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Ekrem Solak   
City University of Macau, China

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## Exploring the Efficiency of ChatGPT and Artificial Intelligence in Advancing Academic Writing Pedagogy

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### Abstract

The integration of ChatGPT and artificial intelligence (AI) has led to innovative ideas in academic writing. This shift has improved the efficiency and quality of academic content, yet it also raises ethical concerns regarding authorship, originality, and maintaining academic rigor. This study aims to explore the interplay between AI and academic writing practices, contributing to the role of technology in language studies and its impact on scholarly endeavors. The study uses a qualitative research approach, employing document analysis and queries directed at ChatGPT to assess its effectiveness in generating academic content. The research queries serve to evaluate ChatGPT's performance in tasks such as generating introductions, literature reviews, findings, discussions, conclusions, and abstracts related to the use of AI in academic writing. The experimentation with ChatGPT highlights the capabilities and limitations of AI in academic writing. It emphasizes the importance of human oversight and critical thinking in the research process. Despite ChatGPT's rapid response rate, the study reveals limitations such as deficiencies in academic rigor and referencing accuracy, which necessitate human oversight. This study underlines the importance of combining human intellect together with AI and focuses on the ethical considerations crucial for preserving the integrity of academic research and writing.

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### Introduction

In the era of rapid technological advancements, the integration of ChatGPT and artificial intelligence (AI) has emerged as an innovative tool in academic writing. The increasing reliance on AI technologies, particularly ChatGPT, has changed the way scholars engage with writing processes, enhancing both efficiency and the quality of academic outcomes. As language forms the cornerstone of communication, understanding how AI augments linguistic analysis and writing practices is pivotal in comprehending the broader implications for language studies and scholarly discourse. However, this technological advancement also brings to the forefront a series of ethical dilemmas, including concerns about authorship, originality, and the preservation of academic rigor in the face of automated content generation.

Over the past decade, the field of applied linguistics has witnessed profound changes in research methodologies and scholarly communication practices. From computational linguistics to natural language processing, the integration of AI tools has ushered in a new era of linguistic exploration, enabling researchers to delve deeper into complex linguistic structures and dynamics. At the core of this change lies the potential for ChatGPT and AI to serve as indispensable tools for language professionals, educators, and researchers, revolutionizing the way linguistic data is processed, analyzed, and disseminated.

However, alongside the opportunities presented by these advancements, the applied linguistics also confronts critical challenges concerning the ethical implications of AI integration, the reliability of automated linguistic analysis, and the preservation of academic integrity in the age of digital scholarship. As AI technologies continue to evolve, language scholars and practitioners should engage in a critical dialogue about the ethical boundaries and methodological considerations of employing AI in linguistic research and academic writing.

This study aims to provide a comprehensive use of ChatGPT and AI in the context of academic writing and publishing within the domain of applied linguistics. By critically evaluating the benefits and limitations of integrating AI technologies in a linguistic research, the purpose of this research is to highlight the significance of AI while preserving the essence of human linguistic inquiry and critical analysis.

By synthesizing existing literature and offering critical insights, this study is expected to contribute to the ongoing discourse on the role of technology in language studies and its impact on the academic studies. Furthermore, this research addresses the concerns and gaps in current research, paving the way for a more informed understanding of the intersection between AI and academic writing.

## **Theoretical Framework**

The integration of ChatGPT into academic writing practices is based on several key theoretical frameworks.

### **Technology Acceptance Model (TAM)**

The Technology Acceptance Model offers a framework for evaluating users' acceptance and adoption of new technologies. Perceived usefulness and perceived ease of use are two fundamental TAM perceptions that influence a person's behavioral intention to use a technology. According to Davis (1989), perceived ease of use is defined as "the degree an individual believes that using a particular system would be free of effort," whereas perceived usefulness is defined as "the degree to which an individual believes that using a particular system would enhance his or her productivity". A user's beliefs have a direct impact on their attitude, intention to utilize the technology, and perception of its value (Davis,1989). When applied to ChatGPT in academic writing, this theoretical perspective examines factors influencing writers' perceptions of usefulness and ease of use. The framework anticipates potential barriers to adoption and suggests strategies for optimizing the integration of ChatGPT into diverse academic writing contexts by considering variables such as perceived usefulness and perceived ease of use.

