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# Artificial Intelligence: A Paradigm Shift in Scientific Writing

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Meroua El Batoul MOUAT [1], [*] Abir MOUAT [2],

*1 Université Larbi Tébessi de Tébessa, (Algeria), marouaelbatoul.mouat@univ-tebessa.dz.*
ORCID: (https://orcid.org/0009-0004-2980-9994) *مخبر الدراسات اللغوية والأدبية والنقدية والمقاربات البينية*
*2 Ecole Normal Supérieure Assia Djebbar Constantine , (Algeria), mouat.abir@ensc.dz.*
ORCID: (https://orcid.org/0009-0005-0893-6510)

**Abstract:**
Artificial intelligence tools are increasingly utilized in academic writing, raising critical questions regarding research integrity and scholarly standards. This empirical study investigates the adoption of ChatGPT among second-year Master's students in the Department of English at Frères Mentouri Constantine 1 University, examining the relationship between AI tool integration and academic integrity. Adopting a convergent parallel mixed-methods design, quantitative and qualitative data were collected via an online questionnaire distributed to the target population of 186 students. A total of 78 participants completed the survey, representing a response rate of 41.9%. Quantitative findings indicate widespread familiarity (91%) and active adoption (65.3%) of ChatGPT, with students employing the tool primarily as an assistive utility for brainstorming, summarizing literature, structuring outlines, and refining grammatical prose. Survey results demonstrate that students do not utilize generative AI to replace original research investigation or critical analysis. Qualitatively, student perspectives reflect a complex dynamic: while 56.4% perceive AI assistance as ethical when combined with transparent disclosure and original intellectual effort, 67.9% emphasize that the impact on research integrity depends strictly on usage practices. Furthermore, the study uncovers a prevailing reluctance among students to disclose AI usage to academic supervisors due to fears of negative evaluation. These findings highlight the necessity for higher education institutions to move beyond outright prohibition and instead establish transparent policy frameworks, clear disclosure guidelines, and ethical AI literacy programs.

**Keywords:**
Generative Artificial Intelligence;
Large language models;
ChatGPT3.5;
Academic integrity;
Scientific writing;

[*] *Corresponding author: Meroua El Batoul MOUAT*
*Doi:*

## I. Introduction

The emergence of Artificial Intelligence (AI) tools, particularly Large Language Models (LLMs), has increasingly influenced academic writing workflows among higher education students. A landmark development occurred on November 30, 2022, with OpenAI's public release of ChatGPT, built upon generative neural architectures capable of producing coherent, contextually relevant text. While often characterized in theoretical discourse as a sophisticated 'stochastic parrot,' its capacity to assist in text generation, editing, and literature synthesis has prompted widespread debate regarding its proper role in academic writing."

A landmark development in this evolution occurred on November 30, 2022, with OpenAI's release of ChatGPT (Chat Generative Pre-trained Transformer), built upon Large Language Model (LLM) architectures containing over 175 billion parameters. Trained on massive, multi-gigabyte text datasets from books, articles, and web sources, ChatGPT utilizes deep learning to generate coherent, contextually relevant, and human-like text in response to user prompts. While often characterized in theoretical discourse as a sophisticated "stochastic parrot," its ability to process complex prompts and maintain conversational context has altered how academic text is generated, edited, and refined.Therefore, this investigation is conducted to observe researchers' use of ChatGPT in the scientific work, to find possible 2 solutions to avoid the unethical use of ChatGPT, as well as to highlight its limitations in order to ensure academic integrity.

While existing literature extensively explores the capabilities and ethical risks of generative AI models in scientific communication, empirical research focusing on specific student populations in North African higher education contexts remains limited. Most current studies rely on broad conceptual analyses rather than localized empirical data. This study addresses this research gap by examining how Master's students at Frères Mentouri Constantine 1 University integrate ChatGPT into their dissertation workflows and how they perceive its impact on research integrity.

## II. Theoretical Framework

The integration of generative artificial intelligence into academic writing can be understood through the lens of Technology Acceptance Models (TAM) combined with established frameworks of academic integrity. Large Language Models (LLMs) like ChatGPT function through statistical pattern recognition

across large textual datasets (OpenAI, 2023), enabling automated text processing, summarization, and stylistic refinement.

