

5<sup>th</sup> World Conference on

# ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

**VIENNA,  
AUSTRIA**  
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# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

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**BOOK OF ABSTRACTS**

# Abstracts of the 5<sup>th</sup> World Conference on Arts, Humanities, Social Sciences and Education

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## Should AI-Assisted Academic Writing Be Brought to the Eap Classroom?



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The artificial-intelligence (AI) chatbot ChatGPT that has taken the world by storm has made its formal debut in the scientific literature. On the internet, ChatGPT has been rapidly growing. This chatbot enables users to discuss with the AI by inputting prompts, and it is based on Open AI's language model. At least four articles credit the AI tool as a co-author, as publishers cannot decide the best way to regulate its use.

First, we need to recognise the significant role of ChatGPT in the current scenario, where everything went digital. So, shall we keep up with the pace or should we preserve the role of print, books, published papers?

The value of ChatGPT is that it has been developed based on the neural language models that form the foundation of character, from the bottom up with talks in mind. This technology implies that the programme uses deep learning methods to analyse and produce text. The model "understands" the subtleties of human-produced natural language using vast amounts of data from the internet. To what extent is this actually reliable?

Generative Pre-trained Transformer (GPT) architecture is the foundation of ChatGPT. Although ChatGPT is fantastic and produces exciting results for writing tales, poetry, songs, essays, and other things, it has certain restrictions. Users may ask the bot questions, and it will reply with pertinent, convincing subjects and replies. ChatGPT has now risen to the top of several academic agendas. Administrators create task teams and hold institution-wide meetings to react to the tools, with most of the advice being to adopt this technology.

This paper raises some serious ethical concerns in terms of ensuring the integrity of academic writing, specifically English for Academic Purposes (EAP), and if the widely used anti-plagiarism software Turnitin in UK academia can effectively detect written assignments carried out with the help of artificial intelligence tools. Who is actually the author of a specific piece of writing? How can HEIs ensure integrity in academic writing, for instance, for students achieving undergraduate and postgraduate studies in Computer Engineering? The key question is: should we allow it or forbid it?

**Keywords:** English for Academic Purposes (EAP); Artificial Intelligent (AI); ChatGPT; Plagiarism; Academic Writing

### Biography:

Carmen Lucas is an Adjunct Professor in English for Academic and Specific Purposes/Functional Skills at Departamento de Línguas Estrangeiras, Escola Superior de Educação, Instituto Politécnico de Bragança (Bragança, Portugal). She holds a PhD in Pedagogy and Curriculum Development applied to Teaching English, from the Universidade de Aveiro (Portugal). Her main research interests are English Language Teaching, Second Language Acquisition, Content for Language and Integrated Learning, Cross-curricular work, Educational Technology; Interactive Whiteboards; Early Literacy; Pedagogy; Computer Education: Bilingual Education, English for Academic Purposes and Academic Literacy Development.

Throughout her career Carmen has taught English at national (primary, secondary schools, as well as Higher Education Institutions, namely at Instituto Politécnico de Bragança and Universidade de Trás-os-Montes e Alto Douro) and at international levels (Landau Forte College, Loughborough University, Nottingham International College, the University of Nottingham and Newcastle University).