



RESEARCH PAPER

Exploring Students' Attitudes towards Using ChatGPT in English Language Classroom at University Level

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ABSTRACT

ChatGPT, a language model chatbot introduced in November 2022, has become a focal point of interest in the educational circles, notably in the area of language acquisition. Consideration about its adoption and implementation at the higher education level are still unanswered. This study examines the attitude and how English language learners feel about utilizing ChatGPT at undergraduate level using the Technology Acceptance Model. Eight English language students from four disciplines-sociology, psychology, education, and English at private and public universities in southern Punjab Pakistan participated in semi-structured interviews. Data analysis was conducted using NVivo 14. Findings reveal the most English language learners at Pakistani's universities have positive attitude and favorable thoughts on ChatGPT for their English Classrooms. It is incredibly user-friendly and supports students in English classes with speaking, writing, clarifying grammar structures, brainstorming, and comprehension of subject matter and assisting in projects and assignments. ChatGPT improves their individualized language learning process and makes them more motivated to study a second language. Among the difficulties they encounter include misinterpret queries, lack of contextual understanding and excessive text redundancy. The study's findings indicate that while students have accepted this technology in their English classes, teachers should investigate it more and gather information to ensure students utilize it responsibly, help them increase their ability to critically evaluate this technology. Based on these findings research provides suggestions and future implications for further study.

KEYWORDS Artificial Intelligence, ChatGPT, English language classrooms, NLP, Pakistan Higher Education

Introduction

With its recent launch on November 30, 2022, ChatGPT created a stir worldwide. When it was first released, a lot of people created accounts and began utilizing it. This chatbot converses with people in natural language using an NLP and AI processor. It provides you with instant feedback in addition to speaking like a genius person. (David Baidoo-anu, 2023) Open AI is the developer of it. It complies with all directions and responds to the prompt. On the modified model, it functioned. Millions of people utilize the original ChatGPT 3.5 model which has been updated to include ChatGPT-4, a fee-based model with more capabilities. This AI tool is the most widely used revolution in AI ever produced, outperforming other traditional chatbots because of its superior discussion mechanism. It was therefore a big success. Its numerous uses astounded everyone in the field of language instruction. It quickly rose to the top of the global list of excellent resources for second language acquisition. First to accept it, students began using it for a variety of purposes. Faculty and educational organizations in Pakistan are hesitant to officially deploy ChatGPT in the classroom due to concerns about potential hazards, such as plagiarism and cheating. This chatbot assists with all language-related duties in addition to having significant conversations with people.

Although there is a chance that students will use it to replicate assignment solutions, it is thought that this could have a detrimental impact on their education and impair their ability to think creatively. (Zhang & Aslan, 2021) However, all these views necessitate discovering the truth from the other side of the coin, namely via the eyes of the students. Insights from consumers are equally important when assessing any decision. Thus, this study will give instructors important new information on how English students who initially began using it, perceive it.

Although ChatGPT has the potential to completely transform language learning, it appears unlikely that students will incorporate it into their reality routines. To evaluate whether the potential benefits of this technology outweigh any concerns, it's essential to understand how university students use and perceive it. (Iqbal et al., 2022) The study aims to explore university students' acceptance of ChatGPT and its implications for second language education in Pakistan higher education. It will be feasible to plan measures to reduce any possible threats brought by technology while also utilizing its potential benefits by studying how university perceive and feel about it. Furthermore, this research can help teachers comprehend more effectively how to use such devices to improve language acquisition for their students. This study investigates university students' willingness to embrace ChatGPT in the context of their English classes. This innovative technology enables students to naturally utilize digital content and gain skills in a real-world setting, which makes it valuable in universities.

