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**Штучний інтелект у навчанні академічного
письма: написання «за-і-проти» есе**

АНОТАЦІЯ. Упродовж останніх років глибоке дослідження штучного інтелекту (ШІ), зокрема Chat Generative Pre-Trained Transformer (ChatGPT) як одного із його видів, довело ефективність і результативність застосування цієї технології у різних галузях. Насамперед, це стосується освіти, де використання подібних інструментів може сприяти підвищенню якості навчання та викладання. Утім, реалізація цих можливостей у сфері навчання академічного письма (АП) ще не повністю вивчена. Представлена стаття, присвячена означеному питанню, ілюструє результати проведеного аналізу можливостей інтегрування ChatGPT у викладання курсу АП у межах університетської навчальної програми. Зокрема, основну увагу у статті сконцентровано на проблемі навчання магістрантів написання якісного академічного «за-і-проти» есе. Метою цієї статті є розроблення загальної концепції поступового задіяння ChatGPT у процес навчання АП. Для досягнення поставленої мети використовуються методи теоретичного позиціонування, порівняльного аналізу та якісного дослідження. Відповідно, у статті ґрунтовно потрактовується явище ChatGPT, надаються його характеристики, переваги та недоліки, а також окреслюються особливості, ключові елементи та етапи створення академічного «за-і-проти» есе. Крім того, у статті аналізуються можливості застосування ChatGPT на таких етапах написання есе, які можуть виявитися особливо складними для студентів, та характеризуються потенційні ризики надмірного використання та залежності від ChatGPT, що може призвести до послаблення когнітивних здатностей студентів і нівелювання набутих умінь АП. Також у представленій науковій праці підкреслюється необхідність додаткового дослідження окресленої проблеми для розв'язання питань, пов'язаних із довгостроковими наслідками задіяння ChatGPT у сферу навчання АП. Зрештою, у статті висвітлюється процес динамічного інтегрування ШІ в сучасні освітні умови та окреслюються перспективи подальших досліджень у цій галузі.

КЛЮЧОВІ СЛОВА: штучний інтелект; ChatGPT; переваги та недоліки ChatGPT; академічне письмо; «за-і-проти» есе; студенти університету.

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Artificial intelligence in academic writing: composing a for-and-against essay

ABSTRACT. Over the past years, Artificial Intelligence (AI) and Chat Generative Pre-Trained Transformer (ChatGPT) as its type have been extensively investigated and proved to be effectually employed within various spheres including education, offering promising opportunities for enhancing teaching and learning processes. However, the realization of these opportunities within the realm of Academic Writing (AW) instruction have not yet been thoroughly studied. Therefore, this article addresses this matter and exposes the results of a conducted analysis of the potential for integrating ChatGPT into AW instruction within the University curriculum. Specifically, it focuses on the issue of teaching master students how to create a successful for-and-against academic essay. Besides, the aim of this article is to develop an overarching framework for the incremental incorporation of ChatGPT into the AW course. To achieve this aim, the article resorts to such methods as theoretical positioning, comparative analysis, and qualitative research. Accordingly, the presented study expounds on the phenomenon of ChatGPT, its attributes, merits, and shortcomings, while also outlining the notion, features, key elements, and stages of producing for-and-against academic essays. In addition, it delineates the possibilities of ChatGPT's application at various stages of essay writing, which may appear challenging for students. Furthermore, it recognizes potential drawbacks of ChatGPT, such as the risk of its overutilization and overreliance, which may result in obliterating students' cognitive capabilities and AW skills. The presented study also underscores the necessity for additional immersion in the matter under discussion to address the issue related to long-term effects of integrating ChatGPT into AW instruction. Ultimately, the article sheds light on the AI's dynamic integration in modern educational settings and provides implications for further research in this field.

KEYWORDS: *artificial intelligence; ChatGPT; merits and flaws of ChatGPT; academic writing; for-and-against essay; University students.*

Formulation of the problem. This paper delves into the relationship between two domains, namely Academic Writing (AW) and Artificial Intelligence (AI). In particular, it addresses the controversial issue of applying ChatGPT in the process of teaching University students how to compose for-and-against academic essays. Therefore, **the major objective** of this paper is to develop an overarching framework for ensuring the efficacious use of ChatGPT within the AW course. To achieve this objective, the methods of theoretical positioning, comparative analysis and qualitative research are employed.

Analysis of literature on the theme. Representing a relatively new area that continues its rapid advancement alongside a broader phenomenon of AI, ChatGPT, as its type, has been investigated within various realms. Specifically, fundamental research revolves around ChatGPT's potentials in the educational domain [14; 18; 10; 5; 11]. However, a limited number of studies are apt to demonstrate to students pursuing a master's degree how ChatGPT can facilitate the process of producing quality academic essays without detriment to their mental abilities [2; 3]. To illuminate this uncharted area, the concept of ChatGPT as well as the notion of a for-and-against academic essay have been examined from various perspectives focusing on revealing specific features, major benefits and demerits of the former and delineating the purpose, characteristics, structure, and production stages of the latter.