Within higher education, the adoption of LLMs creates a tension between efficiency and academic compliance. When students use AI as a supportive cognitive scaffold (e.g., brainstorming or grammar correction), the tool serves as an administrative aid. However, when output generation replaces critical synthesis or original authorship, it intersects with issues of plagiarism, unverified information ("hallucinations"), and intellectual atrophy (Kasneci et al., 2023; Cotton et al., 2023). Framing student adoption around these technical parameters allows for an examination of how learners navigate productivity gains versus ethical boundaries.

## 1. The Emergence and Architecture of ChatGPT

Building upon these advances in NLP, OpenAI introduced ChatGPT (Chat Generative Pre-trained Transformer), a state-of-the-art Large Language Model (LLM) developed from the foundational GPT architecture. Released publicly on November 30, 2022 (and made available in Algeria on January 27, 2023), ChatGPT utilizes Deep Learning (DL) to synthesize and comprehend natural language at a level that renders machine-generated text difficult to distinguish from human writing. Technically, ChatGPT represents a major milestone in NLP, boasting over 175 billion parameters. The model was trained on massive datasets totaling approximately 570 gigabytes of text compiled from books, scientific articles, online repositories, and conversational records. This extensive pre-training allows the model to produce coherent, relevant, and grammatically precise text across diverse domains based on user-supplied prompts (OpenAI, 2023).

Beyond basic text generation, ChatGPT maintains conversational context over sequential turns, enabling it to interpret complex prompts, draw from its parameterized knowledge base, and address multifaceted queries. However, its operational user interface explicitly includes warnings such as "Free Research Preview. ChatGPT may produce inaccurate information about people, places or facts" (OpenAI, 2023). Interface guidelines and documentation highlight that ChatGPT was designed primarily as a supportive research assistant rather than an autonomous entity capable of conducting independent research.

## 2. Application in Scientific Research and Writing

The rapid maturation of LLMs has profoundly altered academic workflows and scientific communication. Researchers increasingly integrate generative capacities across several stages of the scientific writing process:

a) Brainstorming: Researchers engage in iterative dialogues with the model to explore new perspectives, formulate preliminary hypotheses, or outline alternative methodological approaches.

b) Literature Synthesis: ChatGPT aids in thematic discovery, summarizing long-form texts, extracting core concepts, and identifying supplementary sources for literature reviews.

c) Data Analysis and Interpretation: By analyzing sample data points or thematic patterns, the tool assists in identifying potential correlations, trends, and macro-level insights that might be overlooked during preliminary manual analysis.

d) Proofreading and Structural Editing: Comparative evaluations indicate that ChatGPT provides effective grammar, punctuation, and stylistic correction (Sung Kim, 2023; Maximov, 2023). Beyond standard spell-checking (Writecream, 2023), it offers text reformatting, vocabulary optimization, and readability adjustments tailored to specific target audiences (Sung Kim, 2023).

## 3. Technical Limitations and Misuse Risks

Despite these utility benefits, the integration of ChatGPT in scientific research introduces critical ethical, epistemological, and technical challenges. The widespread automation of academic writing raises urgent questions regarding transparency, reproducibility, and research validity (Islam & Islam, 2023), with widespread concerns that uncritical reliance on LLMs in thesis preparation threatens core academic standards (Stokel-Walker, 2022). Furthermore, literature identifies significant technical limitations that carry operational, legal, and reputational risks (Dwivedi et al., 2023; Zhang et al., 2023; Else, 2023):

a) Factual Inaccuracies: OpenAI acknowledges that ChatGPT occasionally generates plausible-sounding yet entirely incorrect or nonsensical answers (OpenAI, n.d.; Blog, 2023). Although factual grounding has improved in newer model iterations, hallucinated information remains an unresolved challenge (OpenAI, n.d.).

b) Lack of Logical Reasoning: As a statistical language model, ChatGPT lacks genuine cognitive understanding, self-awareness, or true reasoning capabilities, causing it to fail standard Turing tests (Hanna, 2023; Saghafian,

2023). It cannot execute authentic physical, temporal, or psychological inferences (Borji, 2023).

c) Inconsistency: Due to context window boundaries and probabilistic generation, inputting identical prompts across different sessions often yields divergent outputs, limiting its reliability in formal technical writing.

d) Absence of Consciousness: While capable of outputting syntactically coherent text, the model lacks subjective experience, intentionality, or emotional comprehension (Zhang et al., 2023; Borji, 2023).

