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The Impact of ChatGPT as a Learning Assistant for Refining Writing Skills at Shaheed Benazir Bhutto University Sanghar Campus

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Abstract

The present study aimed to find out the impact of ChatGPT as a learning assistant for cultivating writing skills, looking at both effectiveness and drawbacks as a learning assistant for cultivating writing skills. For this, the researcher has chosen qualitative mono-research method to gather the data, the study is using semi-structured interviews as a tool for data collection, population of the study includes the students of four batches of English department from Shaheed Benazir Bhutto University Sanghar Campus, research selected n=12 students who has randomly been selected from the English department of SBBU Sanghar Campus and the researcher decided to go for thematic process in order to analyze semi-structured interviews. Guided by Technology Acceptance Model. Findings include providing guidance in order to reduce mistakes of writing, save time, quick feedback, instant content, generate summary, enhance critical thinking, private feedback, make writing easier, spread ideas, help in coherence, provide perfect content, easiest way to read and write, help in essay writing, transmission between ideas, replace simple words, provide alternative phrases, more fun to learn, non-judgmental and specification of words. In conclusion, this research goes through the relevance of digital tools/technology like ChatGPT in creating more accessible and flexible language learning opportunities, specifically focusing on writing skills. Future research direction indicates that the researcher only interviewed the students of English department from SBBU Sanghar Campus. Indeed, further studies need to be conducted in the various cities of province Sindh or the other provinces of Pakistan. The purpose of conducting further studies in different provinces of Pakistan in to get a comprehensive picture of the point of views of the students on the impact of ChatGPT as a learning assistant across Pakistan.



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1. Introduction

The application of modern technology in a variety of educational fields is made possible by technological advancements. The importance of technology in this

field has been demonstrated by numerous researches (Raja, Nagasubramani, et al., 2018). ChatGPT is a chatbot that uses a large model of language (GPT3.5 or GPT4) as its foundation. A very advanced chatbot model called

ChatGPT ("Chat Generative Pretrained Transformer") was made public in 2022. In order to generate complex and apparently intelligent writing, ChatGPT is a "large language models (LLM), a kind of machine learning systems that develops on itself from information that is taught on a vast corpus of text" (van Dis et al., 2023). The latest model in a line of comparable models released by OpenAI, an AI business based in San Francisco, California, and other companies is called ChatGPT. GPT-3,5, and GPT-4 are the two versions of ChatGPT. Version GPT-3.5 was utilized for this study.

A broader range of jobs, including writing, question-answering, coding, and personal and team productivity guidance, can be completed by this chatbot (Lund & Wang, 2023). ChatGPT accomplishes these duties by using its effective architecture and large data stores to understand and interpret user requests and input commands, producing relevant responses. It can offer examples from any subject that are relevant to the questions posed. In addition to providing responses, it has been taught to accept or reject requests and retains the context of previous conversations and follow-up adjustments. International academic and scientific debates demonstrate that ChatGPT can be a very important tool for writing help in completing writing assignments in a variety of ways (Sallam, 2023). It is possible to summarize the literature review on ChatGPT function in writing assignments by saying that it is a comprehensive solution that covers everything from idea generation to final editing and proofreading of written content.

Additionally, ChatGPT is an AI-powered writing tool that creates text that mimics that of a human using Machine Learning (ML) and Natural Language Processing (NLP). The AI technologies that enable ChatGPT to comprehend and react to natural language inputs include deep learning, a portion of machine learning that includes training neural networks to identify patterns in data, and ChatGPT deep learning model, GPT-3, which was created by OpenAI and is among the most sophisticated language models on the market today (Soumen Nath et al., 2024). Writing instruction is a crucial but frequently disregarded component of education. However, with the advent of the internet, there has been a significant change in the way writing is informed and learned. One like technology that has changed writing is ChatGPT, an innovative tool that has been widely used by professionals and students alike to enhance their writing expertise (Soumen Nath et al., 2024). Certain learning theories, including constructivism, social the theory of constructivism cognitive load principle, and information processing theory, can be linked to the use of ChatGPT as an acquiring assistant. In terms of interpersonal constructivist education, social communication and cooperation are crucial (Vygotsky,

1980). Constructivist learning theory states that learners can build their own education by actively interacting with new information and developing on their existing knowledge (Bruner, 1996). ChatGPT can help learners by providing personalized feedback and suggestions that are relevant to their needs and prior knowledge

2. Aim of the Study

The present study aimed to find out the impact of ChatGPT as a learning assistant for cultivating writing skills. Because ChatGPT provides instant response on style, grammar, coherence and structure along with revision and generation of ideas. Hence, the research has been examined that how ChatGPT has helped students in improving capabilities related to their writing skill by motivating them to do regular practice, and cultivating creativity as well.