At present, numerous studies acknowledge not only possibilities but also the significance of employing ChatGPT in AW [1; 6; 12; 15; 17; 21–25]. However, pros and cons of AI's applications in English AW classes remain an urgent problem, which needs to be addressed. Given the concerns that arose alongside the introduction of ChatGPT, it is essential to explore and elucidate more comprehensively the potential utilization of ChatGPT in AW.

Results. In particular, in the context of AW, the concept of a for-and-against academic essay or the so-called *pros and cons essay* can be delineated as a formal piece of writing that concentrates on a topic, analyses it from contrasting perspectives and exposes its strengths and

challenges in an impartial and balanced manner presenting them objectively, with equal specificity, avoiding harsh and emotionally coloured evaluations. Furthermore, the presentation of arguments is supposed to be supported by relevant evidence and instances. The purpose of a for-and-against essay is to provide a poised consideration of the discussed topic, allowing readers to penetrate into complexities and make informed judgments [8]. However, this purpose embraces and simultaneously goes far beyond the aforementioned. That is due to the fact that the proficiency to produce quality for-and-against essays plays a pivotal role in enhancing students' cognitive capacities such as synthesizing and analysing, critical thinking, reasoning, manipulating information, making inferences, solving problems and more, as it helps not only to logically organize data, ideas and thoughts, but also cultivate the abilities to evaluate diverse perspectives, construct well-reasoned arguments, and articulate balanced viewpoints. In their turn, these abilities affect students' analytical skills enabling them to engage more effectively in complex discussions and make reasoned decisions grounded on a multifaceted inquiry that induces a comprehensive understanding of issues.

The common structure of a typical for-and-against essay comprises three integral parts, namely, the introduction, the main body, and the conclusion. Each part is distinguished by specific characteristics, which have to be taken into account during the writing process. Particularly, the introduction encompasses a compelling opening sentence meant to pique and capture the reader's interest, followed by several sentences providing background information and a general overview of the topic to familiarize the reader with the context, and a concise debatable thesis statement, which serves as a central argument or claim that the essay will explore establishing a framework for presenting and examining both sides of the topic. However, it should be kept in mind that expressing a personal stance in the introduction is inappropriate.

The main body of the essay comprises several coherent paragraphs, each starting with a topic sentence. The number of paragraphs varies

based on the requirements to the essay, the complexity of the topic under discussion, and the writer's preferences on the organizational model of the paper, since arguments can be grouped together in one paragraph for advantages and one for disadvantages, or each argument can be allotted its own paragraph. Regardless of the pattern, it is crucial to mind transitional sentences, which facilitate a seamless shift from the arguments in favour to those in opposition. Additionally, all the arguments are to be supported by relevant evidence and examples.

After completing the introduction and the main body, the focus shifts to producing the consummating conclusion. This part implies restating the thesis, summarizing the key points emphasizing both merits and flaws, and suggesting a final personal evaluation or opinion based on the conducted analysis, which should remain well-balanced and objective [7; 8]. Hence, consideration of the structural pattern of a for-and-against essay may directly affect the quality of the final output.

Another mandatory requirement for writing a quality for-and-against essay is abiding by its stages of production. Typically, there are six of them: 1) selecting a topic; 2) researching a topic; 3) creating a clear-cut outline; 4) producing the first draft; 5) revising the first draft; 6) proofreading an essay. Respectively, each stage exhibits its distinctive attributes. The first stage involves selecting a debatable topic that has pellucid for and against arguments. The subsequent stage implies gathering relevant information, comprehensive evidence and instances by examining up-to-date literature, studies, and academic papers in order to delve into the matter from different perspectives, and lay foundation for subsequent arguments. After completing the first two stages, an explicit outline has to be developed. It aims to logically organize major ideas and key findings, and effectively structure the overall essay. A thorough outline includes an introduction, a series of paragraphs presenting for and against arguments, and a conclusion. Each point has to be represented by major ideas and supporting details. The stage of producing the first draft of an essay requires strictly adhering to its outline, smoothly transitioning from the theoretical

framework to its practical composition. This entails meticulously crafting an introductory paragraph with a debatable thesis statement, body paragraphs with arguments and counterarguments substantiated by pertinent examples, corroborative evidence, comprehensive analysis, and transitional sentences to help the reader logically move from one argument to the other, and a conclusion that provides a final perspective on the topic without introducing new information. Given that the first draft is created, it has to be intently revised and checked for consistency in arguments, ensuring that each point is well-supported and refining language for precision and readability. Grammar, lexical, and punctuation errors do not have to be rectified at this stage as it is the task for the stage of proofreading the purpose of which is to make sure that the accomplished work is elaborated and perfected, and accurate in terms of language and format [4]. Consequently, the procedure of producing a well-structured and balanced for-and-against essay requires abiding by the above-delineated stages.

Despite students' being aware of how to create an academic essay the process of writing per se frequently appears challenging for them and they may tend to struggle with smoothly following the stages of writing and transitioning from idea to the other. To overcome possible issues that may arise at different stages of writing, ChatGPT can be employed. This tool is a conversational language model developed by OpenAI in 2018. Being a part of the Generative Pre-Trained Transformer (GPT) family of models, based on the Transformer architecture and trained on extensive text data, ChatGPT possesses the ability to generate a natural-sounding output close to that produced by humans [19, p. 273; 18; 13, p. 3].

