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USE AND MISUSE OF CHATGPT IN ACADEMIC WRITING AMONG THE ENGLISH LANGUAGE STUDENTS

Abstract. The paper presents the results of a study on the use of ChatGPT, an increasingly popular tool among English language students striving to enhance their academic writing skills. This emerging technology introduces both opportunities and challenges for educators and researchers, particularly concerning plagiarism issues and the difficulty of identifying AI-generated content. Addressing this dilemma requires a multifaceted approach, beginning with raising awareness among English language students about the responsible use of ChatGPT. By fostering an understanding of both its benefits and limitations, students can make informed decisions about incorporating this tool into their academic writing practice.

To investigate the perceptions of English language students regarding the potential applications of this AI tool, a questionnaire comprising 11 targeted questions was designed as part of this research. The cross-sectional study was conducted with participants from two English Departments: the University of Priština in Kosovska Mitrovica, Serbia, and the University of Banja Luka, Bosnia and Herzegovina. These institutions provided a diverse student sample, enabling a comprehensive analysis of attitudes and behaviors related to ChatGPT usage. The primary aim of the research was to assess the extent to which students utilize ChatGPT and their ability to distinguish between original, human-generated ideas and AI-produced content. Additionally, the study sought to gauge students' awareness of the limitations and potential biases inherent in AI-powered tools. By understanding these perceptions, educators can better guide students in ethical and effective practices for leveraging AI in their academic work.

Ultimately, this study underscores the importance of equipping students with the skills to evaluate AI-generated content critically. By doing so, institutions can promote academic integrity and foster a balanced approach to using innovative technologies like ChatGPT in higher education. Future research could expand on these findings by exploring the perspectives of faculty members and comparing them with those of students, offering a holistic view of the role of AI in academic settings.

Keywords: academic writing; ChatGPT; English studies; students.

1. INTRODUCTION

In the last decade or so, the field of artificial intelligence has seen remarkable advances, and the open AIs GPT-3 model is a striking example of this progress. Academic research has traditionally relied on laborious manual methods to sort and analyze large volumes of text. However, recent advances in natural language processing technology have made it possible to automate many of these tasks [1], [2]. ChatGPT is one such technology that has shown promising prospects in academic research. English language students, who often seek to enhance their writing skills, have increasingly turned to ChatGPT as a tool to assist them. However, the use and misuse of this technology can have significant implications for academic integrity and the development of authentic writing skills [3], [1].

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The problem statement. The increasing accessibility and capabilities of AI tools such as ChatGPT have introduced significant opportunities and challenges for academic writing. While these tools offer novel ways to support learning and creativity, their misuse can lead to ethical dilemmas, undermine academic integrity, and hinder the development of essential writing skills. This research explores the dual-edged nature of ChatGPT in academic writing, identifying key areas where regulations and awareness are crucial for responsible usage.

Analysis of recent studies and publications. Recent studies have documented the growing reliance on AI-powered tools like ChatGPT for academic purposes. Research has highlighted their potential for assisting with brainstorming, language refinement, and content generation [1], [2]. However, concerns about over-reliance, plagiarism, and uncritical acceptance of AI outputs have also been raised [3]. Existing literature has yet to provide a comprehensive understanding of the implications of ChatGPT use in specific educational contexts, such as English language learning. This study seeks to bridge that gap by focusing on the experiences and attitudes of English language students.

We present a cross-sectional study whose purpose is to explore the use and misuse of ChatGPT in academic writing among English language students, with a particular focus on promoting awareness of regulations and ethical guidelines governing the use of AI tools. Considering these regulations significantly enhances the relevance and practical implications of the research, especially in light of the growing integration of AI in educational contexts. By investigating how ChatGPT is utilized, this study seeks to inform the development of strategies to ensure its responsible use while minimizing potential academic pitfalls.