3. Research Objectives

1. To find out the effectiveness of ChatGPT as a learning assistant in improving students' writing skill at SBBU Sanghar Campus.
2. To explore the impact of ChatGPT on students' writing skill at SBBU Sanghar Campus.

4. Research Questions

- 1- What is the effectiveness of ChatGPT as a learning assistant in enhancing the writing skill of students at SBBU Sanghar Campus?
- 2- What is the impact of ChatGPT on students' writing skill at SBBU Sanghar Campus?

5. Problem statement

The ongoing integration of ChatGPT and other AI-powered tools into educational settings has opened up new avenues for learning, particularly in the area of writing. Teachers, educators, writers, and researchers thought this was a great addition to the world's current knowledge embracing nearly all disciplines of science, technology, and social sciences, according to Imran, A. A., & Lashari, A. A. (2023). Its utilization was superior to other information sources in terms of both "time" and "value." In much short period of time, a lot details were available. The transformation of information in many situations and forms, such as a superb piece of writing produced by a scholar, is another crucial element.

6. Literature Review

According to literature evaluations, a number of researches have looked into or identified the utilization of chatbots in language acquisition. Studies in this field

are obviously restricted to the past few years because it is a relatively new research issue. Pham et al. (2018) created an AI-generated chatbot for learners of English called English Practice, citing the paucity of research on the topic. Their findings showed that students utilize most of the system's core functions, indicating that it will likely be used extensively in the future.

Another study by Haristiani and Rifai (2021), which is based on the ADDIE paradigm, sought to provide teachers with an additional autonomous learning medium by using a chat bot based Japanese grammar course Gengobot to serve as an autonomously Japanese learning medium. According to the study's findings, children who used Gengobot demonstrated greater autonomy and a greater desire to learn grammar. The study "Analyzing the function of ChatGPT as an assistant with writing at the graduate level: a systematic examination of the literature" was carried out by Imran, M., and Almusharraf, N. (2023). The findings indicate that the continuous growth of AI (AI) in education includes its most recent chatbot, ChatGPT. Therefore, using ChatGPT as an editing helper presents both potential and challenges for the educational process, especially for academic writing. A review of works on the application of AI in language instruction that had been released in the World Wide Web of Sciences during 1990 and 2020 was carried out by Liang et al., (2021). According to the study, AI in the teaching of languages was mostly used for vocabulary acquisition, writing, and reading, with less emphasis on higher-order thinking, intricate problem-solving, and cooperative learning. Additionally, they suggested that more research be done to examine how employing AI-based chatbots affects learning efficiency. According to Baidoo-Anu and Owusu-Ansah (2023), a recent paper reviewing the literature and highlighting the possible advantages of ChatGPT in the area of education, the authors outlined the challenges and suggestions for informal AI-integrated language learning, as well as the duties of conversational artificial intelligence educators at all stages of language acquisition. Given the increasing prevalence of AI in businesses, they suggested that adopting dynamic artificial intelligence (AI) resources in the classroom and teaching students how to use them correctly and efficiently would also prepare them for success in an AI-dominated workplace once they graduate. The research paper through Algouzi and Alzubi (2023) looks at the application of email response suggestions, a separate study on AI through a different standpoint, from a cultural and social viewpoint of many language-related aspects. In view of the results, the study recommends extending AI-mediated interaction in email answer responses together with certain sociolinguistic elements. Kohnke (2023) developed a chatbot to assist tertiary language learners in a relatively recent study on

the use of chatbots a language acquisition tool. According to similar findings from earlier research, the participants seemed to like engaging with the chatbot within and outside of the classroom and thought it improved their English.