### **Human-Computer Interaction (HCI) Theories**

Human-Computer Interaction (HCI) studies how people interact with computers. It also designs, assesses, and implements user interfaces for computer systems that are sensitive to the preferences and demands of their users (Brey & Søraker, 2009). Human-Computer Interaction (HCI) theory helps to understand the relationship between writers and intelligent writing tools. HCI provides a framework for viewing ChatGPT as an extension of the writer's cognitive processes, rather than just a tool. This theoretical perspective acknowledges the potential for collaborative intelligence, where the synergy between human intellect and AI augmentation results in a more expansive and proficient writing experience.

### **Collaborative Writing Theories**

Collaborative writing is a recurring and social endeavor where a team, united by a shared goal, engages in negotiation, coordination, and communication throughout the development of a mutual document (Lowry et al, 2004). Theoretical perspectives from collaborative writing research contribute to our understanding of how ChatGPT can function as a collaborative writing partner. Drawing from Social Constructivism, this framework views ChatGPT as an active participant in the co-creation of academic content. The theory suggests that the interaction between the writer and the AI model fosters a collaborative writing process, enriching the intellectual fabric of the final output.

### **Schema Theory**

The theory explains how individual knowledge is expanded and organized. A schema, or multiple schemata, represents the interconnected associations that form a concept in an individual's mind. Learning is perceived as an ongoing process of modifying these schemata to uphold coherence when confronted with new experiences, information, and challenges (Davis & Francis, 2021). Schema theory provides insights into how pre-existing knowledge structures influence the interpretation and assimilation of new information. In the context of ChatGPT and academic writing, this theoretical framework clarifies how the model utilizes learned patterns and contextual information to improve coherence and relevance in the writer's output. Understanding how the writer's existing schemas interact with the model's capabilities contributes to a more nuanced comprehension of the collaborative writing process.

### **Review of Literature**

The recent surge in scholarly attention towards the integration of ChatGPT and Artificial Intelligence in academic writing and publishing has led to a discussion across various disciplines, highlighting both opportunities and challenges.

Tai et al (2023) reported that authors had the potential to utilize ChatGPT's individualized feedback to refine their writing style and acquire fresh viewpoints for augmenting their content. Nevertheless, it was crucial to

acknowledge that the precision of ChatGPT's observations was constrained by the quality of the input information, and it could produce inaccuracies in text. Consequently, it was not recommended to depend exclusively on ChatGPT as the sole source of writing assistance.

Dergaa et al. (2023) revealed that ChatGPT and similar Natural Language Processing (NLP) technologies held promise in improving the effectiveness of academic writing and research. Nevertheless, their adoption also gave rise to apprehensions regarding their influence on the genuineness and trustworthiness of scholarly endeavors. It underscored the significance of upholding ethical and academic standards, with human intelligence and critical thinking playing a central role throughout the research endeavor.

Kumar (2023) conducted an experiment in which five randomly chosen query topics were input into the ChatGPT system to solicit responses. This investigation involved an evaluation of ChatGPT's response time, content quality, and reliability. The findings revealed that ChatGPT exhibited a notably rapid response rate. However, it was observed that while the responses provided were structured, concise, and original, they lacked the attributes typically associated with high-quality academic writing, including depth and thoroughness. Various deficiencies were identified, such as inadequate word count, referencing inaccuracies, and a deficiency in academic merit. It was worth noting that ChatGPT possessed significant potential as a tool for training and enhancing skills in academic writing.

Rahman et al (2023) investigated the utility of ChatGPT in academic research from various sources, including published scholarly articles, websites, blogs, as well as visual and numerical representations. The results of the study indicated that ChatGPT exhibited potential as a valuable tool for the initial stages of idea generation in academic scientific research. Nevertheless, when it came to tasks such as synthesizing literature, incorporating citations, formulating problem statements, identifying research gaps, and conducting data analysis, researchers might encounter certain challenges when relying on ChatGPT. Consequently, they suggested that researchers exercise caution when considering the utilization of ChatGPT in the context of academic research.

Lingard (2023) asserted that ChatGPT proved to be a valuable tool for initiating the ideation process, particularly in generating titles, outlining, and formulating counterarguments. However, a meticulous verification process was imperative for all the information it provided, especially when venturing beyond one's field of expertise.

