



## STUDENTS' UTILIZATION OF PROMPT TECHNOLOGY APP IN ACADEMIC WORK: IMPLICATIONS ON TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS (HEIS)

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### ABSTRACT

This qualitative-phenomenological study aimed to determine how students utilized prompt technology apps in their academic work. To gather the necessary data, 20 English major students from the College of Education at PHINMA University of Iloilo were interviewed. The study identified several key themes regarding students' utilization of prompt technology apps in their academic work. The result revealed that Google, Chatgpt, and Quillbot, are the most frequently utilized apps. The students' utilized prompt technology apps to assess information in daily basis and improve understanding of complex vocabulary. The challenges encountered of the students are information accuracy and information overload. Students managed these challenges through using different prompt technology app and looking for most reliable source. The researcher suggests that higher education institutions (HEIs) should reevaluate their curricula to include training programs for teachers. These programs would

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ensure students effectively harness the benefits of prompt technology while maintaining rigorous academic standards.

**Keywords:** *Prompt technology app, Academic work*

## INTRODUCTION

The rapid advancement of technology has transformed educational practices across the globe. In higher education institutions (HEIs), the integration of technology into academic work has become indispensable. Among the emerging trends is the use of prompt technology applications, tools designed to provide instant responses, assist with idea generation, and streamline academic tasks. These applications have gained traction among students, particularly in disciplines requiring extensive written outputs such as English studies.

English instruction in higher education institutions (HEIs) primarily aims to cultivate students' critical thinking, language proficiency, and communication skills. The emergence of prompt technology applications has introduced new opportunities for students to refine their writing and comprehension abilities, serving as valuable tools for academic growth and skill development. Applications such as Grammarly, ChatGPT, and other AI-driven platforms provide immediate feedback on grammar, structure, and style, helping students produce

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polished outputs in less time. These tools have been praised for reducing cognitive load and improving students' confidence in their academic abilities (Dizon, 2021; Wu et al., 2022).

However, the reliance on prompt technology apps has sparked debates among educators. While these tools can be effective for addressing common language challenges, they may inadvertently limit students' ability to engage deeply with academic tasks. Some researchers suggest that overdependence on these technologies may impede the growth of crucial abilities, including critical thinking, creativity, and independent problem-solving (Turnitin, 2023). This issue is particularly significant in English courses, where the authenticity and originality of students' work are crucial components of learning.

Moreover, the rapid adoption of these tools presents challenges for educators in HEIs. Traditional approaches to teaching and assessment may no longer fully address the evolving needs of digitally empowered students. Educators must explore creative methods to integrate these tools into their teaching approaches, ensuring they enhance rather than substitute the learning experience (Lee & Lai, 2020).

## MATERIALS AND METHODS

### Research Methodology

This chapter describes the basic processes of qualitative research and its components, including the research method, research design, study participants, sampling design, research instrument, validity of research instrument, data collection procedures, and data analysis.

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## Research Method

The study used the descriptive research method with in-dept interview to gather data. A validated interview guide was used to identify students' utilization of prompt technology app in academic work: Implication on teaching English in Higher Education Institutions. According to Moore (2022), descriptive research methods are meant to describe or explain what happens to whom and where, rather than how or why. Researchers and psychologists use descriptive research methods to collect data and explain the complexities of behaviors, patterns and other phenomena.

## Research Design

The study used a qualitative design using phenomenological approach. As explained by Tassone (2017), phenomenology is an in-depth, methodical effort to comprehend the structures of first-person live experience. Smith (2013) explained that Edmund Husserl, the key figure in the development of phenomenology, defines it as an exploration of human experience, encompassing perception, thought processes, memory, imagination, emotions, desires, will, bodily awareness, and physical actions.

Moreover, the study used this approach by identifying the students utilization of prompt technology app in academic work and its implications on teaching English in Higher Education Institutions (HEIS). To gather the required data, the researcher encouraged respondents to answer the questions openly and thoughtfully.

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## Participants of the Study

The study utilized a strategy known as “purposeful selection” in determining its participants. This approach, as explained by Palinkas et al. (2016), is commonly employed in qualitative research to identify individuals who can contribute extensive and meaningful insights into the subject matter being explored.

## Sampling Design

In purposive sampling, researcher chose a sample based on a particular objective or aim, ensuring that the sample presents the characteristics or attributes relevant to the study. For this study, twenty (20) students from the College of Education at PHINMA University of Iloilo were chosen. All were English Major and were using prompt technology applications during academic year 2023-2024.

## Research Instrument

The researcher used in-depth interview guide questions as research instrument in order to get comprehensive and in-depth information during the interview process.

The interview guide questions had two parts. Part I was their short profile. Part II contained the major questions related to the study, focusing only on the learners’ utilization of prompt technology app in their academic work. Respondents were encouraged to freely and meaningfully respond to the questions presented.

## Validity of the Research Instrument

According to Britannica (2008), the validity of an interview guide pertains to its ability to accurately assess the intended subject.

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The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The research-made interview guide was submitted to the adviser for review and revision, then to a panel of experts for content-and-face validation using the Eight-point criteria of Good and Scates (1972). Revisions were carefully noted, and suggestions and corrections were thoroughly incorporated.

### Data Gathering Procedures

The data-gathering procedure began after the study was approved by the panel of experts. Subsequently, the researcher sought and received approval from the Dean of the Graduate School and the Dean of the College of Education to proceed with the study.

The researcher set a convenient schedule with the participants and asked them to answer the provided interview-guide questions. The researcher assured the respondents that their answers would be treated with utmost confidentiality.