7. Using ChatGPT in Education: A Game Changer

OpenAI launched ChatGPT, a next generation chatbot based on the GPT-3.5 class of large-scale language models, in November 2022 (OpenAI, 2022). Contrary to its predecessors before it, ChatGPT has captured the interest of scholars and people for its capacity to answer smartly, promptly, and multilingually. As of right now, a few studies have been published to examine the potential and effectiveness of using ChatGPT's features in education, such as improving critical thinking and creativity (Zhai, 2022), preparing students for medical exams (Gilson et al., 2022), and encouraging students in the field of engineering (Qadir, 2022). Pilot studies that demonstrated ChatGPT's equivalency to early-stage learners gained a consensus regarding its educational power (Gilson et al., 2022; Qadir, 2022). The ability of ChatGPT to generate text automatically is one of its many uses that have drawn more and more attention from researchers. According to Wenzlaff and Spaeth (2022), ChatGPT was essentially on par with humans when it came to creating explanations. Texts produced by ChatGPT received accolades for their overall level (Gao et al., 2022), unique material (Yeadon et al., 2022), and proficient literature review writing (Aydin & Karaarslan, 2022). Concerns about its ability to avoid plagiarism detection have surfaced, in addition to its encouraging effects in writing (Yeadon et al., 2022).

According to Haque et al., (2022), social networking users were more worried about ChatGPT's use in education than in any other area. Similarly, researchers emphasized how ChatGPT might undermine academic integrity in examinations and assessments (Susnjak, 2022). There were differing views on whether or not employing automatically generated text for academic writing was plagiarism (Frye, 2022; Jabotinsky & Sarel, 2022; Yeadon et al., 2022). There isn't many empirical research on ChatGPT's use in education as of yet. The majority of the studies currently in publication tested ChatGPT's use outside of a pedagogical context. Additionally, students' participation in ChatGPT practice and reflection was minimal. As a result, there is currently a knowledge and usage gap.

A GenAI chatbot that is accessible to the public, ChatGPT enables consumers to communicate with LLMs. In order to statistically forecast the next most likely word to respond to a user request, GenAI chatbot were trained on a vast corpus of Internet discourse. The responses are

then subjected to a reinforcement learning algorithm (OpenAI, 2023a). These tools can produce, synthesis, or alter natural language with a high degree of complexity (Elkins & Chun, 2020) based on this rather straightforward concept, and they are developing quickly (Baktash & Dawodi, 2023). Creating academic or creative texts like poems or stories, writing or editing computer programming code, responding to inquiries, summarizing and paraphrasing given text, and combining various tones and styles to create original and imaginative text are just a few of the tasks that GenAI has demonstrated its ability to perform. There are several worries that students may abuse GenAI chatbots because of their extensive capabilities and user-friendliness (Yeo, 2023).

In order to develop and evaluate critical thinking, argumentation, information synthesis, expertise, and language proficiency, educational systems currently use learner both formative and final written form in assessment and instruction (Behizadeh & Engelhard, 2011). However, writing has additional benefits, such as helping students learn about themselves, engage with a community, or pass the time (Florio & Clark, 1982). Since many educational systems rely heavily on writing, the process of adapting existing systems to support GenAI authoring apps appears both difficult and unappealing. However, the history of pocket calculators demonstrates that banning or disregarding the technology is just as unattractive (Urlaub & Dessein, 2022).

8. Theoretical Framework

The Davis (1986), originated the model of TAM, the acceptance of knowledge systems from the position of the external factors influencing the users getting of the technology. Davis (1986) defined that this kind of model simulates the place where users became adopters of different new made technologies. The model of TAM recognized that external factors would be exerting which influence on internal factors. This is perceived usefulness (PU), and seeming for ease used. Seeming for ease used (PEOU), which affect user's attitude, in using technology. The attitude of users towards using technology would impact on their behavior and their intention (BI), in order to use either new technology or not. In the last behavioral intention of users found out usefulness (PU), is also explained as the level to which a user's considers that the new made technology will be fruitful his or her performance level. Davis (1986), defined that the usage of more technology would be fruitful tool for users work performance, and by the using more technology users will get a good attitude of technology, because of their good attitude, (a) there is a great gape for users to gain the technology.

Other important internal factors received ease to use (PEOU), is pertained to as the level in which users consider to the difficulties of using technology. Davis (1986), purposed that the more difficult thinking of users in technology is used and some of user have some good attitude towards this technology, because of their attitude. There is smaller chance the users are adopting. The attitude of users towards the technology is recognized from positive to negative, which also have positive or negative influence towards user's behavior and intention to use (BI). The behavioral attitude definitely effects on user's actual usage of technology. The usage of TAM has been applied in higher education level (Baker- Eleventh, O Neill, and Stone, 2006. Gibson, Harris & Colaric, 2008. Hung Lin& Chung, 2007). Min, Yan, & Yuecheng 2004. Walker, &Johnson, 2008.

