



English as a Foreign Language Students' Usage of Chat Generative Pre-Trained Transformer in the Classroom and Homework Assignments

Zylfije Tahiri

Ph.D. Candidate, South East European University, North Macedonia

Abstract

Understanding the interaction between artificial intelligence and humans was one of the study's objectives. Another was to examine the advantages and disadvantages of ChatGPT for English language learners. The primary aims of this study were to examine how English language learners utilize ChatGPT, why they use it, and how it impacts their academic progress. The phenomenon in question has been the subject of extensive research. The questionnaire used in this study was created with Google Forms and delivered electronically. More than 115 English as a foreign language students gave answers; the majority of them were students studying English at the bachelor and master levels. The questionnaire data represent how and how frequently students utilize ChatGPT, and the results show that a considerable proportion of them use the software. The data also show us the most common reasons why English language students use ChatGPT, and it appears that grammar is the first reason, while tasks requiring critical thinking are the second. Another very distinct reason is the use of ChatGPT for summarizing the books they are required to read during their English studies, which usually occurs at the bachelor's level where they learn Old and Modern English Literature. The results also revealed that students believe ChatGPT has had a beneficial impact on their academic advancement. After all, it is vital to note that artificial intelligence and its application are a developing phenomenon, particularly in the educational process; thus, the support of ChatGPT is assisting students in realizing their school projects, although not completely. This phenomenon should be viewed as both useful and detrimental. Artificial intelligence should not be used to limit student growth and critical thinking since it risks diminishing the value of human intelligence. Something artificial cannot be substituted with something natural, such as intelligence. As a result, our synthesizing mind is capable of far more than artificial intelligence.

Keywords: ChatGPT, EFL students, school tasks, artificial intelligence

1 Introduction

Open AI introduced a generative pre-trained transformer (ChatGPT) in November 2022. ChatGPT's quality language model has sparked significant interest in recent months (Neumann, 2022). According to Haque et al. (2022), the platform received one million registrations within the first week of its public launch (Das & Madhusudan, 2024). With the discovery of ChatGPT the system of many processes, including learning, teaching, research, administrative work, and many others, has transformed. ChatGPT is an artificial intelligence (AI) chatbot built on the core large language models (LLMs) of OpenAI, such as GPT-4 and its predecessors. This chatbot has raised the bar for artificial intelligence, demonstrating that robots can "learn" the subtleties of human language and interaction (Marr, 2023). ChatGPT has significantly impacted the growth of artificial intelligence, opening the door for advances in natural language processing and generation. It has proved the efficacy of transformer-based models for language problems, encouraging other AI researchers to adopt and improve on this design. ChatGPT is being utilized to develop intelligent tutoring systems that offer students individualized help (Marr, 2023). Over the last several months, students all across the world have been experimenting with ChatGPT, an artificial intelligence-driven software. Many educators, however, are still concerned about the possible effects on teaching and learning. Educators must hasten to become acquainted with ChatGPT and other Artificial Intelligence-generated systems and begin studying for themselves the dangers and advantages of utilizing them in the classroom, according to participants in a Harvard Graduate School of Education webinar (Mineo, 2023). English language teachers need to learn as much as they can about ChatGPT and other AI-generated systems so that they can weigh the pros and cons of employing them for their purposes. Many people choose to disregard artificial intelligence, but everyone should start learning what it is, how we use it, and how it affects us as consumers. Since ChatGPT's creation, many students have used it, including English language learners, for a variety of reasons, from composing essays to addressing personal needs and curiosity questions. The already incredibly popular social media platform such as Snapchat and many others now has an AI agent, and the majority of its young users ask their AI agent to help them with assignments, arithmetic problems, and other educational-related things. But should all of this be viewed as beneficial or detrimental? This phenomenon among students can heighten worry about cheating in examinations, homework, or school tasks in general, but the most crucial aspect is how it can cause pupils to disrupt their involvement in work and therefore with learning itself. Some education experts, highlighting the usage of ChatGPT from Harvard University, believe that pupils use AI to cheat, but middle school instructors should embrace the new technology to make studying challenging. ChatGPT doesn't make cheating worse; it just makes it simpler (Mineo, 2023). To address AI's problems, teachers should provide brain-based projects or evaluated conversations instead of homework, which the AI can easily do. However, English language teachers may utilize AI to develop lesson plans, classroom activities, science-based projects, or conversations about various global events where there is a lot at threat, and students will be more engaged. Given the benefits and drawbacks of AI, we may emphasize that instructors can utilize AI to help them teach, not just in lesson preparation but also in providing feedback on teaching methods and techniques. English language instructors should utilize this technology to boost their self-esteem as teachers and to see themselves as a vital resource in their students' education. Although others argue that the teacher is not the only source of knowledge, human teachers are critical in the learning process, and teachers should be at the forefront of every new technological breakthrough, including ChatGPT.