These technical parameters contribute to notable forms of academic misuse:

a) Plagiarism and Misconduct: LLMs generate text derived from massive training sets containing copyrighted and uncredited works. Generating ungrounded academic prose without clear attribution directly violates traditional copyright standards and institutional integrity guidelines (Cotton et al., 2023). From a machine learning perspective, the model constructs output probabilistically rather than copying directly, creating an ongoing debate regarding the legal and ethical definition of AI-generated plagiarism.

b) Over-reliance and Intellectual Atrophy: Substituting AI text generation for critical synthesis discourages independent thinking and original analysis among researchers (Kasneci et al., 2023). Uncritical acceptance of model outputs is further compounded by static knowledge cutoff dates (e.g., September 2021 for earlier versions), which omit recent developments.

c) Disinformation and False Narratives: The capacity to generate persuasive text at scale introduces risks of echo-chamber creation and mass automated disinformation (The New York Times International, n.d.).

## 4. Ethical Considerations and Governance

Addressing these vulnerabilities requires a thorough evaluation of the ethical framework governing AI-assisted scientific writing. Misuse of computational tools in research remains a primary focus of academic misconduct investigations (Hosseini et al., 2023). Major ethical domains include:

a) Algorithmic Bias: When training sets reflect historical biases, LLMs amplify those societal stereotypes, producing skewed texts without understanding real-world consequences.

b) Fair Use and Data Mining: OpenAI's corporate structure and data scraping methodologies have drawn criticism regarding data laundering—leveraging non-profit research designations to assemble datasets for commercial deployments (Helms & Krieser, 2023).

c) Privacy Violations: Training datasets frequently incorporate personal identifying information harvested without consent, prompting regulatory actions such as temporary national bans under European data protection laws.

d) Accountability and Authorship: Because artificial systems lack legal capacity and personal responsibility, human authors remain fully accountable for any inaccurate, biased, or plagiarized content produced by AI tools (Hosseini et al., 2023).

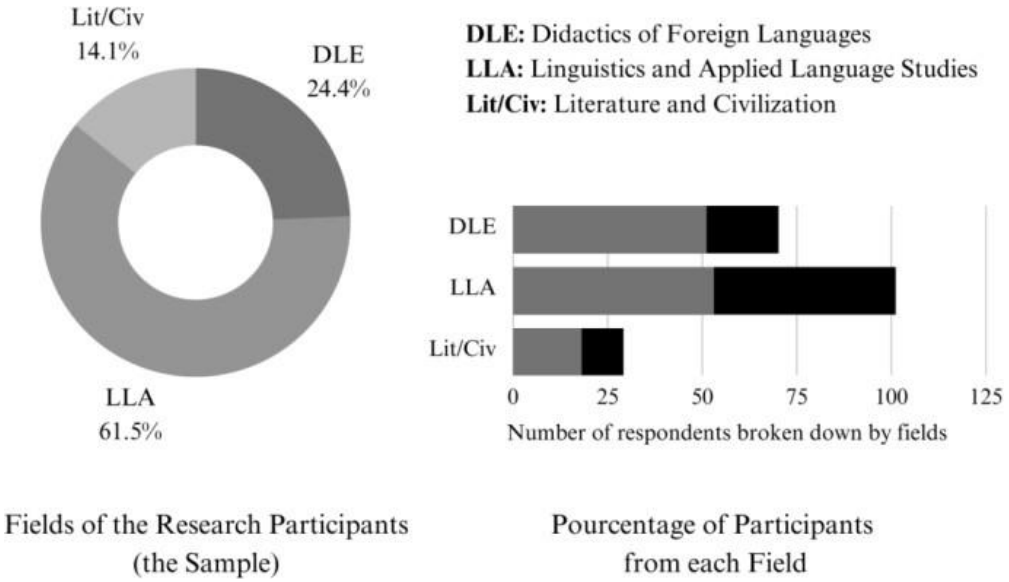
e) Intellectual Property and Disclosure: In alignment with standard journal authorship guidelines (Resnik et al., 2016), non-human tools cannot be credited as authors. Consequently, established standards mandate explicit disclosure, referencing, and transparent reporting whenever LLMs contribute to scholarly manuscripts (Hacker et al., 2023).