Literature Review

(Julio Christian Young, 2023) talked about ChatGPT's potential versions and future in his work, emphasizing its multimodal characteristics above its text-centric design. In his study, he stated that ChatGPT and other AI technologies will play a pivotal role in various sectors, including health, education, marketing, and business. (Javaid et al., 2023) contends that we must accept the fact that innovation will always exist and reconsider how we approach training and examinations. Technologies literacy tactics need to be better competitive, learning- focused, comprehension, adaptable, and place more of an emphasis on higher education to help people move away from outdated, and traditional teaching methods and toward a more knowledgeable and focus-centered tackle that will allow them to stay at ease when learning a foreign language. A casual look at the advances in artificial intelligence, particularly as they relate to ChatGPT, indicates that most of these users are outliers. As a result, technological advancements must be embraced and adjusted to Pakistan's circumstances. Despite the growing concerns and the need for in-depth research, there aren't many thorough studies that examine the extent and actual user experience of ELLs learners using ChatGPT in language learning for English classes. (Shaengchart et al., 2023) Therefore, the goal of the study is to assess not only the tool's usability and usage patterns among Pakistani English learners in universities, but also the difficulties and obstacles they encounter in the classroom.

Technology acceptance model by (Davis, 1989) is one of the best models available to detect consumers acceptance of any technology and their usage (Silva, 1989). The attitude can be measured through because of two variable PU and PEU. PU explains that what is the expectation of the consumers for the effectiveness and usefulness of any technology and on the other hand PEU explains how easy any specific technology to use. The model also explains the belief that particular technology will increase their output while doing any task. If the belief is stronger that technology will be helpful, they will use it more. If one wants to understand the acceptance it's the very first step to comprehend these variables. TAM can be applied in to various technologies to find out

the user's behavior, and several studies have done so. Research conducted by (Wojciechowski & Cellary, 2013) explains the attitude of chemistry students learning AR environment. Either students have accepted mobile learning or not it has been found out in the study of (Briz- Ponce et al., 2017). Sancheez-Prieto et al. (2017) probed that PEU affected instructors' investigation of the possible impacts of mobile devices use on BI in future instructional practice, and each variable directly affects intention. The model also being used to find out factors affecting the e-learning in past researches. In all studies it has been observed that EU and PU directly determine the Behavioral intention and attitude of consumers. AT can be determined directly and BI can be determined indirectly. While both EU and PU doesn't have direct relationship either. However, no research has been done on using ChatGPT with the TAM yet in the context of Pakistan yet. Therefore, the purpose of this article is to assess English students' opinions on ChatGPT by utilizing TAM.