1.1 Research Aims

Given the importance and use of ChatGPT in English language classes, this scientific research aims to better understand the relationship between human intelligence and artificial intelligence, to examine the benefits and drawbacks of using ChatGPT for school assignments, and to investigate the implementation of ChatGPT by EFL students.

1.2 Research Objectives

This scientific research was written based on several objectives: investigating the usage of ChatGPT by EFL students, examining the purposes of using ChatGPT in school assignments, and examining the effects of ChatGPT in the learning process.

1.3 Research Questions

1. How frequently do EFL students utilize ChatGPT?
2. What are the main purposes for using ChatGPT in assignments by EFL students?
3. How does ChatGPT affect the EFL learning process?

2 Hypothesis

H1: Students of the English language use ChatGPT mostly in assignments that include the analysis of literary texts.

H2: English language learners see ChatGPT as helpful and essential to their academic success.

2.1 Significance of the Study

The significance of this research is multifaceted and comprehensive. This study holds great potential for the field of education and the students themselves. This scientific inquiry examines the impact of ChatGPT usage on students' acquisition of grammar, the English language, vocabulary, and overall language abilities. Specifically, it seeks to investigate how ChatGPT influences EFL students. By conducting this study, we intend to determine whether students who utilize ChatGPT for educational purposes display enhanced self-efficacy in their English language learning journey. Furthermore, this scientific research will assess the extent to which the texts generated by ChatGPT align with the rigorous standards expected in academic assignments, as well as their reliability as sources of information. The findings from this study have the potential to aid educators in tailoring their tasks to meet the diverse skill levels of students. Additionally, they can offer valuable insights for curriculum design, effectively incorporating ChatGPT into EFL programs to achieve specific learning objectives and desired outcomes. Ultimately, these insights can assist educators, policymakers, and curriculum developers in harnessing the power of AI to revolutionize language education.

3 Theoretical Background

3.1 ChatGPT's Contribution to Technology-Enhanced Language Learning

Technology in language acquisition is becoming increasingly important in the discipline. Technology provides language learners with unique chances to engage with the target language. One of the most significant advantages is the availability of authentic and engaging resources made possible by technology. Learners gain from various genuine language materials, such as films, web articles, and podcasts that represent real-life language use. This exposure to actual resources helps learners strengthen their language abilities, allowing them to achieve

competence in a more engaging and meaningful manner. Furthermore, the usage of technology improves learners' motivation in language acquisition (Xiao, 2023). Artificial intelligence (AI) and natural language processing (NLP) improvements have led to the development of intelligent tutoring systems and adaptive language learning platforms (Heift and Chapelle 2012) (Xiao, 2023). One such tool is ChatGPT, created by OpenAI, which uses large-scale language models to produce human-like writing depending on input (Bender et al. 2021). ChatGPT exhibits the capacity to produce text, respond to inquiries, and carry out a variety of linguistic tasks (Kasneci et al. 2023) (Xiao, 2023). Utilizing ChatGPT has a great deal of potential to aid language learners of all levels and provide a variety of options for language study. In addition to offering individualized practice materials and explanations, Kasneci et al. (2023) claim that ChatGPT can help students enhance language abilities, including writing and vocabulary acquisition. Additionally, ChatGPT offers discipline-specific linguistic abilities and can help with writing, research papers, and problem-solving assignments (Xiao, 2023). The literature that was previously evaluated comprises primarily theoretical viewpoints on the influence and efficiency of tools like ChatGPT in language acquisition. More study on learners' views and understanding of these technologies would enhance our grasp of this developing topic. Although some preliminary studies have looked at how learners engage with AI systems, there hasn't been much research into how students, especially, interpret ChatGPT and how ChatGPT could help them complete language learning tasks.