## III. Research Method and Tools

This study utilized a convergent parallel mixed-methods design. Quantitative data (percentages of tool usage, familiarity, and ethical attitudes) were analyzed using descriptive statistics. Qualitative data collected from open-ended survey prompts were categorized using thematic analysis, grouping student responses into core functional categories (Avoidance, Uncertainty, Declaration, and Paraphrasing) to contextualize the numerical trends.

The research population of this study consists of second year Master's students at the Department of Arts and the English Language at Frères Mentouri, Constantine 1 University during the academic year 2025-2026. They have been selected as a representative population due to their specific stage of academic progression and their engagement in research writing.

**Figure n° 01: Fields of Study of the Research Participants**




**Source: Prepared by the authors (survey data)**

To gather a representative data, the sample for this research was selected randomly from the previously mentioned population with each member having an equal chance of being selected, eliminating any subjective or personal biases that could influence the selection of participants. Out of the total target population of 186 second-year Master's students, 78 completed the survey, representing a response rate of 41.9% (78 ÷186×100 = 41.94%).

Data were collected using an online Google Forms questionnaire (docs.google.com/forms). In an attempt to avoid biases, the questionnaire has been sent to 186 students from the targeted population with a formal email using the students' email given by the department (@student.umc.edu.dz). The email introduced the sender and the aim of the study, and stated clearly that participation was voluntary and anonymous.

**Table n° 01: Questionnaire Ethical Considerations**

| Ethical Issues | Questionnaire |
|---|---|
| **Consent** | It was made clear in a spoken introduction that participation in this research is voluntary. |
| **Confidentiality** | Responses were anonymous and could not be traced back to a specific student. |
| **Harm** | There is no effect or benefit to the students who choose to take part of the research. |

**Source: Prepared by the authors**

### 1. Research Questions

This research aims at providing explanations to the following questions:

a) Do students use ChatGPT to substitute academic research?
b) Does ChatGPT affect the integrity of the research paper?

## IV. Study Results

The result that 85.8% of the surveyed students responded affirmatively to using artificial intelligence models (such as Grammarly, QuilBot, ChatGPT…etc.) to facilitate research writing is noteworthy. This indicates a high prevalence and acceptance of these models for enhancing their research writing process. Meanwhile, the relatively small proportion (14.2%) of students who reported not using them suggests a potential scope for exploring the reasons behind this choice. Some may prefer traditional writing approaches or may have concerns about the reliability or appropriateness of machine generated content for their specific research needs.

Findings from the two fundamental questions: whether they were familiar with ChatGPT, and whether they used it in their research writing, indicate a high level of familiarity with ChatGPT among the participants. With 91% of "yes" responses, the majority of students are aware of this specific large language model; meanwhile, 65.3% reported using it to support their research writing process, potentially benefiting from its capabilities such as generating ideas, paraphrasing texts, editing and proofreading, generating the outline, summarising articles, and generating research questions. On the other hand, a notable percentage of participants (34.6%) reported not using ChatGPT in their research, with 8.9% negative responses to knowing it. The rest of responses may indicate a preference for traditional writing methods or due to concerns about the limitations of artificial intelligence. Reflecting the on-going debate about the ethical implications of ChatGPT and large language models in academic research, collected data indicate diverse perspectives among the participants regarding the ethical implications and integrity impact related to using ChatGPT in academic research.