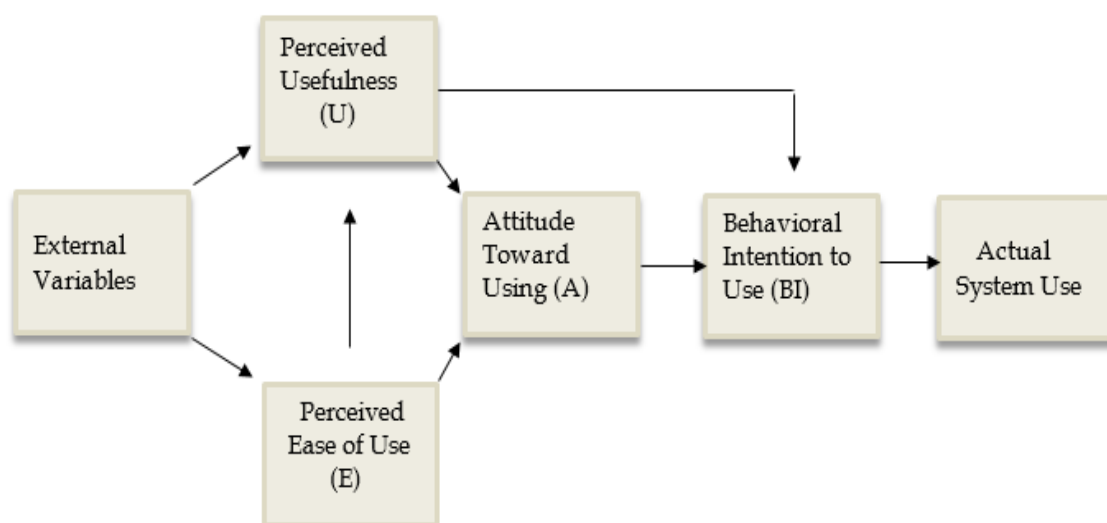


Figure1. Conceptual Model

Material and Methods

A qualitative research methodology was used in this study to ascertain how students perceived ChatGPT, eight students from Pakistani government and private universities participated in semi- structured interviews. Every participant was chosen according to how well they had used ChatGPT, During the interviews, questions centered on students' perceptions of ChatGPT's perceived ease of use (PEU) and perceived usefulness (PU), as well as any external factors that impact their attitude toward utilizing this sort of technology in the classroom. Because it enables us to go beyond quantitative data and have a deeper knowledge of students' perspectives toward ChatGPT, qualitative investigation is a relevant methodology for the present research. We can learn more about students' perspective of the technology by delving deeply into what they think and believe through the semi-structured interviews. Additionally, qualitative research gives us a comprehensive grasp of participants' ideas, views, and beliefs that we may utilize to further improve our comprehension of the subject. The interviews took place across seven days, with a duration of roughly fifteen minutes each. NVIVO 14 software was used to record, transcribe, and analyze every interview. The transcripts were categorized based on topics that pertained to the way students saw ChatGPT, including its ease of use, effectiveness, and external influences that impacted both PEU and PU. The analysis of data was carried out using NVivo 14.

Results and Discussion

Data from the study point to students' opinions of ChatGPT are largely favorable. Additionally, English language learners have accepted it. They use ChatGPT for a variety of purposes, including text writing and editing, conversation practice, vocabulary building, grammatical and sentence's structure clarification, understanding subject matter, Assignments and projects, and translation. Teachers may not always have a positive attitude, but many participants said that they have found ChatGPT to be very helpful in a variety of situations, including brainstorming, formal writing, vocabulary, and general language competency improvement. Additionally, it develops analytical as well as creative abilities. It is utilized in English classes since it is incredibly user-friendly and accessible. They are drawn to it because of its capacity to respond on a way that meets the demands of ELLs. Good feedback about ChatGPT's usefulness and efficiency in English classes, together with the advantages students see, not only make it more palatable but also foster a sense of confidence and trust in the user-centered design of this AI dialogues tool. These two variables indicate that students see using ChatGPT in their English classes favorably.

In addition, it was found that ChatGPT could contribute to greater student engagement and motivation. Learning this second language got easier. They gained confidence and experienced more engaging language learning as a result. According to the majority of participants, it felt like a virtual English classroom. Additionally, they believed that ChatGPT enhances the educational process and, should it be formally adopted, could be helpful in the classroom.

Additionally, students talked about some of the technical difficulties they encounter when using it, such as misinterpreted inquiries, a lack of contextual awareness, text repetition, and unreliability. Additionally, ELLs offered various potential fixes for this issue, including simplifying difficult questions, employing the appropriate prompts, resulting the sessions, and double-checking the information. All of these answers unequivocally demonstrate that students have a firm grasp on ChatGPT's function in the English classroom, have chosen to stick with it, and will continue to suggest it to others. After the interview data from NVIVO 14 has been examined, the table is shown below.

Table1
Themes and Sub-Themes

Themes	Sub-Themes
Actual Use	Frequently and increase in intensity
	Writing and editing texts
	Practicing conversational skills
	Clarifying Grammar and sentence structure
	Understanding subject matter, Assignments and projects
	Translation
	Usage for Vocabulary
Perceived Usefulness of ChatGPT	Improvement in writing
	Vocabulary expansion
	Brainstorming
	Betterment in overall language proficiency
	Increase in creative and critical thinking

Perceived Ease of Use of ChatGPT	Understandable Content
	Easy to access
	Time saver
Attitude towards ChatGPT	Interactive learning
	Personalized learning experience
	Increase in Confidence and motivation
Intention to use ChatGPT	Interested
Challenges of using ChatGPT	Misunderstand queries
	Lack of contextual understanding
	Text repetition
	Unreliability
Potential Solutions	Breakdown questions
	Use of right cues and prompts
	Restart the session
	Verify the information
Perceived Usefulness of ChatGPT	

The following themes pertain to students' perception of ChatGPT's usefulness: Students gain new vocabulary, enhance their writing skills, and use it to help them conceptualize and comprehend the material covered in English classes. Additionally, it enhances general language proficiency. Additionally, students report that it improves their capacity for critical and creative thought. Numerous students have acknowledged that they utilize ChatGPT to acquire the formal language patterns needed to write reports and letters. Additionally, they reaffirm that using the right language and following the right format are crucial. The students' excerpts are included below.