Damian (2023) maintained that while these technologies had the potential to bring about a significant contribution in academia, how ChatGPT and similar generative AI systems deployed might pose a substantial threat to academic integrity. Nonetheless, to reduce the associated risks and facilitate maximal benefit, Damian suggested a collaborative endeavor involving academic institutions and various stakeholders to be established. Moreover, the creators of large language models should be open to collaborating with academia to ensure the responsible application of AI-powered text generators within academic settings.

Maad et al. (2023) conducted a study examining ChatGPT's capacity to generate a scientific paper and its adherence to conventions of academic writing. Their findings revealed that ChatGPT fell short of producing

academic content meeting the standards necessary for publication in scholarly journals. Nonetheless, it demonstrated exceptional proficiency in swiftly delivering accurate information, employing accurate language devoid of grammatical errors. While it can be valuable in aiding task completion and enhancing writing quality, it cannot entirely substitute human expertise in the domains of writing and critical thinking. Therefore, they suggested acknowledging the limitations of AI and employing it as a supplementary tool, rather than a substitute for human intellectual endeavor.

According to Huang and Tan (2023), the integration of artificial intelligence tools like ChatGPT significantly enhanced the process of drafting review articles for scientists, leading to heightened efficiency and improved quality. ChatGPT facilitated the acceleration of writing tasks, aids in outlining content, incorporated additional details, and contributed to the refinement of writing style. Nonetheless, it was crucial to be aware of the limitations in ChatGPT's functionality, necessitating careful review and editing of generated text to prevent issues such as plagiarism and fabrication. Despite these constraints, ChatGPT served as an instrument enabling scientists to allocate their focus towards the analysis and interpretation of literature reviews. Embracing these tools might assist scientists in producing substantive research more efficiently and effectively; however, they suggested exercising caution and refraining from unchecked reliance on ChatGPT for writing purposes.

Despite the overall favorability towards the use of ChatGPT and AI in academic writing, recent studies emphasized the need for human oversight and verification to address gaps and ensured the reliability and integrity of the content generated.

## **Method**

The purpose of this study was to investigate the use of ChatGPT and AI in the context of academic writing within the field of applied linguistics. This was a qualitative research and document analysis technique was used to collect data about the current case. Given the central focus on the efficacy of ChatGPT, a set of research queries concerning various aspects of academic writing was formulated and posed to the ChatGPT system. The research questions formulated for this purpose were as follows:

- ✓ Can you write an introduction on the use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you write a literature review by giving citations on the use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you check a literature review in terms of plagiarism?
- ✓ Can you report the findings of a research on the use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you write a discussion by giving citations on the use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you write a conclusion on use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you write an abstract on the use of Artificial Intelligence (AI) in language teaching?
- ✓ Can you propose an academic journal to publish this manuscript on the use of Artificial Intelligence (AI) in language teaching?

## Results

The first query posed to ChatGPT was “*Can you write an introduction part on the use of Artificial Intelligence (AI) in language teaching?*”

This question was answered by ChatGPT in seconds promptly and there were totally 343 words. 92 of them were presented as a sample below:

*“The field of language teaching has undergone significant transformations in recent years, owing to the rapid advancements in technology, particularly the integration of Artificial Intelligence (AI). AI has emerged as a powerful tool in the realm of language education, revolutionizing traditional pedagogical approaches and offering innovative solutions to the challenges faced by educators and learners alike. By leveraging the capabilities of AI, language instructors can now access a wide array of intelligent applications and platforms that facilitate personalized and interactive learning experiences, catering to the diverse needs and preferences of language learners.”*

Analyzing the text in terms of grammar, vocabulary, cohesion, coherence and academic writing, the text exhibited correct grammatical structure. The sentences were well-constructed, and the verb tenses were appropriately used, contributing to the overall coherence of the text. The vocabulary used was appropriate for an academic context. It effectively conveyed complex ideas and concepts related to language teaching and the integration of AI in education. The ideas were logically organized, and the transitions between sentences and paragraphs were well-managed, contributing to the overall flow and clarity of the text.