3.2 ChatGPT Advantages and Possibilities

ChatGPT provides numerous advantages and educational possibilities. Learners may gain from experience learning since ChatGPT may produce various problem-solving scenarios, according to Rudolph et al. (2023) (Hong, 2023). Additionally, ChatGPT offers private coaching to students. AI marking may relieve teachers of their onerous marking loads, giving them more time for lesson planning. ChatGPT offers several significant advantages, specifically for students. (Hong, 2023) Use of real language There are frequently few opportunities outside of the classroom for speaking the target language in EFL contexts. Exam-driven environments, like Macao (Hong, 2021a) (Hong, 2023), restrict instruction to artificial language drills that do not reflect real-world FL usage. Because ChatGPT is so good at simulating human interactions, students can easily start real discussions with the chatbot. The fact that the students typically have a legitimate question in mind, like searching for project ideas, is a beneficial element of this. Thus, all of the components required for a real conversation—summarizing ideas, posing follow-up questions, providing explanations, etc.—will be present. In contrast to typical classroom activities, learners receive the chance to practice a variety of language-use skills. (Hong, 2023) With the use of OpenAI technology, a new language learning program named "Speak" (<https://www.usespeak.com>) has been made available. With the help of the software, students may engage in conversations that are identical to those they would have with native speakers. Similar apps could increase students' knowledge of FL phonology and pronunciation, a subject that is frequently ignored in FL learning (Hong, 2015, 2016) (Hong, 2023).

3.3 ChatGPT Benefits and Limitations

Students were comfortable with new technologies and developed habits via regular use of ChatGPT. Students appreciated ChatGPT's easy-to-use interface, which was available in several languages and required few instructions (Strzelecki, 2023) (Das & Madhusudan, 2024). ChatGPT's SWOT analysis revealed strengths such as realistic replies, self-improvement capabilities, and real-time responses. Weaknesses include limited knowledge, difficulty judging answer quality, possibility of prejudice, and lack of Higher-order cognitive ability.

ChatGPT can enhance access to knowledge, facilitate personalized learning, and minimize instructional effort (Das & Madhusudan, 2024).

3.4 The Value of Students' Views in Education

Perceptions among students have a significant impact on how motivated, involved, and successful they are in school (Shoufan, 2023) (Tossell, Nathan, Ali, Katrina, & Ewart, 2024). Good opinions about the educational process can raise students' motivation and involvement, which will improve their academic performance. On the other hand, unfavorable opinions might cause disengagement, lower motivation, and difficulties in succeeding academically. One of the few studies to date that looked at how students felt about ChatGPT, (Shoufan, 2023) evaluated how they felt about ChatGPT and how it affected their learning (Shoufan, 2023). In the first step, students were asked to evaluate ChatGPT after using it to complete a learning exercise, and their replies were coded and analyzed to identify themes. In the second stage (three weeks later), a questionnaire was presented to see if students found the tool useful for their academics and work. Students did, however, accept that ChatGPT's replies were not always correct and that underlying knowledge was required to properly use the program. Despite its limitations, most students were enthusiastic about potential improvements to ChatGPT's performance. Outside of this study, the majority of papers have focused on the LLM system's capabilities as seen by engineers, educators, and academics, rather than students' perceptions in a natural situation (Tossell, Nathan, Ali, Katrina, & Ewart, 2024).

3.5 Multiple Intelligences (Human Intelligences) and Artificial Intelligence

An essay titled Artificial Intelligence and Multiple Intelligences has recently been published on the website of the renowned scientist and psychologist Howard Gardner, who was formerly known as the father of the Theory of Multiple Intelligences. I thought it made sense to include it in this chapter since everyone should be aware of how human and artificial intelligence differs from one another. So, Tom Hoerr starts his story by asking ChatGPT a question. *"What are multiple intelligences?" I asked ChatGPT, the new artificial intelligence (AI) technology. Within a few seconds, it said: "Multiple intelligences are a theory of intelligence developed by Harvard psychologist Howard Gardner in 1983. It suggests that there are eight different types of intelligence: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Each type of intelligence is associated with a different way of processing information and solving problems."*

Wow, yes, within a few seconds. Cites Hoerr (Hoerr, 2023)

And why is this relevant to MI?