Research questions. This study is designed to answer several research questions: 1) How frequently do English language students rely on Chat GPT for generating ideas, paraphrasing, providing references, or generating entire sections of academic work?; 2) What are the students' attitudes towards the role of ChatGPT in enhancing their academic writing skills?; 3) Do students find it difficult to differentiate between content generated by ChatGPT and their own original thoughts?; 4) How critically do students evaluate the accuracy and reliability of information generated by ChatGPT before incorporating it into their academic work?; and 5) To what extent are students aware of the limitations and biases of ChatGPT in the context of academic writing?

The research goal. The research aims to investigate the frequency and extent of ChatGPT usage for generating ideas, paraphrasing, providing references, and even generating entire sections or papers and analyze students' attitudes towards the role of AI-powered tools in enhancing academic writing skills. Overall, we hope to gain insights into the use and potential misuse of ChatGPT in academic writing among English language students, contributing to the development of strategies for raising awareness and promoting responsible use of AI tools in educational settings.

2. THEORETICAL FRAMEWORK

The literature review reveals a spectrum of perceptions about ChatGPT's utility and implications, underscoring the need for a careful examination of its impact on learning processes and academic integrity. Krause et al. [4] highlight the transformative potential of generative AI in higher education, emphasizing the dual nature of its influence. While the authors acknowledge the educational benefits, they also draw attention to the potential drawbacks, such as the necessity for expert oversight to ensure the accuracy and integrity of AI-generated content. This critical view is echoed by their analysis of how students' perceptions of AI tools like ChatGPT remain underexplored, suggesting a vital area for further research. The subsequent study by Syahrin and Akmal [5] expands on the multifaceted roles of ChatGPT, particularly in enhancing academic writing skills in English as a Second Language (ESL) and

English as a Foreign Language (EFL). The authors note that while ChatGPT can facilitate linguistic accuracy and alleviate cognitive load, there are concerns regarding over-reliance on such tools, which may undermine traditional learning methods and critical thinking development. These apprehensions are particularly pertinent in the context of academic integrity, as the ease of generating content raises questions about plagiarism and originality.

Avsheniuk et al. [6] make a significant contribution to the ongoing discourse by evaluating the role of ChatGPT in fostering critical thinking among language learners, offering insights that underscore the potential benefits of integrating AI into language education. They argue that the incorporation of AI technologies such as ChatGPT can revolutionize the learning process by creating interactive, dynamic, and personalized educational experiences. AI's capacity to provide immediate, tailored feedback allows learners to engage more deeply with content, fostering an environment where autonomy and self-directed learning are encouraged. This aligns with broader pedagogical theories that emphasize learner-centered approaches, where students take an active role in their education. However, there is a risk of over-reliance on such tools, which could potentially stifle independent thinking if not used judiciously. As a result, the authors [6] advocate for informed decision-making when integrating AI into educational settings, emphasizing that educators and students alike should be aware of both the potential benefits and the limitations of these technologies. This balanced perspective suggests that AI should be used as a tool to complement, rather than replace, traditional methods of fostering critical thinking in language acquisition.

A survey-based study revealed that students increasingly turn to ChatGPT for a wide range of academic tasks, such as assignment writing, exam preparation, and even brainstorming ideas for research projects, seeing it as an effective tool for helping them achieve their academic goals [4]. Many students reported that ChatGPT helps them overcome hurdles like writer's block, aids in organizing their thoughts, and provides useful suggestions for improving their academic writing. Furthermore, students perceive the tool as a time-saving resource that streamlines their study process, allowing them to complete assignments more efficiently. However, the same survey also highlighted important concerns raised by students, particularly regarding the accuracy of the information generated by ChatGPT, as well as its potential biases and limitations. This suggests that while students see value in using AI-powered tools, they are also aware of the risks involved in relying too heavily on these technologies without careful verification. These concerns underscore the necessity of promoting a balanced and thoughtful approach to the integration of ChatGPT and similar tools in educational settings, emphasizing the need for students to critically evaluate AI-generated content before incorporating it into their academic work [7].

