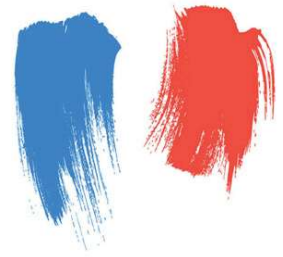


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Disambiguating Ambiguity in Academic Writing Using AI: Insights from German and English Language Students at the Faculty of Philology, Goce Delcev University, Štip, North Macedonia (103712)

Session Information: AI in Language Education

Session Chair: Darinka Marolova

Thursday, 18 June 2026 15:20

Session: Session 3

Room: Room 106 (1F)

Presentation Type: Oral Presentation

All presentation times are UTC + 2 (Europe/Paris)

This study investigates the application of Artificial Intelligence (AI) in identifying and resolving ambiguity in academic writing, with a focus on both German- and English-language texts. Ambiguity—lexical, structural, referential, or contextual—poses a significant challenge to clarity and can lead to misinterpretation in scholarly communication. The research examines how AI-based language tools, particularly ChatGPT, can support students in detecting ambiguous expressions and reformulating them with greater precision. The study involved 30 students from the Faculty of Philology at the University of Goce Delčev – Štip, divided into three groups: 10 students majoring in German language and literature, 10 students studying English language and literature, and 10 students enrolled in German or English as elective foreign languages alongside other primary studies such as Macedonian. Each group was

presented with academic-style texts in their target language (German or English) containing various types of ambiguous expressions. Participants were instructed to identify these ambiguities and employ AI tools to propose disambiguated formulations. Findings indicate that students majoring in German or English exhibited higher initial sensitivity to linguistic ambiguity. However, all groups demonstrated significant improvement in both recognition and resolution of ambiguous expressions after integrating AI assistance. The use of AI enhanced metalinguistic awareness, fostered critical thinking, and improved the overall clarity, coherence, and precision of academic writing across different levels of language proficiency. This study underscores the growing pedagogical potential of AI language models, such as ChatGPT, not only as corrective tools but also as instruments for promoting deeper linguistic analysis, reflective practice, and advanced academic writing skills in multilingual contexts.

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About the Presenter(s)

Dr. Darinka Marolova, associate professor at the University, German studies and thanatology, lecturer and researcher.

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