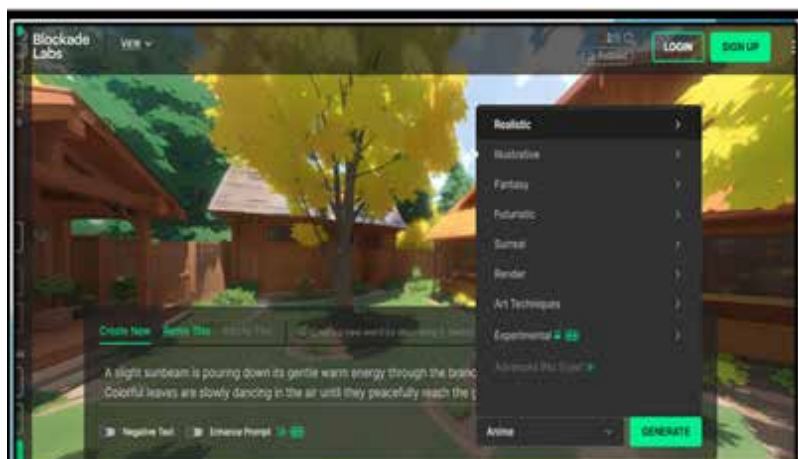


Fig. 4. Skybox Blockade Labs

in physics in the class. A boy was surprised by the message: "Behold the epitome of charisma and style in his magnificent grey hoodie!", while another student in a beautiful dress holding a bunch of flowers in her hand was told: "When you dress to impress, but the flowers steal the show!" These texts can be used in various learning activities starting from a linguistic analysis of short jokes until having students writing jokes on pictures that they send to each other. The didactic strategies used to explore such an application are numerous and it depends on the specific conditions of every learning situation.

Nowadays, researchers have been pushing the limits of human imagination further and VR (virtual reality) is transformed into AR (augmented reality). According to Lee, modern schools already experiment with augmented chemistry, augmented biology or augmented astronomy [7, p. 15]. Thus, our real world is complemented by virtual realities in which micro-realities like the structure of atoms become huge 3D representations easier to analyse. Regarding students' pleasure of reading fiction, AI has already provided a solution. Readers can look at the pages of books through a handheld AR display and they see three-dimensional models appearing out of the pages. Therefore, we hope that this device will determine our students to read more.

The attractive modern online environment and the multitude of learning applications have become the pillars of a challenging terrain yet unexplored, a fascinating realm that will change teaching and education in unimaginable ways forever.

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АНОТАЦІЯ

Викладання англійської мови за допомогою цифрових інструментів полегшує процес навчання для учнів, одночасно підвищуючи їхню внутрішню мотивацію до навчання. У сучасному освітньому середовищі технології штучного інтелекту відкривають нові можливості для розвитку мовних компетенцій. У даній статті досліджуються три додатки (Steve AI, Skybox AI та MemeCam, Descript), які використовуються у процесі розвитку навичок творчого письма англійською мовою

у учнів. Ці інструменти перетворюють навчання на захоплюючий та привабливий досвід, дозволяючи учням поєднувати текст з візуальними елементами, створювати відеопрезентації та експериментувати з різними жанрами письма. Автор аналізує конкретні дидактичні сценарії, демонструючи, як традиційні завдання з письма можуть бути трансформовані у творчі та інтерактивні вправи, що стимулюють креативність та мотивацію учнів. Результати впровадження цих інструментів показують, що використання технологій штучного інтелекту не лише підвищує якість письмових робіт, але й сприяє розвитку цифрової грамотності та навичок критичного мислення. Стаття також розглядає потенційні напрямки розвитку освітніх технологій, включаючи доповнену реальність, та їх вплив на майбутнє викладання англійської мови.

Ключові слова: штучний інтелект, цифрові інструменти, навички письма, наративні есе, описові техніки письма.



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