In another study, scholars examined the perceptions of both students and academic staff regarding the broader implications of ChatGPT for universities [8]. The findings suggest that, while ChatGPT has prompted serious discussions about academic integrity—particularly the potential for misuse in plagiarism and unethical academic behavior—it also offers promising opportunities for rethinking traditional forms of assessment. For example, innovative assessment designs, such as open-book or project-based assessments, could better align with the new reality of AI-assisted learning. Additionally, the tool holds potential benefits for disadvantaged students, offering them support in areas where they might lack guidance, such as academic writing or language assistance [8]. This dual-sided perspective highlights the complex role that ChatGPT plays in modern education, where it serves both as a tool of innovation and a challenge to long-established academic norms.

Collectively, these studies illuminate the complex interplay between the use of ChatGPT in academic writing and the growing concerns about academic integrity. On one hand, ChatGPT and similar AI tools offer significant advantages, serving as powerful resources for students by streamlining research, improving writing quality, and facilitating learning. However, they also

introduce challenges that educational institutions must address, particularly around issues of plagiarism, over-reliance on AI-generated content, and the erosion of critical thinking skills. The convenience and efficiency provided by AI-driven tools like ChatGPT risk tempting students to bypass traditional learning processes [9].

Furthermore, these studies underscore the pressing need for educational institutions to adopt a balanced approach, one that encourages the responsible use of generative AI while safeguarding academic integrity. Institutions must create policies and frameworks that allow students to harness AI's potential without diminishing the value of human intellect and creativity. For example, AI tools could be incorporated into teaching and assessment in a way that promotes collaborative learning, ethical use, and critical thinking. At the same time, educators must emphasize the importance of transparency, proper citation, and the ability to differentiate between AI-generated content and original student work. As the dialogue around AI in education continues to evolve, understanding student perspectives will be pivotal in shaping effective pedagogical strategies. In this context, maintaining academic integrity becomes not just about enforcing rules but about equipping students with the tools and understanding necessary to navigate an increasingly AI-integrated academic landscape [3].

3. RESEARCH METHODOLOGY

The research instrument used for collecting data is the questionnaire[1] which comprises eleven questions designed to gather quantitative and qualitative insights into students' behaviors, perceptions, and experiences regarding their use of ChatGPT for academic purposes. The questionnaire gauges the frequency with which students rely on AI for generating ideas or content for their academic writing, providing a baseline understanding of the extent of usage among participants and assesses students' understanding of the limitations and biases of ChatGPT when used for academic writing, addressing their level of awareness regarding the tool's capabilities and shortcomings.

The first ten questions of the questionnaire are closed-ended and focus on specific areas, such as the frequency of reliance on ChatGPT for generating ideas, paraphrasing, citing AI-generated content, and evaluating the accuracy of its outputs. These questions use a Likert-type scale to provide measurable insights into student behavior. The eleventh question is open-ended, offering respondents the opportunity to provide more detailed, qualitative feedback on their overall experience of using ChatGPT. The questionnaire enables the study to explore critical dimensions such as ethical considerations (e.g., citation practices), the quality of AI-generated content, and the potential for misuse. The data collected through this instrument is designed to be analyzed using descriptive statistics for quantitative responses and thematic analysis for qualitative feedback, offering a well-rounded view of how students integrate AI into their academic writing.

The sample is convenient, and it includes 106 students from two English Departments, specifically 70 from the University of Priština in Kosovska Mitrovica, Serbia, and 36 from the University of Banja Luka, Bosnia and Herzegovina. The stratification by year of study is varied, with 28.3% of students in their fourth year and another 28.3% in their third year. MA students comprise 18.9% of the sample, 11.3% are in their first year, and 9.4% are PhD students. The smallest group, representing 4.7% of the sample, consists of second-year students, while gender 77,4% of the sample is female, which is unsurprising as this study program and resulting professional profiles are generally more popular with female students.

