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EFL Students' Usage of ChatGPT in The Classroom and Homework Assignments

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Abstract

One of the objectives of this study was to understand the interaction between artificial intelligence and humans. Another goal was to examine the advantages and disadvantages of ChatGPT for English language learners. The primary aims of the study were to investigate why and how English language learners use ChatGPT, and how it affects their academic progress. This phenomenon has been extensively researched, and the questionnaire used in this study was created with Google Forms and delivered electronically to over 115 English language students, mostly at the Bachelor's and Master's levels. The questionnaire data represents how and how frequently students use ChatGPT, and the results show that a significant proportion of them use the software. The data also reveal the most common reasons English language students use ChatGPT. It appears that grammar is the primary reason, while tasks requiring critical thinking are the second. Another distinct reason is the use of ChatGPT to summarize 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 indicate that students believe ChatGPT has a beneficial impact on their academic progress. It is essential to note that artificial intelligence and its application are a developing phenomenon, particularly in the educational process. Thus, while ChatGPT offers support to students in realizing their school projects, it should not be used to limit student growth and critical thinking, as these risks diminish the value of human intelligence. Artificial intelligence should be viewed as both useful and detrimental, and something artificial cannot substitute something natural, such as intelligence. As a result, our synthesizing mind is capable of far more than artificial intelligence.

Keywords: Artificial Intelligence, assistance, utilization, school tasks, interoperation