L1: "I utilize it to broaden my knowledge of formal writing." ChatGPT promptly sends me examples and advises me on the appropriate tone based on the situation. I also gain knowledge of the forms. I now have a better understanding of the distinctions between formal and casual word and sentence construction thanks to this."

L3: "I can get a thorough overview of any topic with ChatGPT, which is helpful in improving my writing for exams and tests." I now recognize formal and writing academic writing styles."

This offers insightful information about the experiences of students who have used ChatGPT to improve their formal writing abilities. Both emphasizes ChatGPT's usefulness in offering quick access to rules and formal writing patterns. It highlights the broader impacts of ChatGPT on students' writing proficiency and confidence in oneself. L3 expressly states that she feels more secure during exams, suggesting that ChatGPT's ability to boost formal writing comprehension is the reason for her increased academic achievement and confidence in her ability to communicate ideas effectively. Additionally, L3 emphasis on writing transparency emphasizes how ChatGPT supports the development of written works' consistency and precision in addition to helping with formal language structure knowledge. All things taken into account these findings demonstrate the value of ChatGPT as an instrument for helping students develop their writing skills and boost their self-confidence.

Numerous learners have conducted that ChatGPT enhances their professional abilities and enables them to expand their range of words.

L2: "We write a lot in class-both formal and informal writing assignments, including essays, stories, and letters. I use ChatGPT to help me discover the proper phrases and give me

better words when I need to do better in these; it's like having an instant word bank that makes sound wiser."

L5: *"I'm picking up a lot new vocabulary, which makes conversations more engaging."*

This provides evidence in favor of ChatGPT's value in language acquisition. These results demonstrate students' enthusiasm and sense of progress in their educational journeys. A fellow English Language Learner highlighted its function in facilitating language acquisition by means of comprehending the mother tongue.

L6: *"My family is Punjabi, and we speak this language frequently at home. As a result, I don't get many opportunities to practice speaking or writing in English, which is one of the reasons I lack confidence when I speak in class. I use Urdu to learn English after utilizing ChatGPT. I jot down different common phrases there. The sentences that aren't available in textbooks or on other websites can be accessed on ChatGPT. I then write and sound like a normal natural speaker by utilizing fresh words and phrases."*

This indicates that students are using ChatGPT with a good level of understanding. They also recognize the importance of communicating their opinions and thoughts, and by utilizing this AI- conversational tool, they can guarantee the effectiveness and clarity of their discussions. Students who were investigating ChatGPT's alleged benefits in an English classroom context stated how it assisted with brainstorming.

L4: *"My group members and I use ChatGPT to assist us talk well about and explore some ideas when we're faced with a presentation topic. It helps us improve it and come up with more creative ideas."*

This clarifies the cooperative approach and improves problem-solving and thinking critically abilities. This demonstrates ChatGPT's function as a facilitator rather than a replacement. Every student mentioned how it aids in their comprehension of the syllabus's literary section. Two students expressed their opinions, stating that it increases analysis and critical thinking. By talking about the many readings and points of view found in the literature, students get a deeper comprehension of intricate themes and motifs as well as improved text analysis and evaluation skills.

L7: *"ChatGPT has been a huge help in improving my comprehension of literary works, such as essays, poems, and shorts tales. It helps me with any queries I have and helps me analyze materials critically, both of which improve my academic achievement."*

L8: *"I use ChatGPT to learn more about the author's background and style before reading any literary work. It facilitates my comprehension of the theme and any counterarguments the work may encounter. Enhances my ability to think critically in the end. Compared to other search engines, ChatGPT improves my subject knowledge more effectively while saving me time."*

These opinions from ELLs who are actively using ChatGPT suggest that they have a positive outlook on the functionality and effort requirements of ChatGPT. It boosts students' confidence and motivates them to study English. It also helps them write more effectively, think more creatively, increase their vocabulary for a range of contexts, and promote individualized language learning. Every learner also emphasized how easy it is to use and how quickly the necessary knowledge is delivered.