Based on the research problem and the research questions, this study postulates five hypotheses. English language students:

[1] The questionnaire is available upon request.

– frequently rely on ChatGPT for generating ideas or content for their academic writing.
– do not find it difficult to differentiate between content generated by ChatGPT and their own original thoughts.
– critically evaluate the accuracy and reliability of information generated by ChatGPT before including it in their academic writing.
– understand the limitations and biases of ChatGPT when using it for academic writing.
– believe that ChatGPT should be used as a tool to enhance academic writing skills.

4. ANALYSIS OF THE RESULTS

4.1 Frequency analysis

The frequency results (Figure 1) provide valuable insights into English language students' usage patterns of ChatGPT for academic writing. Notably, a smaller portion of students (17%) reported that they never rely on the tool for generating ideas or content. However, the majority of respondents indicated varying levels of reliance: 32.1% stated they use ChatGPT infrequently, perhaps only on occasion or when struggling with initial ideas; 28.3% described their usage as moderate, utilizing the tool regularly but not as a primary resource; and 20.8% reported frequent use, relying on ChatGPT for content generation in most of their academic tasks. Paraphrasing or rephrasing sentences or paragraphs followed a similar trend: 32.1% of students reported that they never use AI for this purpose, while 17% stated that they engage in this activity frequently, incorporating ChatGPT into their workflow for rephrasing text in multiple assignments. Interestingly, a substantial portion of students (67.9%) stated they never use ChatGPT to generate entire sections or papers without adding significant personal input, indicating a cautious approach to content creation. However, a small percentage (3.8%) admitted to frequently or consistently using ChatGPT to produce entire sections, which raises concerns about potential misuse. Regarding proofreading and editing, nearly half of the sample (47.2%) reported consistently using ChatGPT for these purposes, ensuring alignment with academic standards by relying on the tool to review grammar, structure, or overall coherence in most or all of their assignments. This reflects a conscientious approach to maintaining quality control in their academic work. Overall, while this tool is used to varying degrees across different tasks in academic writing, there is a prevalent awareness of the need for oversight and verification to maintain academic integrity.