Solving problems is the core of MI. Each possible eight intelligences includes a unique combination of abilities and skills. According to Howard Gardner, intelligence is the capacity to solve a problem or produce something that is valued in a community. It's also about solving issues, as demonstrated by ChatGPT, a piece of technology that can adhere to instructions in a conversational prompt and offer a thorough solution (as it did in response to my query). When Frames of Mind was released in 1983, the notion of MI was groundbreaking. The promise of AI is now stimulating our minds and imaginations. 855,000,000 links are returned in.065 seconds after typing ChatGPT into Google. (Hoerr, 2023)

How do MI and AI interact? Or do they? First, let's be clear, we already routinely deal with some AI-MI, which we likely take for granted. Some salient MI-AI examples:

- *Linguistic*: AI-automated answering services. "Is that a real person?"
- *Logical-mathematical*: AI chess or other game software. "I was check-mated again!"
- *Musical*: AI playlists that emanate from our previous choices. "I don't need to seek the songs I enjoy."
- *Spatial*: AI GPS directions. "Remember the AAA Triptik?!?"
- *Bodily-kinesthetic*: AI autopilot is coming. Check out "Robotic Limbs Moved by the Mind" in this 60-minute feature. Cites (Hoerr, 2023)

"Of course, just as complex tasks require using many intelligences, sophisticated AI acts require an amalgam of MI. For example, the website features linguistic and spatial information about the products when buying something online (something I do far more than I should).

Then, after I have purchased, I get a message that says, "Since you purchased X, you might be interested in Y and Z." The employees used their interpersonal and intrapersonal bits of intelligence to conceptualize what a buyer of X might now want. Then they used their logical-mathematical bits of intelligence to program the site" (Hoerr, 2023).

Remember floppy computer disks? Technology is advancing at an astounding rate, so it stands to reason that replies will get more complex as AI's capacity for surface responses grows. Imagine a brain filled with 100 Jeopardy champions spitting out information. That's amazing! However, the real world is not a Jeopardy game. Its emphasis on knowledge and facts misses the complexities of interpersonal connections and the subtleties of daily living. Nowhere, including ChatGPT, are the categories of interpersonal or intrapersonal bits of intelligence to be found on a Jeopardy board. The use of multiple intelligences by artificial bits of intelligence (AI-MI) to solve issues will continue; if anything, it will get worse. However, I have doubts about AI's capacity to perceive and comprehend human emotions; I also have doubts about AI's capacity to produce empathy. I am unable to envision artificial intelligence functioning as personal bits of intelligence. Each of the intelligences, in our opinion at the New City School, is significant because it taps into a distinct aspect of human potential. To provide students with extra avenues for learning, we included MI in our curriculum and pedagogy. The interpersonal and intrapersonal intelligence, however, is what we also stated to be the most significant (Hoerr, 2023). "Your character matters more than your knowledge" (Hoerr, 2023).

That is not to discredit academics; children must learn to read, write, and do math. Put another way, personal intelligence—the capacity for collaboration and self-awareness—is the main driver of success and fulfillment. This was seen in the advancement of our kids. The relevance of personal intelligence, known as SEL in today's terminology, is quite evident when we consider how our kids must be prepared to achieve in the future. We must recognize that we must educate them for success in life, not only to perform well in school. The routine will be dominated by ChatGPT and its offspring. The 3 R's are still something our pupils need to understand, but we cannot stop there. They need to learn how to tackle difficult issues, which includes cooperating with, benefiting from, and respecting others (Hoerr, 2023).