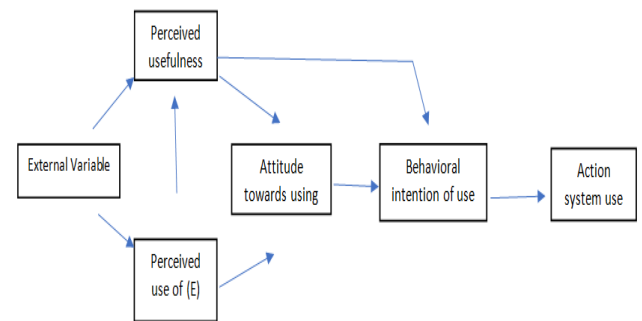


Figure.1 Technology Acceptance Model

9. Research Design

According to Blaikie N. (2000), research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about "how" to conduct research using a particular methodology. Every researcher has a list of research questions which need to be assessed this can be done with research design. The sketch of how research should be conducted can be prepared using research design.

This research is based on qualitative method which aimed to find out the impact of ChatGPT as a learning assistant for cultivating writing skills among undergraduate students at SBBU, Sanghar Campus. In this chapter researcher has given detailed information about research participants and express the detail about procedure of data collection. The researcher also interprets about techniques which were used in this research and also briefly explain the way through which researcher is going to analysis the sampling data. Further, researcher also indicates about the ethical consideration as well.

The researcher has chosen qualitative research method to gather the data because it is significantly useful when

someone wants to explore a complex phenomenon. This method helps to collect in depth insights into how users perceive experience and interact with ChatGPT in their cultivation of writing skill. Qualitative research enables the researcher to investigate in-depth about the problems and with this research method researcher can records data from different situations. Qualitative research is the emerging demand of social sciences field particularly in Education field (Creswell 2007). Further, research in qualitative refers to the procedures of collecting data in open-ended questionnaire that analyze transcribed recordings in qualitative content analysis. According to Creswell, J. W., & Creswell J. D. (2017) tool for research refers to the instrument, software or methodology used to gather, interpret or analyze data in research. The tools in research help researchers to collect insights, validate findings and test hypothesis. Further, research tool is varied on the basis of the field of study.

9.1 STRATEGY: SEMI-STRUCTURED INTERVIEWS

This study has used semi-structured interviews as a tool to collect data. The study is using semi-structured interviews because semi-structured interviews provide questions and topics to the interviewee, but are consciously designed to explain the interviewee's opinions and ideas on the topic of interest, as opposed to leading the interviewee toward preconceived choices. Moreover, semi-structured interviews provide more chances to the researcher to observe the interviewee by asking further questions which we call situational questions or probs. According to Fontana and Frey (2000) semi-structured interview is considered one of the best ways in which the researcher tries to measure his participants' opinions. Face to face interviews were conducted from the selected participants. The interview questions focus on students' experiences and perceptions about the impact of ChatGPT as a learning assistant for cultivating writing skills. For this questionnaire is adopted from the study "Effectiveness of ChatGPT in Improving English Writing Proficiency among Non-native English Speakers," By Hatim Abdulhadi Masoudi (2024).

10. Research Population

The population of the study includes the students of four batches of English department from Shaheed Benazir Bhutto University Sanghar Campus. The current study has used random sampling technique in order to select population for the study. According to S.K. Thompson random sampling refers to a technique where every unit or individual in population has the same chance of being selected. This sampling technique facilitates the researcher with the possible way of collecting and

representing data. The research selected n=12 students who has randomly been selected from the English department of Shaheed Benazir Bhutto University Sanghar Campus. Researcher has selected 3 participant's two girls and one boy from each batch. Before collecting the data, participants have been informed about the problem (research topic) and their confidentiality that would keep secret. The students have formally been asked about their participation in the study. In fact, the participants' identities have been protected throughout the research process. This way has been proved to be effective while investigating a particular phenomenon. Data analysis is one of the most important elements of the research. It demands keen attention as well as perfection. According to Kothari, C. R. (2004) analysis of data technique refers to the process or method utilize to clean, inspect, transform and model data information in order to find useful information, support decision making and draw conclusions.