Beyond its capacity to generate human-like content, ChatGPT is distinguished by supplementary benefits that render it highly useful in the educational sphere, particularly in AW. Such benefits encompass expertise across multiple domains including creative writing, where it can emulate writing styles or maintain a specific tone, provide prompt processing and responsiveness to queries, continuous availability, as well as the ability to serve as a personal tutor clarifying unknown concepts

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and fostering a learner-friendly educational environment [17; 9]. Overall, ChatGPT's multifarious merits prove it to be a valuable tool to be utilized in educational contexts, specifically, to augment AW competency.

That given, in accordance with some educators and scholars (see, for example, K. Driessen, L. Krammer, D. Kryvoshyia, C. Lo, S. Ortiz, O. Vovk), ChatGPT can be effectively applied in the process of creating an academic essay (including a for-and-against essay). Specifically, this tool can assist not only in brainstorming ideas and selecting a relevant topic, but also in narrowing it down during the initial writing stage. Furthermore, it can foster the research procedure by summarizing key points and providing information, statistics, and facts on the chosen topic to support arguments and counterarguments. ChatGPT can also create a comprehensive outline, ensuring that all the ideas are presented smoothly and logically. At the stage of revising the first draft, it can enhance the input text by offering improvements in terms of coherence and cohesion such as adding transitional words and phrases, refining sentence structures, improving the clarity and persuasiveness of the arguments presented. In addition, ChatGPT can propose rhetorical strategies and persuasive techniques to strengthen the arguments. These embrace the use of ethos, pathos, and logos, as well as stylistic devices like repetition, parallelism, analogies, metaphors, comparisons, rhetorical questions, etc., making the essay more compelling [20; 16]. Finally, this tool can help to proofread the essay eliminating grammar, lexical, and punctuation errors ensuring consistency in tone and style. Thus, leveraging ChatGPT at different stages of producing an essay can facilitate the writing process warranting the final output to be well-researched, logically organized, and persuasively argued.

Nevertheless, at this point a stipulation is needed. Despite illustrated probable applications of ChatGPT, it is crucial to resort to it only at the stages, which pose serious challenges to students [25, p. 155], whereas such operations as picking up arguments and counterarguments (though they may be broadened and improved by ChatGPT), developing a thesis statement, crafting the first draft, drawing conclusions, etc. must

be accomplished by students independently, on their own, without any assistance. Only under this condition it is possible to avert the emergence of significant issues and consequences associated with the abusive application of ChatGPT.

First and foremost, the irrational utilization of ChatGPT in AW may lead to overdependence on it among students fostering a parasitic attitude that may hinder the growth of their cognitive capacities and, among other things, AW skills vital for their future occupations. Furthermore, this tool, relying on inaccurate data, may produce low-quality outputs. Such content may turn out biased or even fabricated despite sounding plausible, not only causing the “AI hallucination” phenomenon [1], but also compromising the reliability and factual accuracy of an essay, thereby potentially undermining academic integrity and credibility [21, p. 393–394; 23, p. 14; 24, p. 35–40]. Finally, the abuse of ChatGPT renders the fair assessment of students’ works nearly impossible, as distinguishing AI-generated content from original student contributions is highly challenging [12; 22, p. 326]. Hence, while recognizing the advantages of ChatGPT, it is essential to identify and address its limitations within academic settings.

On balance, the dichotomy in the impact of ChatGPT’s employment within the domain of AW gives rise to the following implications: while this tool can significantly facilitate the procedure of writing a for-and-against essay assisting in overcoming challenges faced by students, its misuse and overuse may backfire with detrimental results impeding the development of students’ cognitive abilities not to mention diminishing the overall quality of the final academic outcome. These underlying inferences are consistent with research emphasizing that careful deliberation is necessary before incorporating ChatGPT into AW instruction. Another limitation of its integration is the absence of a robust and comprehensive framework for assessing students’ works partly or completely produced by virtue of ChatGPT. This consideration is especially pivotal when exploring potential applications of ChatGPT in AW within University curricula. Therefore, further in-depth exploration of

the discussed issue through additional studies is necessary and warranted.

Conclusions and suggestions. To conclude, this article examines the possibilities of ChatGPT's integration into the AW course. Specifically, it revolves around the issue of teaching University students how to produce quality for-and-against essays. It begins by considering the nature of a for-and-against essay, delineating its features, objectives, and writing stages. Then it analyzes ChatGPT's attributes, inspecting how they may enhance the writing process and final results, delving at the same time into its shortcomings that may hinder and negatively affect these aspects. That allows to make an inference that given the growing prevalence of AI tools like ChatGPT in educational contexts, it is crucial to assess and reckon with their potential advantages and challenges. Additionally, this study identifies a notable limitation, which implies a scarcity of investigation concerning grading procedures for essays co-authored with ChatGPT, providing implications for further research. To sum up, this paper though far from being conclusive nevertheless provides valuable insights into the effective employment of ChatGPT in teaching how to produce an effective for-and-against essay as part of a University AW course.

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