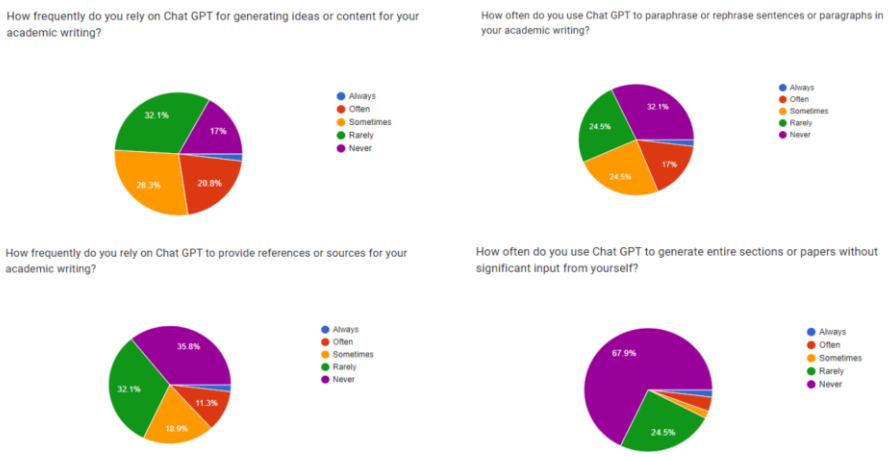

Figure 1. Frequency of use

4.2 Assessment of students' awareness

The results highlight varying degrees of awareness and responsible practices (Figure 2). While 26.4% of students reported that they rarely find it difficult to differentiate between AI-generated content and their original thoughts—suggesting this occurs occasionally or only in specific circumstances—a small percentage (5.7%) indicated that they frequently or consistently face this challenge, highlighting potential risks to academic integrity. On a more positive note, a significant portion of respondents (52.8%) reported that they always critically evaluate the accuracy and reliability of ChatGPT-generated content before incorporating it into their academic work, demonstrating a conscientious approach to using AI responsibly. Similarly, a large majority (73.5%) indicated they understand the limitations and biases of ChatGPT, reflecting an increased awareness of its capabilities, such as its tendency to produce plausible-sounding but inaccurate information, as well as its shortcomings in addressing complex or nuanced topics. However, concerning practices were observed in the area of proper citation, with 50.9% of students admitting that they never cite AI-generated content in their work, suggesting a need for greater emphasis on citation ethics and academic integrity. On the other hand, 45.3% of students expressed the belief that ChatGPT should be used as a supplementary tool to enhance their academic writing skills rather than as a replacement, indicating a clear recognition of the tool's potential benefits when employed responsibly and ethically. Overall, while there's a commendable level of awareness and responsible usage practices among students, there are also areas requiring attention and intervention to ensure the ethical and effective integration of AI tools in academic writing processes.

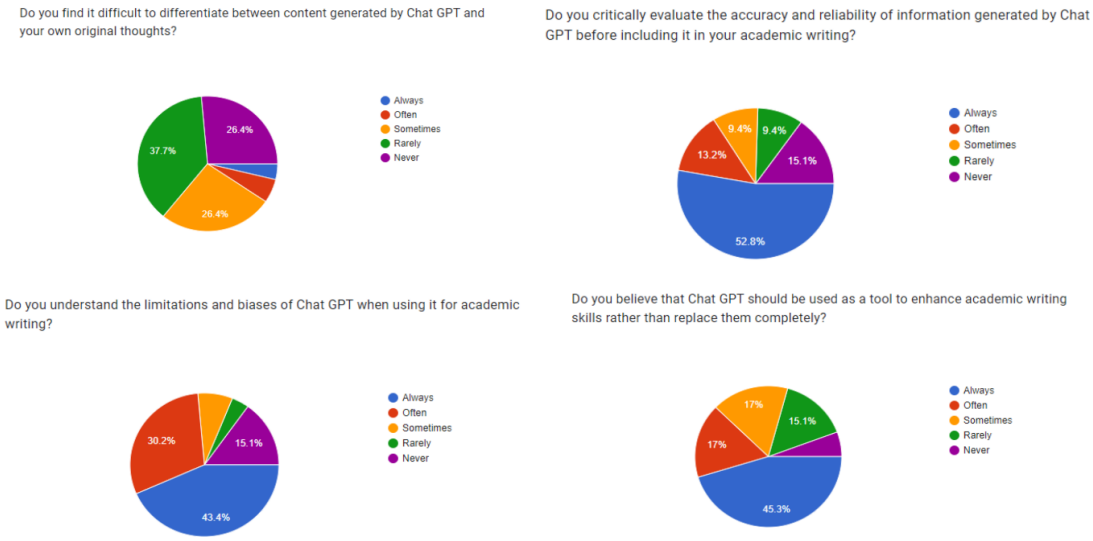

Figure 2. Students' awareness

4.3 Thematic analysis

Thematic analysis of students' responses[2] reveals a diverse range of perspectives. Many students acknowledge the tool's utility in providing initial ideas or inspiration, particularly when they are stuck or need to brainstorm. They appreciate its ability to help with paraphrasing,

[2] The record of students' answers is available upon request.

summarizing, and generating content. However, there's a prevalent understanding that ChatGPT cannot entirely replace human thinking and analysis, and its output requires careful proofreading and editing. Some express concerns about the tool's reliability, noting occasional inaccuracies and the need for verification. While some students avoid using ChatGPT altogether or use it sparingly, others see it as a valuable supplementary tool when used judiciously. Overall, students recognize the tool's potential to enhance efficiency in completing assignments but emphasize the importance of maintaining critical thinking and utilizing the tool responsibly. They view it as a helpful aid in overcoming writer's block or generating initial ideas but acknowledge the necessity of integrating human intellect and judgment in the academic writing process. These insights underscore the nuanced perspectives and considerations surrounding the integration of AI technology in educational contexts, highlighting both its benefits and limitations.