10.1 Thematic Analysis

The researcher decided to go for thematic process in order to analyze semi-structured interviews. After transcribing the interviews' major themes that were selected/generated from the responses of the participants. Analyzing thematically in qualitative method applied to analyze, identify, and report themes within the data. It is the technique widely applied for analyzing qualitative collected data, specifically in sociology, psychology and other fields of social sciences. This particular analyzing technique allows the person who is doing research to do interpretation of the meaning from the data information to categorize it into the themes that could provide insights into the study topics Braun, V., & Clarke, V. (2006). Broun and Clarke have given six steps to analyze the collected data. These steps are: familiarization, coding, theme development, revision, naming and writing up (Broun and Clarke, 2006).

10.2 Transcription

The transcription is a systematic process because it helps to reproduce verbal data into written forms. Even, it is also considered time-taking, problematic and hard to operate. However, certain machine devices have been introduced in this technological period in order to transcribe the audio- tape recording. In fact, the self-transcription system is considered the best way of analyzing the data Bloor and Wood (2006). It provides an opportunity to listen such recordings again and again until unless you are clear about them.

11. Discussion

The study aims to know the perception of students regarding the impact of ChatGPT as a learning assistant

for cultivating their writing skills. The study shows the similar result from the study conducted by Imran, M., & Almusharraf, N. (2023). His research findings showed that majority of the students perceived positive impact of the use of ChatGPT because ChatGPT provides quick feedback on vocabulary use and grammatical errors and other red labels such as, "verb error," "spelling error," and "punctuation error," and learning tips, such as suggestions on "vocabulary use", usually by "presenting a list of synonyms" along with sentence errors correction. ChatGPT is a tool that undoubtedly tremendous in perspective to use it for the purpose of language learning, particularly for cultivating one's writing skills.

12. Conclusion

The researcher aimed to find out effectiveness of ChatGPT as a learning assistant in enhancing the writing skills of students and to know the impact of ChatGPT on students' writing skills. For this, semi-structured interviews were conducted from 12 participants. Further, the study found both positive and negative point of views of the students. Majority of the students have positive attitudes because they were satisfying with the use of ChatGPT and some students were not satisfying because they have negative attitudes towards the use of ChatGPT. The current study has the potential for both teachers and students to use ChatGPT effectively for making their works even better and by time saving. Using ChatGPT as a tool for learning has the ability to significantly improve writing abilities. Through ChatGPT's real-time feedback, grammar and sentence structure suggestions, and stylistic enhancements, learners can gradually improve the quality of their writing. Users are encouraged to explore creatively by experimenting with various tones, styles, and terminology thanks to its AI-driven suggestions.

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Theme 1: Specific features or aspects of ChatGPT you find most helpful in enhancing your writing proficiency.	Sample Responses
<p>Subthemes:</p> <p>Sub-theme 1: Improve syntax.</p> <p>Sub-theme 2: Save time.</p> <p>Sub-theme 3: Quick feedback.</p> <p>Sub-theme 4: Instant content.</p> <p>Sub-theme 5: Generate summary.</p>	<ol style="list-style-type: none"> 1. ChatGPT improves my vocabulary, sentence structure and grammar. (P1, P3, P4, P5, P6, P7, P9). 2. According to me, it can help scholars, save time and energy by generating ideas. (P2, P10, P12). 3. I found ChatGPT most helpful for giving quick feedback on grammar, syntax structure and making my writing clear. (P4, P5, P6, P8, P10, P12). 4. ChatGPT provides the instant content on any particular topic with grammar correction. (P8, P10, P12). 5. Its helpful feature is to generate summary because it provides easy words related to any topic which we want. (P2, P8, P11).
Theme 2: ChatGPT provides guidance and feedback on your writing and it impacts your writing process.	Sample Responses
<p>Subthemes:</p> <p>Sub-theme 1: Critical thinking.</p> <p>Sub-theme 2: Private feedback.</p> <p>Sub-theme 3: Makes writing faster and easier.</p> <p>Sub-theme 4: Spread ideas.</p> <p>Sub-theme 5: Help in coherence.</p>	<ol style="list-style-type: none"> 1. It impacts my writing process because ChatGPT develops critical thinking through revision and it increase my efficiency in writing editing and it improves feedback related to grammar and syntax as well. (P1, P2, P3, P5, P6, P7, P8, P9, P12). 2. So basically, ChatGPT has many different features in which it guides us and give us private feedback. (P1, P2, P3, P4, P5, P7, P8, P9, P12). 3. ChatGPT helps by giving suggestions to make my sentences clear and improving my word choice and it makes my writing faster and easier. (P1, P2, P3, P4, P5, P7, P9). 4. ChatGPT suggests the better words and spread ideas clearly. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12). 5. Yes, it's too much helping me, it helps in grammar correction, coherence, and vocabulary development as well. (P1, P2, P3, P4, P5, P7, P8, P9, P12). 6. ChatGPT provides the perfect contents without grammatical errors. It also provides feedback, if necessary, like at the end of the material it