3.6 Howard Gardner's Opinion on ChatGPT's Influence on Education

Howard Gardner, a renowned scholar in the field of cognitive psychology, has established a website dedicated to the dissemination of his theory of multiple intelligences. Gardner frequently publishes his insights and reflections on a blog entitled CHAT GPT: FIRST MUSINGS, in which he provides an in-depth analysis of ChatGPT and its influence on contemporary education. As per Gardner's observations, ChatGPT has proven to be a significant catalyst in the transformation of the education sector. Historian Yuval Harari has

proposed that the Anthropocene may be coming to an end. Large language tools, such as DALL-E and ChatGPT from Open AI, should continue to advance states Gardner (Gardner, 2023). Many worry that since ChatGPT can tell students anything they might want to know—almost instantly and almost always accurately (or at least as accurately as an encyclopedia from the 20th century or today's “edition” of Wikipedia!), there won't be any need for them to learn anything. Though not in that way, I believe AI will have a significant influence on education (Gardner, 2023). Now that machines compete or perhaps outperform us in so many respects, I have a bold and maybe daring suggestion. Members of our species' education should increasingly and thoughtfully focus on the human condition: what it means to be human, what our strengths and weaknesses are, what we have accomplished (for good or evil) over many centuries of biological and cultural evolution, what opportunities are afforded by our stature and status, what we should avoid, what we should pursue, in what ways, and with what indices of success...or concern (Gardner, 2023).

‘Synthesizing is the most straightforward. Anything that can be laid out and formulated—by humans or machines—will be synthesized well by ChatGPT and its ilk. It’s hard to imagine that a human being—or even a large team of well-educated human beings—will do better synthesis than ChatGPT4, 5, or n.

We could imagine a “Howard Gardner ChatGPT”—one that synthesizes the way that I do, only better—it would be like an ever-improving chess program in that way. Whether ChatGPT-HG is a dream or a nightmare I leave it to your (human) judgment’ states (Gardner, 2023).

4 Methodology

The study's research methodology strives to offer a comprehensive understanding of ChatGPT's usage among English as a Foreign Language (EFL) students. It employs both quantitative and qualitative approaches to collect and interpret data on ChatGPT usage patterns among EFL students. This chapter delineates the distinct phases and methods involved in amassing, scrutinizing, and interpreting data on ChatGPT's utilization among EFL students.

4.1 Research design

The study's main design is quantitative, but it also includes some qualitative aspects to provide a complete understanding of how ChatGPT is being used. The empirical investigation phase, which is crucial for the study, lasted for two weeks during the larger two-month research period.

4.2 Participant Recruitment

Participants were recruited from various stakeholders, such as colleges, universities, students, and principals. Ethical considerations were a top priority, and necessary permissions were obtained from deans and rectors before beginning the research process.

4.3 Data Collection Instrument

The primary tool for data collection was a designed questionnaire administered via Google Forms. The questionnaire comprised five English-language questions tailored to elicit relevant information regarding ChatGPT usage among EFL students.

4.5 Target Population and Distribution Strategy

The target population for the questionnaire encompassed English-language students enrolled at bachelor's and master's levels across various public colleges and universities in Kosovo and Montenegro. Despite the focused geographical scope, the research demonstrated thoroughness by encompassing diverse educational institutions. To ensure a broad sample, the questionnaire was distributed extensively among students enrolled in both public and private colleges or universities pursuing English language studies. Distribution efforts were wide-reaching, encompassing individuals beyond formal educational settings.

4.6 Data Analysis

Data collected through the questionnaire were subjected to rigorous statistical analysis to discern usage patterns and trends among EFL students. Quantitative data were complemented by qualitative insights to provide a comprehensive understanding of ChatGPT utilization.

4.7 Ethical Considerations

Ethical guidelines were adhered to throughout the research process. Permissions were sought from relevant authorities, and participants were assured of confidentiality and voluntary participation.

5 Findings

Over 150 students—including those from the two nations—were given the questionnaire. Out of all the respondents, only 115 responses were received. The findings are as follows:

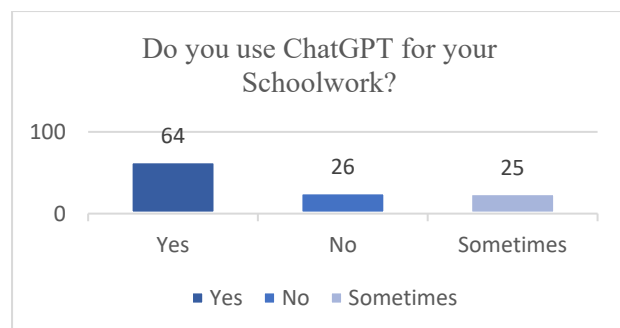


Chart 1: The Usage of ChatGPT for schoolwork

In the first question of the questionnaire, 64 of the 115 respondents said they use ChatGPT for school purposes, 26 said they don't, and 25 said they use it occasionally.