Perceived Ease of Use

Response from students provides valuable insights into how much they enjoy ChatGPT's perfect functionality and user-friendly layout. This positive outlook highlights not only the technology's usefulness but also its potential and application to their English lessons. The cycle of validation propels ChatGPT's ongoing enhancements to its features and user interface.

L8: " I use ChatGPT more frequently because it helps me quickly and immediately; looking up information on search engines typically takes a long time."

L4: " It will offer me precisely what I need, and it reacts to me in an easy-to-understand way. This is why I like utilizing it."

Students' Attitude on ChatGPT

Students generally showed a positive attitude towards ChatGPT, citing its potential for facilitating interactive learning and providing personalized language needs. According to TAM both PU and EU influence attitudes. Students went on to contribute, demonstrating their enthusiasm for ChatGPT in English classes.

L5: " I'm sure that using this tool has boosted my confidence. I've acquired new vocabulary, expressions and phrases that enable me to speak English more fluently."

Students report that because learning English is useful outside of the classroom, it boosts their enthusiasm to learn the language.

Inclination to use ChatGPT

When probed about their future use of it, all eight students responded in the affirmative, their comments suggest that they find this product useful and have a good outlook on it. It also suggests that they found the encounter to be satisfactory.

L8: " I definitely plan to continue using it because it has become a part of my routine and makes some tasks easy for me."

L4: "I will continue to use it, as it serves as a virtual English classroom for me."

All of the students' positive comments indicate that this tool has a big influence on their language learning process. Their want to keep using it confirms its significance for English classes.

Actual Usage

The following themes of real usage came up in the interviews: regular usage, or as needed. A few students also mentioned how their level of consumption intensified every day.

L1: " I am using it more regularly now, and it gives me a lot of exercises to practice my writing abilities skills."

It demonstrates how students can utilize ChatGPT to complete writing exercises in English classes. Thus, their primary language proficiency can be enhanced.

L7: " I use it sometimes to help me understand any literary piece, and it's a good tool for that."

Challenges and Solutions

When asked the same learners how they see the challenges that come up with using ChatGPT the prominent themes that came on surface were the following. These results also highlighted how difficult it may be to communicate with AI, like ChatGPT, and they pointed out areas that require more work to be done in order to better meet the needs and expectations of ELL users.

Misunderstand queries

L2: "On occasion ChatGPT misinterprets my questions or gives me irrelevant answers, making it feel like I'm speaking with a brick wall. Sometimes it doesn't comprehend the input, so I have to work harder at it."

Based on the input received, it appears that understanding issues and responses that are not relevant are the primary causes of the problem. This means that the user has to spend more time and effort trying to get their questions answered or looking for other options. Another student stated,

L5: " ChatGPT frequently misinterprets my inquires. That might be the case because I have a small vocabulary and utilize improper grammar while I'm giving directions. I have trouble finding the solution require."

These ELLs' comments emphasize the need for ChatGPT's comprehension of simple or faculty English to be improved. Users would be less obliged to exert additional effort and be more satisfied with the engagement as a result.

Lack of Contextual Understanding

ELLs report that ChatGPT talks a long time to learn your particular needs, often understanding only the literal word and missing the context. It often requests more background information

L1: "If the topic is broad, ChatGPT occasionally doesn't quite follow the meaning of instruction."

Text Repetition

One challenge that users of ChatGPT have reported is that the text repeats itself after a while.

L8: " It's rather bothersome when ChatGPT repeats the same text when I ask it to analyze any literary text."

The likelihood of a limitation in ChatGPT's ability to sustain user engagement and provide pertinent, unique content for a longer period of time is increased by the platform's repeated responses to learners throughout conversations. Students may become disinterested or frustrated as a result of this repetition, which would lessen ChatGPT's value as an extra tool for educational activities.

Unreliability

Few students have addressed the level of ChatGPT's unreliability, which occasionally results in the platform providing misleading information in response to numerous queries.