**Figure n° 02: Students' Attitude towards the Ethicality of Using ChatGPT in Research**




**Source: Prepared by the authors (survey data)**

When asked if the use of ChatGPT in academic research is ethical, 56.4% of the answers were positive, believing that it is acceptable to use it for research purposes. Participants justify their point of view by referring to the benefits of the tool. Firstly, they express that ChatGPT can be a valuable aid for students, as long as they maintain their originality. One of them said: "Using it as an assistant to gather information, summarise articles, and proofread is very helpful as it minimises efforts for the researcher and allows him/her to focus on what is more beneficial in the research process like the methodology and originality of ideas." They argue that while it provides assistance, it does not compromise the student's ability to contribute unique ideas and maintain their own voice in their research. Participants also highlight the time-saving aspect of ChatGPT as appeared in the responses: "I think ChatGPT has a large database, and in terms of research or knowledge, it will only make the process faster." adding "sometimes you find yourself stuck and ChatGPT offers you the help you need." While another one said: "It's like using a machine or a car or whatever invention to get everything done quickly and gain time." Thereby participants view it as a resource to overcome writer's block, enhance productivity, and speed up information retrieval.

Furthermore, participants stress the importance of giving credit when using ChatGPT saying: "it is a tool to help as long as you give it some credit." while another participant said: "In parallel, it should be referred or declared that the tool (ChatGPT) has been used in the presented work either by citation or quotation." underscoring the ethical responsibility of acknowledging its contribution to the research output.

The remaining number of participants (43.6%) held a negative view, suggesting reservations or concerns regarding the ethical implications associated

with its usage. When asked to justify their opinions, they highlighted several key concerns. Firstly, the notion that ChatGPT may not always provide accurate or reliable information is a valid concern as mentioned in the responses: “ChatGPT is not an authentic website, and not all information it provides is 100% correct.” Some of them worry that the artificial intelligence generated content may not be completely trustworthy or authentic, raising doubts about the credibility of the obtained information. Secondly, the participants express concerns about originality and plagiarism as said: “Your research is supposed to be your own creation, getting help from another source and not acknowledging is plagiarism. It doesn't matter if this source is a human being or a machine.” and “They are not my ideas. Maybe it takes the writings of other researchers and generates it as if it was mine.” believing that using the tool may lead to the presentation of ideas that are not genuinely the researcher's own. Participants express concerns that ChatGPT may exhibit certain biases in its generated content as said by a participant: “Even though most of the data there is pulled from actual sources on the internet, the AI is to an extent biased, so sometimes they'd sway one side over the other.” which could influence the research outcomes, thereby compromising objectivity and neutrality.

Relatively, when asked if the use of ChatGPT undermines the integrity of a research, the majority of the respondents (67.9%) stated that the impact depends on how the tool is used. Most students highlighted the need for critical thinking when using the tool and avoiding direct copy-pasting of paragraphs or essays as one participant stated: “It depends on how you use ChatGPT or any AI tool for that matter. If you use it to get inspiration or to save time summarizing a 30 pages article, that's okay, because it can get overly time consuming and exhausting to stare at papers all day.” and added: “However, the unethical side is when you do not fact check the data you receive from the AI, or when you directly copy paste straight up paragraphs and essays from the machine. It is not different than verbatim plagiarism in that case.” Overall, these responses suggest that participants recognize that ChatGPT has the potential to undermine research integrity if misused or relied upon excessively, but it may also be employed in ways that maintain the integrity of the research process.

A smaller percentage of participants (26.9%) expressed their belief that using ChatGPT indeed undermines research integrity perceiving the tool as risks to the credibility and trustworthiness of academic research and leading to issues such as plagiarism or the lack of individual creativity as one participant said: “it makes it less of a research and more of a collage of other peoples words.” Meanwhile, a

minority of respondents (5.1%) indicated that using ChatGPT does not undermine research integrity suggesting that the tool helps in organizing ideas, improving writing quality, or providing valuable insights in a manner that preserves the integrity of the research.

The question "If you encountered a situation where the use of ChatGPT resulted plagiarism, what would you do?" is included to assess participants' awareness of responsible research practices and decision-making in relation to plagiarism issues. Collected data showcase a range of behaviours related to addressing the situation reflecting awareness, ethical considerations, and strategies to ensure integrity in their research. However, it is worth noting that some participants expressed uncertainty or lack of knowledge on how to handle the situation. Responses are illustrated in the table below.