5. DISCUSSION

The frequency results demonstrate that, while most students rely on ChatGPT to some extent for generating ideas or content, a notable portion prefers not to use it without significant original input. There is a conscientious approach to proofreading and editing, with many students ensuring AI-generated content aligns with academic standards, though a small group shows potential misuse by heavily relying on the tool for content creation. These findings suggest that the reliance is not as frequent or widespread as the authors hypothesized. Therefore, the first hypothesis that students frequently rely on ChatGPT for generating ideas or content for their academic writing is only partially supported. The data shows that students use the tool, but it is not the dominant method for content creation, suggesting other resources or strategies are equally important in their academic work. A similar balance between using AI to support their work and maintaining academic integrity through critical evaluation and oversight is reported in other studies as well [1], [2], [7].

The findings from this study reveal significant trends that reflect students' growing awareness of both the benefits and risks associated with using ChatGPT in academic writing. While many students reported rarely struggling to differentiate between AI-generated content and their own thoughts, a smaller but notable group expressed consistent challenges in this area. The data largely supports the second hypothesis that students do not find it difficult to differentiate between content generated by AI and their own original thoughts. This difficulty in distinguishing content may contribute to concerns about academic integrity, as highlighted in numerous studies [5], [8], [9], which emphasize the risks of over-reliance on AI tools, potentially undermining traditional learning methods and critical thinking development [6].

At the same time, the positive trend regarding critical evaluation practices demonstrates a cautious approach to using these tools. The third hypothesis posits that students critically evaluate the accuracy and reliability of information generated by AI before including it in their academic writing, which is strongly supported by the results of this study reflecting responsible use of AI tools, aligning with ethical standards in academic work as reported by Miao et al. [10]. This is also aligned with the analysis of Krause et al. [4], which stresses the need for expert oversight to ensure the accuracy of AI-generated content in academic settings. In addition, the students' awareness of the limitations and biases of the tool, as stated in the fourth hypothesis, is aligned with the findings of Avsheniuk et al. [6] that AI should complement rather than replace human critical thinking and with the conclusions of Chugai and Havrylenko [11, p. 23] who report that their respondents "were able to learn more about the topic while researching and double-checking the output".

Finally, the fifth hypothesis expresses the assumption of student attitude towards the use of the tool to enhance academic writing skills rather than replace them, which is supported by

the findings in this study. The students recognize the value of AI as a means of support rather than a substitute for their own thinking and effort. The reluctance of most students to use ChatGPT to generate entire sections or papers without significant input reflects concerns about maintaining authenticity in academic writing, which aligns with broader concerns raised in the literature about the potential for plagiarism and ethical issues related to AI use [10]. However, the apparent shift in the way knowledge is acquired and applied [12] calls for further research into how generative AI is transforming these processes. The insights gained from this study offer a glimpse into how students are integrating AI to complement traditional skills, thereby supporting the broader argument for optimizing AI's role in higher education.

While AI tools offer innovative ways to enhance academic writing, critical thinking, and collaborative learning, as already discussed, they also present challenges related to ethics, over-reliance, and skill development. As educators navigate these changes, it is crucial to strike a balance between leveraging AI's capabilities and preserving the integrity of traditional educational values. Drawing on the studies reviewed here, several practical strategies can be extracted to help teachers incorporate AI tools effectively, ensuring they enhance rather than undermine the learning experience. These suggestions aim to empower educators to harness the transformative potential of AI while fostering critical thinking, originality, and ethical awareness in their students.