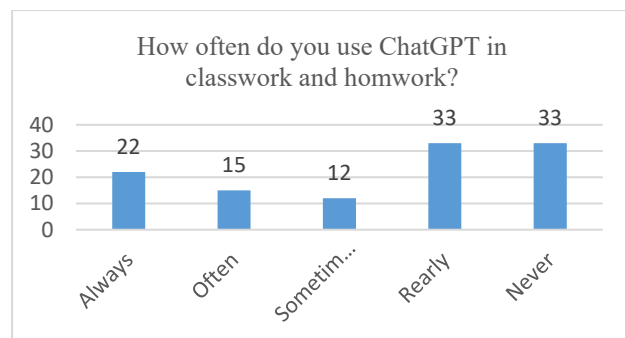


Chart 2: ChatGPT usage in classwork and homework.

In response to the second question, 22 out of 115 respondents said they always use ChatGPT for homework and classes, while 15 said they use it frequently, 12 said they use it sometimes, and 33 said they use it rarely or never.

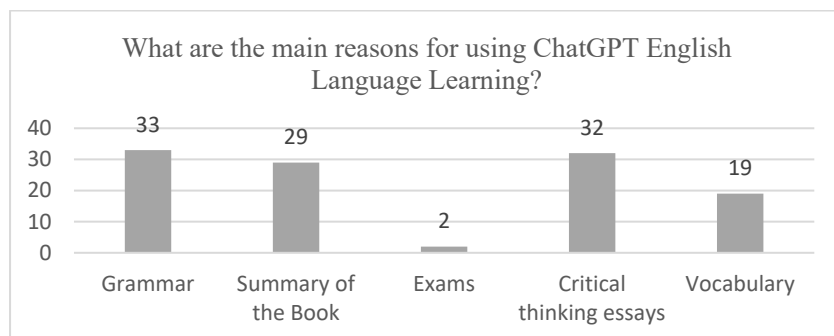


Chart 3: Reasons for using ChatGPT in English Language Learning.

In response to question 3 of the questionnaire, 33 of the 115 respondents stated that they use ChatGPT for grammatical purposes, 32 for critical thinking on various themes in class, and 29 for book summarization. read during the semester, 19 claimed to use it for vocabulary reasons to acquire new terms, and 2 claimed to utilize it in English language examinations.

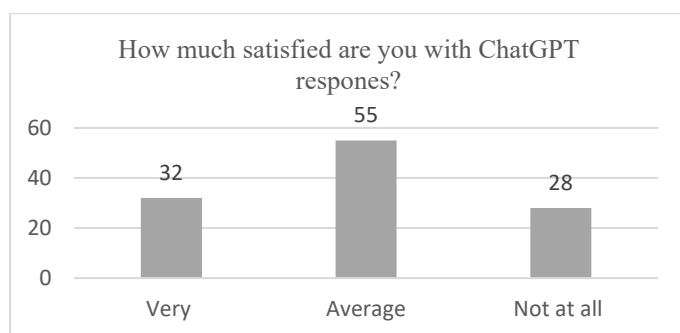


Chart 4: Student's satisfaction with ChatGPT responses.

In response to the question presented in question 4 of the questionnaire, 32 of the respondents stated that they were satisfied with the answers provided by ChatGPT, 55 stated that they were moderately satisfied, and 28 stated that they were not satisfied at all.

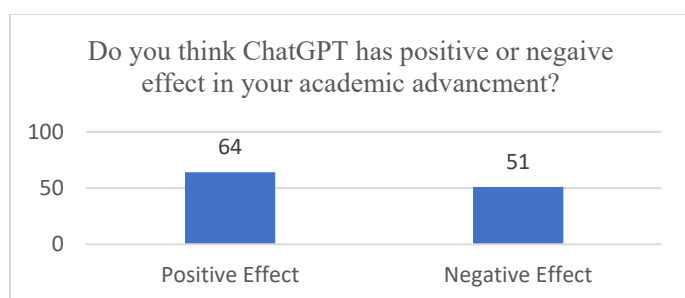


Chart 5: The Effect of ChatGPT on EFL students' academic advancement.