**Table n° 02: Participants' Responses to a Plagiarism Situation Involving ChatGPT**

| Category | Participants' Responses |
|---|---|
| **Avoidance** | I wouldn't use it. A lot of websites now have AI-checking, you'd input a text and it tells you if it's AI-generated or not, and that can undermine the credibility of the source/article.<br>As ChatGPT is a fairly new tool and not many people are aware of its regulations in academia, I think, as a student, I do actively try my best to not fall in the trap of plagiarism, and I aim to provide an ethical work even while using ChatGPT sometimes.<br>Plagiarism, whatever its source is, is an unethical practice in research.<br>Raising awareness is the basic step toward preventing it. |
| **Uncertainty** | I don't have a clear vision regarding this question. I don't really know.<br>I don't know. |
| **Declaration** | We should start considering mentioning it as a reference<br>In any sort of use I'll mention that I take it from ChatGPT or try to paraphrase what it gives me.<br>I would clarify that it is a new method where artificial intelligence is being integrated. |
| **Paraphrasing** | I would use plagiarism detectors to check for any signs of plagiarism before using the idea/piece of writing taken from ChatGPT.<br>I would paraphrase what ChatGPT had offered to avoid plagiarism.<br>I'll try to see if I can fix the problem, for instance, trying to paraphrase what ChatGPT has already gave or simply avoid using it. |

**Source: Prepared by the authors (open-ended survey responses)**

The last part of the questionnaire was an optional open-ended question, purposefully designed to gather data beyond the structured questions while inviting participants to express thoughts and perspectives related to the topic. A considerable number of participants expressed fears of potential consequences if being exposed or caught using ChatGPT in their research without proper acknowledgment; a participant said: "Teachers are gonna (going to) come after us when they see your results." Meanwhile, other responses reflected concerns about the rapid development of large language models and their impact on academic work; a participant said about the matter: "Using language models and programs such as ChatGPT will encourage academic dishonesty; there will be no credibility to the research." while another one said: "I hope teachers take actions and address this problem in an appropriate manner." A participant highlighted the role of teachers in verifying the authenticity of students' work and detecting generated content saying: "I would suggest that teachers check their students' written work on sites that tells whether or not future works are generated by an AI." and added: "It is unfair for those who actually search and the work to be assessed equally to those copy-pasted what ChatGPT wrote." Implementing this suggestion can help ensure that evaluations accurately reflect the individual's intellectual abilities and efforts. Overall, these responses indicate the importance of promoting awareness, education, and guidance on responsible and ethical use of large language models like ChatGPT in academic research to prevent plagiarism and preserve research integrity.

## V. Discussion and Conclusion

The empirical findings from this cohort of Master's students indicate that AI adoption is predominantly functional rather than disruptive to original research generation. Students primarily report using ChatGPT as an assistive utility, leveraging its capabilities for idea generation, literature condensation, and language proofreading to overcome writer's block without replacing core intellectual effort. Overall, participants view ChatGPT as an ethical tool when integrated responsibly alongside their own input. However, they simultaneously express concerns regarding its long-term impact on individual writing capabilities and original critical thinking.

Beyond technical execution, the research highlights significant nuances in student-supervisor communication. A noteworthy finding is that the majority of participants do not disclose their use of ChatGPT to their supervisors, largely due to concerns over negative reactions or perceived unethical conduct. Conversely, a smaller group of students emphasizes the value of transparency, believing that

open disclosure fosters constructive guidance. Given that generative AI usage is expected to grow among academic researchers, higher education institutions must proactively establish clear pedagogical policies and reporting guidelines. Developing institutional frameworks that foster transparent discussion can bridge the current divide between student practices and supervisory expectations, mitigating ethical risks while supporting responsible academic writing.