The second query posed to ChatGPT was “*Can you write a literature review on the use of Artificial Intelligence (AI) in language teaching by giving citations?*”

This question was answered by ChatGPT in seconds promptly and there were totally 337 words. 106 of them were given below:

*“In recent years, the integration of Artificial Intelligence (AI) in the field of language teaching has garnered significant attention, offering innovative solutions to the challenges faced by educators and learners. Several studies have underscored the transformative potential of AI in fostering interactive and personalized learning experiences (Li et al., 2020; Wang & Wen, 2019). AI has been recognized as a powerful tool capable of revolutionizing traditional pedagogical approaches, catering to the diverse needs and preferences of language learners (Sung, 2021). The adaptive and dynamic nature of AI-powered language learning tools has been emphasized as instrumental in creating engaging and efficient learning environments (Deng et al., 2018).”*

Analyzing the literature review in terms of academic writing, it seemed to present a literature review on the use of AI in language teaching, adhering to the standards of academic writing, argumentation, and adherence to

citation rules. The use of formal language was consistent throughout the review, aligning with the expectations of an academic discourse. Citation formatting seemed the text had an academic style. However, citations given in the text and references in the citation section were considered mostly false information when they were cross-checked in the Google scholar.

The third query posed to ChatGPT was *“Can you check the literature review above in terms of plagiarism”*

The answer given by ChatGPT was:

*“I'm unable to directly check the text for plagiarism as it would involve comparing it against a database of existing published works, which I don't have access to. However, you can use various online plagiarism checking tools such as Turnitin, Grammarly, or Copyscape to ensure that the text is original. These tools will help you identify any instances of unintentional similarity with existing sources and allow you to make any necessary revisions to the text.”*

In examining the literature review for plagiarism, it became evident that ChatGPT, lacking access to certain databases, was unable to verify the presence of inappropriate citations. As a recommendation, several online plagiarism detection tools were proposed.

The fourth query posed to ChatGPT was *“Can you report the findings of a research on the use of Artificial Intelligence (AI) in language teaching?”*

Although no dataset was submitted to ChatGPT, it generated a textual response. The author proposed that for quantitative data, the usage of SPSS was deemed more reliable, while Nvivo was recommended for qualitative data analysis.

The fifth query posed to ChatGPT was *“Can you write a discussion by giving citations on the use of Artificial Intelligence (AI) in language teaching?”*

Despite the absence of a submitted dataset, ChatGPT produced a textual response. While in-text citations were present, a discrepancy was noted between the citations and their corresponding references when cross-referenced on Google Scholar.

The sixth query posed to ChatGPT was *“Can you write a conclusion on the use of Artificial Intelligence (AI) in language teaching?”*

The submission of the introduction, literature review, findings, and discussion sections to ChatGPT yielded a conclusion that aligned with existing literature and the study's findings. The generated content demonstrated satisfactory and informative characteristics in terms of grammatical accuracy, as well as cohesion and coherence. Despite the overall quality, human oversight remained necessary to ensure the development of a comprehensive



academic paper.

The seventh query posed to ChatGPT was “*Can you write an abstract on the use of Artificial Intelligence (AI) in language teaching?*”

While the answer given by ChatGPT was well-structured and communicated the key elements of the study, it could be improved with more specific details regarding the findings and potential methodologies employed in the research. Additionally, it could benefit from briefly mentioning the intended outcomes or implications of the study to provide a more comprehensive understanding of the research's impact.

The eighth query posed to ChatGPT was “*Can you propose some academic journals to publish this manuscript on the use of Artificial Intelligence (AI) in language teaching?*”

ChatGPT proposed seven academic journals indexed in high-ranking databases. When considering these journals, their specific submission guidelines, formatting requirements, audience and publication scope aligned with the topic of the manuscript.

The ninth query posed to ChatGPT was “*Can you propose a title for the manuscript on the use of Artificial Intelligence (AI) in language teaching?*”

ChatGPT proposed the title as “Transforming Language Teaching: Harnessing the Power of Artificial Intelligence (AI) for Enhanced Learning Outcomes” This title emphasized the innovative role of AI in language teaching and its potential to improve the overall learning experience for students. It also conveyed the core themes and focus of the manuscript. The title was concise and clearly indicated the subject matter, which was the integration of AI into language teaching practices.

