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OPPORTUNITIES FOR USING ARTIFICIAL INTELLIGENCE TOOLS TO DEVELOP INTERCULTURAL COMMUNICATIVE COMPETENCE IN ADVANCED ENGLISH CLASSES

Introduction. In Ukraine, the new State Standard for upper secondary education (2024) and the Model Educational Programme for grades 10–12 (2025) allow academic lyceums to form interdisciplinary profiles, including those combining advanced English with other fields. Intercultural communicative competence is thus a relevant goal beyond future linguists. Still, culturally loaded authentic materials remain challenging for B1–B2 learners, who often lack the sociocultural knowledge to interpret them (Kalinina, 2026). This study draws on Byram's (1997) concept of ICC to explore how AI tools may address this gap.

Aim. To explore the potential of AI-powered tools – specifically SchoolAI and Diffit – for developing ICC in advanced English classes at the lyceum level.

Results. A SchoolAI Australian informant supported a simulated B1-level learner in practising intercultural dialogue with real-time error correction, rated by the platform at 2.7/4. A parallel Diffit pilot adapted a 130-word authentic cultural text (Tower of London's Mint) at two levels, saving key cultural markers and generating ICC-oriented supplementary materials.

Conclusion. Both tools demonstrated potential for ICC development. SchoolAI creates an environment to practise a dynamic intercultural dialogue. Diffit enables rapid access to authentic cultural texts at the learners' level. These tools cannot replace a teacher, but they can help teachers develop ICC in their students. Further classroom validation with larger groups is needed.

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