In conclusion, this study provides empirical insights into how second-year Master's students at Frères Mentouri Constantine 1 University utilize ChatGPT in their academic writing. The findings demonstrate that students do not employ the tool to replace original research investigation. Instead, ChatGPT is applied as an auxiliary utility for language polishing, summarizing, and structuring ideas. Regarding academic integrity, student perceptions depend heavily on usage: while students recognize benefits for language editing, concerns regarding uncredited generation and factual inaccuracies persist. Academic institutions should focus on developing clear policy guidelines and training programs that foster ethical AI literacy.

## VI. Limitations

Several methodological limitations should be considered when interpreting the findings of this study. First, the study sample is restricted to 78 second-year Master's students from a single department at one university (Frères Mentouri Constantine 1 University). Consequently, the findings cannot be generalized to all academic disciplines or broader international contexts. Besides, data were collected using self-reported questionnaire responses, which may be subject to social desirability bias regarding sensitive topics like plagiarism and supervisor disclosure. Additionally, the study captures student practices and perceptions at a single point in time. It does not directly compare the actual quality of AI-assisted manuscripts against non-AI-assisted manuscripts over time. Future research should address these constraints by conducting multi-institutional studies and employing direct textual analysis of student writing.

## VII. Recommendations and Institutional Implications

To address the ethical concerns and communication gaps identified among Master's students in this study, several actionable solutions must be implemented at both institutional and policy levels. Grounding institutional rules in broader governance frameworks, universities should focus on developing ethical guidelines and best practices tailored to academic research, alongside updated regulations that safeguard data privacy and security (Hacker et al., 2023).

Although legislative bodies; such as the European Parliament classifying generative models as high-risk technologies,and developers have introduced technical content-filtering and moderating mechanisms (Edwards, 2022; Perrigo, 2023; Zellers et al., 2019), technical guardrails alone cannot prevent academic misuse.

Because student adoption in this study was found to be largely functional (e.g., proofreading and brainstorming) yet characterized by non-disclosure due to fear of academic penalty, academic institutions must bridge this gap by adopting transparent, practical policies similar to those established by major scholarly journals (Hosseini et al., 2023). Rather than relying on outright prohibition, universities should establish clear reporting protocols, explicit citation standards for AI assistance, and supervisor training programs. Aligning institutional regulations with publishing integrity standards ensures that students can leverage generative tools in a transparent, accountable, and ethically sound manner without compromising original intellectual labor.

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## Appendix: Students' Questionnaire

### Exploring the Use of ChatGPT in Academic Research

The purpose of this survey is to gather information related to the use of ChatGPT among researchers. Your participation in this survey is voluntary, and it will take approximately 5 minutes to complete.

Your responses are confidential (they do not reveal your identity), and we appreciate your honesty and thoughtfulness in answering the questions. Your participation in this study will help us gain a better understanding of the topic.

**1. Experience Questions**

What are some challenges you encountered while writing your research?

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Have you ever used artificial intelligence models to facilitate research writing? (Grammarly, QuilBot, ChatGPT…etc.)

- Yes
- No

Do you know ChatGPT?

- Yes
- No

Have you ever used ChatGPT in your research?

- Yes
- No

If yes, how do you typically use it? (Please select all that apply)

- To generate ideas
- To paraphrase texts
- To summarize articles
- To generate an outline
- To generate research questions
- To edit and proofread your writing

**2. Attitudinal Questions**

Do you believe that using ChatGPT in academic research is ethical?

- Yes
- No

Please justify your answer.

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Do you think that using ChatGPT in academic research undermines the integrity of the research process?

- Yes

- No
- It depends on the use

Please justify your answer.

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What are your thoughts on the use of ChatGPT in academic research?

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Do you think the use of ChatGPT in academic research will become more or less prevalent in the future?

- More prevalent
- Less prevalent
- Not sure

How do you think academic institutions should address the use of ChatGPT in research?

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**3. Behavioural Questions**

Do you usually cite the source material when using ChatGPT to generate content?

- Yes
- No
- I do not use ChatGPT generated content in my research

If you encountered a situation where the use of ChatGPT resulted plagiarism, what would you do?

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In case you have used ChatGPT in your research, did you disclose this to your supervisor/teacher?

- Yes
- No

Please justify why.

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Is there anything else you would like to add on this topic?

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