After the interview, the researcher transcribed, interpreted, and analyzed all the comprehensive and in-depth information collected.

### Data Analyses

The collected data were transcribed, examined, and interpreted through thematic analysis. According to Braun and Clarke (2006, as cited in Blanza, 2022), thematic analysis is a qualitative approach used to identify, analyze, and describe recurring patterns or themes within a dataset. It minimally organizes and describes data set in rich detail.”

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Therefore, the researcher followed the six-step thematic analysis as it is considered as the most influential and widely accepted approach (Marguire & Delahunt, 2017). These steps include becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

## RESULTS AND DISCUSSIONS

The study aimed to ascertain the students' utilization of prompt technology apps in academic work.

The participants in the study were all twenty (20) students, from English Major program of the College of Education PHINMA University of Iloilo.

A researcher-made interview guide was used to gather data.

The following are the findings of the study:

A significant percentage of students were found to use prompt technology apps for academic tasks such as essay writing, word meaning, and generating ideas. Google, Chatgpt, Quillbot, Cici, and Grammarly were particularly popular for their convenience and ability to provide quick answers.

Among the prompt technology apps, students commonly used tools like Google and ChatGPT for academic tasks, citing their ease of use and accessibility.

Students use prompt technology apps primarily to access additional information, generate definitions, and refine grammar, aiding them in completing academic tasks efficiently.

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The study identified several significant challenges faced by students in utilizing prompt technology applications. These include an over-reliance on AI-generated content, which may hinder the development of independent problem-solving and critical thinking skills. Ethical concerns, particularly regarding the potential for academic dishonesty and plagiarism.

Furthermore, students reported difficulties in evaluating the accuracy and credibility of AI-generated outputs, as well as challenges in ensuring the originality and contextual appropriateness of their work. Additionally, technical issues such as unreliable internet connectivity and the overwhelming volume of information provided by these applications further complicated their effective use in academic tasks.

Students managed the challenges they encountered while using prompt technology apps by actively seeking reliable sources, including books and trusted websites, to ensure the accuracy of the information they obtained. They often double-checked the content generated by the apps to verify its relevance and correctness. In addition, students took proactive steps to enhance their internet connections, ensuring smoother interactions with the technology and minimizing disruptions during their academic work.

## CONCLUSION

Based on the findings, the following insights were drawn:

Prompt technology apps offer several benefits and challenges in academic settings. These tools improve students' efficiency by providing quick grammar checks, content suggestions, and writing support, allowing them to focus more on refining their work.

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Additionally, these apps expose students to advanced language models that can help improve their vocabulary, writing style, and grammar.

However, excessive reliance on these tools may hinder the development of independent writing skills. When students depend too much on technology for generating content or correcting errors, they may lose opportunities to engage in critical thinking and creative expression.

These apps can also support students who struggle with writing by providing additional resources to understand grammar and structure. As prompt technology becomes more common, it is essential for teaching methods to adapt, focusing on digital literacy and the ethical use of these tools. Ultimately, while prompt technology apps can enhance the learning experience, they should be used in a way that supports, rather than replaces, essential academic skills.

To address these concerns, clear guidelines and policies are needed. Educators should balance technology use by designing assignments that promote creativity and critical thinking while also integrating these tools to enhance learning.

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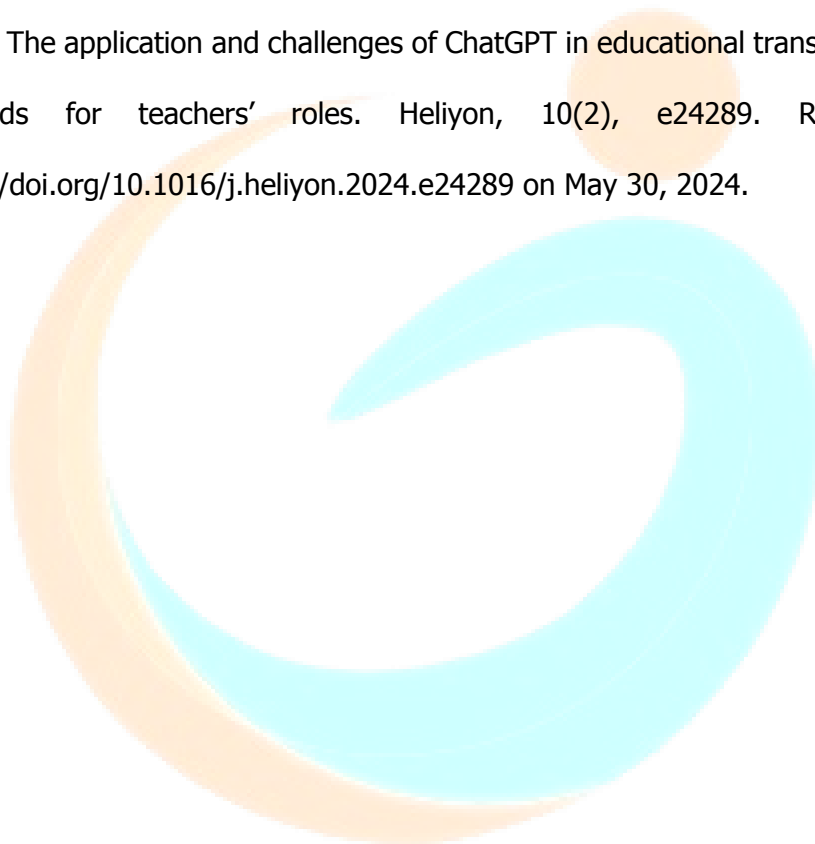


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