Respondents to the questionnaire about the forest provided the following answers to question 5: 64 students stated that ChatGPT has a favorable impact on their academic growth. At the same time, 51 felt that ChatGPT has a negative impact.

6 Discussion & Conclusions

This research chapter includes succinct summaries of findings, an explanation of results, and a description of study limitations. As a result, the concluding section provides a synthesis of key ideas, the research's contribution, its conclusion, and significant applications. To examine the phenomenon being investigated, this study developed three fundamental inquiries. The first inquiry focused on the frequency of ChatGPT usage among English as a Foreign Language (EFL) students. Subsequently, the research findings from the initial questionnaire are presented graphically. Data analysis reveals that EFL students commonly use ChatGPT for academic tasks, with a notable group consistently utilizing the tool, while others choose not to. This indicates a growing interest in and usage of ChatGPT for academic pursuits in the field of English language studies. The investigation further explores this phenomenon by examining the second primary research question: the main purpose of motivating EFL students to employ ChatGPT in their assignments. Insights derived from responses to the third questionnaire item indicate diverse applications of ChatGPT, including grammar-related tasks, critical analysis of lessons, summarization of academic readings, teaching English vocabulary, and exam preparation. Overall, students rely on ChatGPT primarily for tasks involving summarization, analysis, and grammatical objectives, highlighting an increasing dependence on the tool for academic purposes rather than technical assistance. Responses to the fourth questionnaire question reveal a range of satisfaction levels among EFL students regarding ChatGPT's responses. The variability in satisfaction levels appears to be linked to the nature of tasks assigned, with those seeking accuracy expressing dissatisfaction, while those seeking guidance or assistance report higher satisfaction. The final research question examines the impact of ChatGPT on the academic improvement of English language learners. The majority of respondents believe that ChatGPT has a positive influence, while a minority perceive a negative impact. This highlights the nuanced nature of ChatGPT's influence on academic growth.

The integration of technology, exemplified by platforms like ChatGPT, into language learning environments, has opened new avenues for personalized and engaging learning experiences. By leveraging AI and natural language processing, ChatGPT facilitates authentic language interactions, thereby enhancing learners' motivation and proficiency. Moreover, its ability to provide real-time feedback and personalized coaching offers substantial benefits, including alleviating teacher workload and enhancing access to knowledge. However, while ChatGPT presents numerous advantages, it also has limitations, such as its restricted knowledge base and potential biases. Understanding students' perspectives on such technologies is crucial for effective integration into educational settings. Students appreciate ChatGPT's user-friendly interface but recognize the need for improvements, underscoring the importance of ongoing research and development to address these concerns. The theory of Multiple Intelligences offers insights into the diverse cognitive abilities humans possess, some of which are mirrored in AI applications like ChatGPT. While AI excels in certain tasks corresponding to different intelligences, it may struggle to replicate interpersonal and intrapersonal intelligence, essential for nuanced human interactions.

Howard Gardner's reflections underscore the transformative potential of ChatGPT in education while emphasizing the importance of balancing technological advancements with a focus on the human condition. Integrating human and machine capabilities for holistic education is key to preparing students for success in an increasingly AI-driven world.

Educators in English language courses can greatly benefit from the study's findings, as it emphasizes the need to address the potential compromise of academic integrity due to the widespread use of ChatGPT, especially in regions where its use is not officially endorsed. However, the study's applicability is limited to postgraduate and university education,

specifically in the teaching of English as a foreign language. Furthermore, the study extends its relevance beyond English language courses by recognizing the versatile use of ChatGPT across various subjects. This multidimensional perspective contributes to an understanding of the emerging trend of integrating ChatGPT into the educational process.

