Article

✉ Author 2 authoremail@gmail.com
https://orcid.org/0000-00000000

Title

Author 1
Department/Faculty
University
Country

Author 2
Department/Faculty
University
Country

ABSTRACT

A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References must be avoided. Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself. The abstract must be in a single paragraph.

INTRODUCTION

The present study explores how students use Artificial Intelligence (AI) chatbots to improve their academic writing in a university-level English as a Foreign Language (EFL) course and how the use of such tools impacts foreign language (FL) writing confidence. While AI is not a new phenomenon, the release of ChatGPT and similar tools in the 2020s has led to a renewed interest in how these platforms are used in the context of higher education. According to Fui-Hoon et al. (2023), GPTs, or Generative Pre-trained Transformers, refer to "Large Language Models (LLMs) that use deep learning techniques for extensive training with tremendous amounts of data;" given their access to all these data, these chatbots are capable of producing human-like responses in online conversations.

Although the text output of ChatGPT and similar tools remains distinct from human-generated texts, they have been found to be useful in assisting humans in written tasks (Imran & Almusharraf, 2023). Numerous reports illustrate how these tools can be used to help plan lessons, proofread written documents, and even generate authentic-sounding texts (Božić & Poola, 2023; Van Dis et al., 2023).

LITERATURE REVIEW

Towards a Framework for Responsible AI Use

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Table 1: xxx

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METHODOLOGY
Research Context

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FINDINGS

RQ 1: Insert your RQ
Answer

RQ 2: Insert your RQ
Answer
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DISCUSSION
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CONCLUSION
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REFERENCES (APA Style 7 edition)
Abbas, M., Jam, F. A., & Khan, T. I. (2021). Is it harmful or helpful? Examining the causes and consequences of generative AI usage among university students. *International Journal of Educational Technology in Higher Education, 21*(10).

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APPENDIX 1

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