## **Discussion**

The purpose of this study was to investigate the potential and challenges of ChatGPT and AI in academic writing. The findings from the experimental queries highlighted the nature of AI and human intelligence in academic endeavors. While ChatGPT demonstrated efficiency in producing coherent text, its limitations in meeting the standards of academic writing and research indicated the need for comprehensive human oversight and critical thinking. Tai et al. (2023) and Dergaa et al. (2023) emphasized the capacity of ChatGPT and similar NLP technologies to aid authors in refining their style and acquiring perspectives, although caution was advised due to limitations of potential inaccuracies. Additionally, Lingard (2023) drew attention to the value of ChatGPT for ideation purposes, while acknowledging the necessity of verification, particularly outside one's field of expertise. The experimentation with ChatGPT demonstrated its proficiency in generating content, as evidenced by the rapid response to the query. However, the analysis of the responses revealed certain limitations, including deficiencies in academic precision and referencing accuracy as pointed out by Kumar (2023) and Maad et al. (2023). While ChatGPT displayed efficiency in producing coherent text, it fell short in meeting the standards of academic writing

and research, indicating the indispensable role of human oversight and critical thinking.

Furthermore, Rahman et al. (2023) and Damian (2023) emphasized the potential of ChatGPT for facilitating the initial stages of idea generation and content outlining. Nonetheless, challenges arose in more complex tasks, such as literature synthesis, citation integration, problem statement formulation and data analysis, necessitating careful consideration in academic research. Damian (2023) also highlighted the overarching theme of responsible AI deployment in academia. Collaborative efforts between AI developers, academic institutions, and various stakeholders were crucial in establishing guidelines and best practices for the ethical and responsible application of AI-powered text generators. Similar sentiments were expressed by Huang and Tan (2023), emphasizing the importance of cautious review and editing to maintain academic integrity.

Moreover, Lin (2023) highlighted the significance of transparent practices in open science to mitigate the risks associated with fraudulent research. Open science initiatives such as transparent peer review and data dissemination can foster a culture of accountability and integrity, thereby addressing concerns related to the credibility of AI-generated content.

These findings collectively emphasized the need to integrate AI in academic writing. While ChatGPT proved efficiency and potential in certain aspects of content generation, its limitations in meeting the demands of academic writing and research highlighted the irreplaceable role of human intellect, critical analysis, and ethical considerations. Collaborative efforts between AI developers and academic institutions, as suggested by Damian (2023), were essential to ensure responsible AI application and reduce risks to academic integrity.

### **Implications for Pedagogy based on Technology Acceptance Model (TAM)**

The efficient and precise generation of content by ChatGPT in response to the queries highlights its potential usefulness as a writing assistant in academic contexts. Integrating such AI tools into the writing process may be valuable for educators and learners. The positive user experience, demonstrated by the coherent and well-structured responses, enhances the perceived usefulness of ChatGPT in supporting academic writing tasks. The immediate and relevant responses from ChatGPT suggest a user-friendly interface, aligning with the ease-of-use component of TAM. The prompt generation of content on complex topics without requiring extensive user input may encourage educators and students to adopt AI tools seamlessly into their writing workflows. This ease of adoption can facilitate a smoother integration of AI into academic writing practices.

Educators could consider incorporating AI tools in writing instruction due to ChatGPT's capability to produce well-organized, grammatically accurate, and academically sound content. TAM suggests that positive experiences with such tools can contribute to their acceptance and integration into instructional practices. However, it is imperative to address ethical considerations, particularly in the context of academic writing. The discrepancies in the citations and referencing generated by ChatGPT highlight the importance of human oversight and critical evaluation. Pedagogical approaches should emphasize the ethical use of AI tools, including cross-verification of information provided by these tools to ensure academic integrity. The ability of ChatGPT to generate responses

related to the literature review, findings, discussions, and conclusions suggests its potential utility in research-oriented writing tasks. Educators could consider using AI-generated content as a basis for assignments, prompting students to evaluate and expand upon the information given. This is in line with TAM's focus on perceived usefulness, which contributes to a more innovative and collaborative writing environment.

### **Implications for Pedagogy based on Human-Computer Interaction (HCI)**

HCI principles suggest that AI tools should complement and enhance human skills rather than replace them entirely. Therefore, educators should focus on teaching critical evaluation skills to assess and validate information generated by AI writing tools. HCI principles emphasize the importance of ethical considerations and the need for human oversight in technology interactions. The inability of ChatGPT to verify plagiarism due to a lack of access to certain databases highlights the ethical responsibility of educators to guide students in using AI tools responsibly. This process entails cross-checking using plagiarism detection tools, aligning with HCI's emphasis on responsible technology use.