In conclusion, while ChatGPT offers promising opportunities for technology-enhanced language learning, its effective integration requires ongoing exploration of students' perspectives, addressing limitations, and balancing technological advancements with human-centric education. By doing so, we can harness the full potential of AI to enhance learning outcomes and prepare students for the challenges of the future. This study has clearly stated its objectives and research questions, providing a comprehensive exploration of ChatGPT's impact on academic practices. While acknowledging the usefulness of artificial intelligence, it emphasizes the importance of balancing its application with a dedication to fostering students' critical thinking and intellectual growth, highlighting the invaluable role of human intelligence in the educational landscape.

7 Limitations

The present study, notwithstanding its contributions, is not without its inherent limitations. Primarily, the scope of this research is confined to universities that exclusively employ English as their language of instruction, thereby limiting the generalizability of findings solely to higher education contexts. Consequently, the outcomes and insights derived from this investigation may not be extrapolated to encompass primary and secondary educational settings. Moreover, a noteworthy limitation lies in the chosen methodological approach. The research exclusively relied on the administration of questionnaires as the principal means of data collection, precluding the incorporation of diverse methodologies such as interviews, observations, or experimental designs. This methodological constraint necessitates caution in generalizing the findings and suggests avenues for future research to adopt a more comprehensive approach to data collection.

8 Recommendations

1. It is strongly recommended that future research endeavors focus on the utilization of ChatGPT within the purview of English language instruction, particularly investigating its efficacy in enhancing pedagogical practices among English language professors. Such investigations would contribute to a nuanced understanding of the potential benefits and challenges associated with integrating artificial intelligence tools in language education.
2. Given the burgeoning influence of artificial intelligence, scholars are encouraged to delve into the intricate dynamics between artificial and human intelligence in the realms of learning and teaching. This includes an in-depth exploration of how these intelligences synergize or diverge and the implications of such interactions on educational outcomes.
3. An avenue for fruitful exploration involves the comparative analysis of works produced by students employing human intelligence against those generated using artificial intelligence. Investigating the similarities, differences, and potential impacts on creativity and critical thinking can provide valuable insights into the evolving role of technology in academic endeavors.
4. Future research should also aim to scrutinize the prevalence and utilization patterns of various artificial intelligence systems among students for academic tasks. Understanding the landscape of popular AI tools in educational settings will inform educators and policymakers.

about emerging trends and areas of focus for enhancing technological integration in academic environments.

Abbreviations Used in Paper

AI- Artificial Intelligence

ChatGPT- Chat Generative Pre-Trained Transformer

EFL- English as a Foreign Language

References

- Das, S. R., & M. J. (2024). Perceptions of Higher Education Students towards ChatGPT Usage. *International Journal of Technology in Education*, 7(1), 86-106. doi:10.46328/ijte.583
- Gardner, D. (2023, September 5). *CHAT GPT: FIRST MUSINGS*. Retrieved April 15, 2024, from Howard Gardner's Official Authoritative Site for Multiple Intelligences: <https://www.multipleintelligencesoasis.org/blog/2023/9/5/chat-gpt-first-musings>
- Hoerr, T. (2023, 05 20). Artificial Intelligence and Multiple Intelligences.
- Hong, W. C. (2023). The impact of ChatGPT on foreign language. *JOURNAL OF EDUCATIONAL TECHNOLOGY AND INNOVATION*.
- Marr, B. (2023, 05 19). Retrieved from Forbes: <https://www.forbes.com/sites/bernardmarr/2023/05/19/a-short-history-of-chatgpt-how-we-got-to-where-we-are-today/?sh=6679a34e674f>
- Mineo, L. (2023, September 07). Time for teachers to get moving on ChatGPT. Massachusetts, US.
- Shoufan, A. (2023). Exploring Students' Perceptions of ChatGPT: Thematic Analysis and Follow-Up Survey. *IEEE Access*, 11, 38805-38818. doi:10.1109/ACCESS.2023.3268224
- Tossell, C. C., N. L., A. M., K. C., & E. J. (2024). Student Perceptions of ChatGPT Use in a College Essay Assignment: Implications for Learning, Grading, and Trust in Artificial Intelligence. *IEEE Transactions on Learning Technologies*, 17, 1069-1081. doi:10.1109/TLT.2024.3355015
- Xiao, Y. (2023). An Exploratory Study of EFL Learners' Use of ChatGPT for. *MDPI Journals Awarded Impact Factor*.