- Promote critical thinking in AI-assisted earning and encourage students to critically evaluate ChatGPT-generated content to maintain academic integrity. Teachers can guide students on verifying the accuracy and reliability of AI outputs and recognizing the limitations and biases of such tools ([4], [6]).
- Design balanced assignments that incorporate AI tools like ChatGPT to complement traditional learning methods rather than replace them. For instance, use AI for brainstorming or drafting, while reserving final analyses and evaluations for students ([4], [6], [8]).
- Educate on the ethical use of AI and highlight the importance of proper citation practices for AI-generated content to uphold academic ethics. Include specific sessions on how to cite AI-generated materials and discuss the potential pitfalls of plagiarism and over-reliance on AI tools ([3], [7], [10]).
- Develop AI literacy programs through workshops or modules that familiarize students with the capabilities, limitations, and ethical considerations of AI in academic settings. Focus on fostering an understanding of how ChatGPT can enhance learning without undermining independent thought ([5], [6], [12]).
- Integrate AI into pedagogical strategies to support disadvantaged students by providing tailored feedback and aiding in areas like language assistance and academic writing. This can help bridge gaps in guidance and support for students with diverse needs ([8], [9]).
- Rethink assessment designs and explore innovative assessment methods, such as project-based or collaborative tasks, which align with AI-integrated learning environments. These assessments can emphasize process over output and discourage misuse of AI tools ([8]).
- Encourage reflective practices in assignments to prompt students to reflect on their use of ChatGPT. Teachers can ask students to explain how they integrated AI into their work, what challenges they faced, and what insights they gained ([9], [12]).
- Highlight AI as a collaborative tool, as a partner in the learning process rather than a substitute for human effort. Emphasize its role in enhancing, not replacing, human intellect and creativity ([1], [6], [12]).
- Monitor and address misuse through discussion to ensure students maintain critical thinking and originality. Create clear policies to delineate acceptable AI usage ([4], [10]).
- Foster a dialogue on AI's role in academia and discuss with students the implications of AI on learning processes, academic norms, and future professional practices. This can include ethical dilemmas, collaborative practices, and long-term impacts ([5], [6], [10]).

With regard to the research questions (RQ), the study reveals diverse insights into English language students' engagement with ChatGPT for academic purposes. Regarding frequency in RQ1, students exhibit varied reliance on the tool for generating ideas and paraphrasing, with a significant portion using it occasionally or often for these tasks, yet only a small percentage rely on ChatGPT to produce entire sections of academic work, underscoring cautious use. Attitudinally (RQ2), most students perceive ChatGPT as a valuable aid in enhancing academic writing, particularly for overcoming writer's block and improving linguistic accuracy. However, they maintain it cannot replace human intellect or critical thinking. When differentiating AI-generated content from their original ideas (RQ3), most students report minimal difficulty, though a minority struggle, signaling potential challenges in maintaining academic integrity. Encouragingly, a majority of students critically evaluate the accuracy and reliability of ChatGPT's outputs (RQ4), often cross-verifying information before use. Additionally, many students demonstrate awareness of the tool's limitations and biases (RQ5), recognizing its utility as a supplementary resource rather than a standalone solution. These findings highlight a growing yet measured integration of AI in academic writing, with students navigating its benefits and constraints responsibly.

6. CONCLUSION

This paper presented a cross-sectional study designed to gain an understanding of how English language students use ChatGPT for academic writing. This research specifically focused on examining the frequency and extent of the usage for tasks such as generating ideas, paraphrasing, providing references, and creating entire sections or papers, as well as analyzing students' perceptions of the role of the AI tool in improving their academic writing skills. The limitations of the study lie in a potentially small and homogeneous sample size, which may limit the generalizability of findings. Furthermore, the reliance on self-reported data introduces biases, while the study may focus primarily on specific aspects of misuse, overlooking the tool's broader benefits. Additionally, the findings may reflect a specific moment in time, lacking the ability to capture rapid advancements in AI technology or changing perceptions. However, based on the collected data and the hypotheses outlined, several conclusions can be drawn regarding English language students' use of ChatGPT in academic writing.