The recommendation by ChatGPT regarding the usage of SPSS for quantitative data and Nvivo for qualitative data analysis suggests the potential integration of AI tools in research-oriented tasks. HCI principles promote the deliberate integration of AI to assist researchers in data analysis. Educators can consider introducing AI as a supplementary tool in research methodology courses. The responses generated by ChatGPT even in the absence of a submitted dataset demonstrate its potential to contribute to collaborative writing environments. HCI principles support the use of technology that facilitates collaboration and co-creation. Educators may explore the use of AI in collaborative writing projects, promoting a sense of shared authorship among students.

### **Implications for Pedagogy based on Collaborative Writing Theories**

ChatGPT's prompt and coherent responses demonstrate its potential role as a collaborative writing partner. Collaborative Writing Theories highlight the synergistic interaction between participants in creating written content. Educators can use AI tools to promote collaborative writing experiences, encouraging students to work with intelligent systems to improve the quality of their written work.

ChatGPT generates grammatically correct and well-structured content, indicating its potential to enhance various stages of the writing process. Collaborative Writing Theories suggest that collaborative tools should enhance and complement individual contributions. Educators can incorporate AI into writing assignments, guiding students to collaborate with the technology for improved coherence and organization of ideas.

Collaborative Writing Theories emphasize the significance of peer review and feedback in the writing process. AI-generated content can serve as a collaborative partner, providing a unique perspective during peer review activities. Educators may encourage students to analyze and evaluate AI-generated sections, fostering a collaborative approach to refining and enhancing writing through thoughtful feedback.

The discrepancies in citations and referencing, as identified during the literature review, highlight the need for ethical considerations in collaborative writing. Collaborative Writing Theories support transparent and accountable collaboration. Educators should guide students in critically assessing AI-generated content, emphasizing the importance of ethical citation practices and ensuring academic integrity in collaborative writing endeavors. Although AI can generate satisfactory content across multiple sections of the manuscript, human oversight is still necessary. Collaborative Writing Theories suggest that while AI can contribute significantly, human expertise remains crucial in ensuring coherence, relevance, and a comprehensibility.

Educators should guide students in balancing AI assistance with their critical evaluation and input. The recommendation to use SPSS for quantitative data and Nvivo for qualitative data analysis highlights the potential integration of AI in collaborative research projects. Collaborative Writing Theories extend to collaborative research, where AI tools can assist in data analysis, contributing to a more efficient and collaborative research process. Educators may explore incorporating AI into research-focused assignments.

### **Implications for Pedagogy based on Schema Theories**

Schema theories propose that individuals organize information into mental structures or schemas to make sense of the world. The introduction created by ChatGPT is well-constructed and effectively transfers information, contributing to the formation of cognitive structures related to AI. Educators can use AI-generated content as a basis for discussing and building students' cognitive structures, providing a foundation for further exploration. Schema integrity depends on accurate and original information. The inability of ChatGPT to check for plagiarism emphasizes the importance of addressing this concern. Educators should stress the significance of originality in constructing accurate schemas and encourage students to use plagiarism detection tools. The conclusion suggests that AI-generated content can be integrated into existing cognitive schemas. However, human oversight remains crucial. Educators should guide students in integrating AI-generated insights into their thinking processes, emphasizing the complementary role of AI in schema development.

### **Conclusion**

The comprehensive analysis of ChatGPT and Artificial Intelligence (AI) integration in academic writing has highlighted both the possibilities and challenges upon their application. While ChatGPT has demonstrated remarkable proficiency in performing writing tasks and enhancing content quality, its limitations and potential drawbacks cannot be underestimated. In light of these considerations, the present study upholds the relationship between AI and human intelligence. It is believed that AI's efficiency can be boosted by preserving the intellectual precision, critical thinking, and ethical standards in academic writing and research. In addition, the integration of ChatGPT and AI in academic writing can enhance scholarly productivity provided it is coupled with careful human oversight and ethical considerations.

In conclusion, the integration of ChatGPT and AI in academic writing offers opportunities for enhancing research productivity. However, this innovation must be accompanied by ethical considerations and necessary human

oversight. The relationship between AI and human intellect has the potential to revolutionize academic writing while preserving the essence of intellectual inquiry.

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### **Author Information**

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**Ekrem Solak**

 <https://orcid.org/0000-0002-9817-4636>

City University of Macau, Faculty of Humanities and  
Social Sciences, Macau, China,

Contact e-mail: *ekremsolak@cityu.edu.mo*

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