L3: *" I fully realize that this tool is not adequate right now. It alludes to nonexistent sources and offers a lot of false information."*

Potential Solutions

The following themes come out when questions concerning problems are presented along with how people handle them. After inquiring as to how students handle it when their questions are misinterpreted. The method for dissecting the question was provided by the ELLs.

L4: *" I split up my questions into smaller ones when I notice that ChatGPT isn't understanding them. I will be able to comprehend the meaning better this way."*

L1: *" I try to give it clear instructions to get the desired answer because it's extremely essential to figure out how to prompt."*

One of the issues, according to ELLs, is that ChatGPT frequently repeats the material and occasionally provides the same responses for many queries. They have technical difficulties as a result.

L3: *" It starts repeating the material when I ask for further details or to evaluate any literature related to my topics. It makes me to begin a new session each time."*

The strategy that students start fresh sessions often in order to prevent repetition points to a break in the flow of learning opportunities. This further highlights ChatGPT lack of innovation. Additionally, this is an area that requires work. Its unreliability has been identified by numerous students as one of the typical challenges. And they responded with the following responses when asked how they handle it.

L7: *"Always get confirmation from multiple sources before fully relying on it,"*

According to English students, the best course of action for any user is to verify the output. It demonstrates that ELLs are fairly aware of how to use ChatGPT. When asked if they would continue to use it in the future, all eight students responded in the affirmative. Their comments that they find this product useful and have a good outlook on it. It also suggests that they found the experience to be satisfactory.

L8: *" I definitely plan to continue using it because it has become a part is my routine and makes some tasks easy for me."*

L4: *"I will continue to use it, as it serves as a virtual English classroom for me."* All of the students' positive comments indicate that this instrument has a big influence on their language learning process. Their want to keep using it confirms its significance for English classes.

Banning ChatGPT

Students think ChatGPT can be applied into classroom activities to serve as a useful tool for immediate feedback and engaging students.

" I believe that finding responsible ways to use ChatGPT is the better course of action rather than outright banning it.: _ L1 "ChatGPT is a useful tool that can be used properly, so I disagree that it needs to be banned." _ L7

Conclusion

The research suggests that ELLs of Pakistani higher institutions have accepted the use of ChatGPT in the classroom. The opinions of students were largely favorable. They have the positive attitude. Most respondents did not advocate for a prohibition of ChatGPT in the classroom, and they did indicate a decision to use it there. It was because many believed that using ChatGPT could have certain advantages. Likewise, university students' opinions about using ChatGPT were favorable. The potential for interactive language learning and the increase in student enthusiasm were the most often mentioned advantages. Using ChatGPT in higher education settings has the potential to improve writing abilities, expand vocabulary, spark ideas, and assist with subject matter. It can also provide students with quick feedback. The difficulties of utilizing ChatGPT include its unreliability, its inability to comprehend context, misunderstanding of queries, and the repetition of text. To lessen the challenges associated with using ChatGPT some strategies to consider are increasing the amount of supervision or monitoring of student usage, establishing clear criteria for use, and communicating expectations to students. The results offer a clear view of how university students feel about ChatGPT technology for language learning.

It is imperative that academic staff and administrators at universities take into account the possible hazards and difficulties that come with implementing ChatGPT technology in higher education environments. They should also devise to lessen such difficulties while still capitalizing on the technology's potential advantages. Teachers can choose the best way to integrate and use ChatGPT in their English classrooms by having a better awareness of the technologies and how to use them responsibly.

Recommendations

It is hoped that this study will stimulate future researchers to perform further in-depth research and address additional problems about ChatGPT usage in the context of English learning. Here are some suggestions and recommendations based on the current study's findings. Despite the fact that ChatGPT is not formally adopted in the classroom and teachers do not encourage its usage, students have already begun to incorporate it into their daily routine. To avoid this issue being disregarded, teachers and students must openly discuss the benefits and drawbacks of these AI-chatbots. Teachers should be trained to comprehend the benefits of using ELT in the classroom while adhering to ethical guidelines. Seminars and discussion sessions should be held for educators as well as students.

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