The collected responses indicate a mixed pattern regarding the frequency of student use for generating ideas or content. Therefore, it cannot be conclusively stated that students frequently rely on ChatGPT for this purpose. A substantial number of students expressed challenges in differentiating between content generated by ChatGPT and their own original thoughts, especially those who use the tool less frequently or not at all. Despite a majority claiming to critically evaluate the accuracy and reliability of information generated by ChatGPT, there were mentions of occasional errors and the need for careful proofreading. While many students expressed a cautious approach, some acknowledged the tool's limitations and potential inaccuracies, indicating a nuanced understanding. Overall, the majority seem to have a basic understanding of the tool's constraints. Therefore, the hypotheses capture certain trends but also reveal the complexity and diversity of students' perspectives and practices regarding ChatGPT in academic contexts.

Based on the findings and conclusions, several avenues for further research could be explored. A longitudinal study to track the usage patterns and attitudes of English language students towards AI tools over an extended period would provide insights into how this usage may evolve and whether there are changes in perceptions and practices as students move forward through their academic careers. In-depth interviews or focus group discussions with students to explore their experiences in greater detail could provide richer insights into the motivations, challenges, and strategies associated with using the tool in academic writing.

Finally, it would be beneficial to analyze the perspectives of faculty members and educators on the integration of Chat GPT in English language teaching and assessment to understand their views on the benefits, challenges, and ethical considerations associated with students' use of AI-powered writing tools.

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ДОБРОЧЕСНЕ І НЕДОБРОЧЕСНЕ ВИКОРИСТАННЯ CHATGPT В АКАДЕМІЧНОМУ ПИСЬМІ СЕРЕД СТУДЕНТІВ, ЯКІ ВИВЧАЮТЬ АНГЛІЙСЬКУ МОВУ

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Анотація. У статті представлені результати дослідження використання ChatGPT, інструмента, який набирає популярності серед студентів, які вивчають англійську мову і прагнуть поліпшити свої академічні письмові навички). Ця нова технологія пропонує як можливості, так і має виклики для викладачів та дослідників, особливо стосовно проблеми плагіату та труднощів виявлення контенту, згенерованого штучним інтелектом. Для вирішення цієї проблеми потрібен багатогранний підхід, починаючи з підвищення обізнаності студентів щодо відповідального використання ChatGPT. Розуміючи переваги і обмеження при використанні ChatGPT, студенти можуть приймати обґрунтовані рішення щодо інтеграції цього інструмента у свою академічну практику письма.

Для вивчення сприйняття студентами, які вивчають англійську мову, потенційних застосувань цього інструмента ШІ було розроблено анкету, що складається з 11 цільових запитань. Крос-секційне дослідження проводилось за участю студентів двох кафедр англійської мови: Університету Приштини в Косовській Мітровиці (Сербія) та Університету Баня-Луки (Боснія і Герцеговина). Ці установи надали різноманітну вибірку студентів, що дозволило провести всебічний аналіз ставлень і поведінки щодо) використання ChatGPT. Основною метою дослідження було оцінити ступінь використання студентами ChatGPT та їх здатність відрізняти оригінальні, згенеровані людьми, ідеї від контенту, створеного штучним інтелектом. Крім того, дослідження спрямоване на вивчення обізнаності студентів про обмеження та потенційні упередження, властиві інструментам, що працюють на базі ШІ. Розуміння цих сприйнять дозволить викладачам спрямовувати студентів на етичні та ефективні практики використання ШІ в їхній академічній діяльності.

Зрештою це дослідження підкреслює важливість надання студентам навичок критичної оцінки контенту, згенерованого ШІ. Це допоможе вищим навчальним закладам сприяти розвитку академічної доброчесності студентів та збалансованого підходу до використання ними інноваційних технологій, таких як ChatGPT, у вищій освіті. Подальші дослідження будуть спрямовані на порівняння поглядів викладачів та студентів про роль ШІ в академічному середовищі.

Ключові слова: академічне письмо; ChatGPT; вивчення англійської мови; студентів.

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