<p>Sub-theme 6: Perfect content.</p>	<p>gives information related to the text like, it is not authentic so you can check it from the other resources as well. (P1, P2, P3, P5, P7, P8, P9, P12).</p>
<p>Theme 3: Notice improvements in your grammar, vocabulary usage, coherence, Or overall writing quality after interacting with ChatGPT.</p>	<p style="text-align: center;">Sample Responses</p>
<p>Subthemes:</p> <p>Sub-theme 1: Easiest way to read, write.</p> <p>Sub-theme 2: Help in essay writing.</p> <p>Sub-theme 3: Transmission between ideas.</p> <p>Sub-theme 4: Replace simple words.</p>	<ol style="list-style-type: none"> 1. ChatGPT is the most useful application in which you find the easiest way to read, write and all other things related to learning. It provides a lot of knowledge in a very simple way. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12). 2. Yes, ChatGPT has improved my writing skills and I have learnt about how to write an essay very properly and I have learnt about tenses and grammar etc. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, and P12). 3. It helps me to use more precise words, correct sentence structure and make my writing flow better by improving the transmission between ideas. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12). 4. Yes, my grammar and vocabulary are improved after using ChatGPT. For example, it helps me replace simple words with more advance words, like ChatGPT helps us by choosing synonym of the words e.g. happy to glade etc. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, and P12).
<p>Theme 4: Experience of using ChatGPT for improving Writing skills.</p>	<p style="text-align: center;">Sample Responses</p>
<p>Subthemes:</p> <p>Sub-theme 1: Alternative phrases.</p> <p>Sub-theme 2: ChatGPT is a useful tool.</p>	<ol style="list-style-type: none"> 1. ChatGPT improves my writing skills by suggesting alternative phrases and sentence structures. It offers ideas and expansion suggestion. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12). 2. According to my experience ChatGPT is a very useful tool for improving any skill, like writing skills and personally I also have improved my writing skills by using ChatGPT. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12).

<p>Sub-theme 3: More fun to learn.</p> <p>Sub-theme 4: Non-judgmental.</p> <p>Sub-theme 5: Degradation of writing.</p> <p>Sub-theme 6: Specification of words.</p>	<ol style="list-style-type: none"> 3. Overall, it is like a tremendous, using ChatGPT to improving my writing was great. It gives helpful feedback, fix my mistakes, and suggest the improvement to making it easier and more fun to learn it. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12). 4. ChatGPT feels like having a writing tutor we have 24/7 hour. It is non-judgmental and making it easier to experiment different ideas. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12). 5. According to me, ChatGPT does not improve writing skills but it degrades my writing. 6. It provides answer according to asking and with specification of words as well. Like if we command for only one sentence it will provide the answer in a single sentence. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P12).
<p>Theme 5: Challenges you encountered while using ChatGPT for writing improvement, you overcome them.</p>	<p style="text-align: center;">Sample Responses</p>
<p>Subthemes:</p> <p>Sub-theme 1: Contextual problem.</p> <p>Sub-theme 2: Internet problem.</p> <p>Sub-theme 3: Relying too much.</p> <p>Sub-theme 4: Too general information.</p>	<ol style="list-style-type: none"> 1. Sometimes ChatGPT does not tell the things properly and do not give the information clearly about the things, this is the challenge that I have faced a lot that it does not provide the exact information that I actually want. (P1, P5, P7, P8, P10, P11, P12). 2. In our areas one challenge that I have faced to use ChatGPT is problem of internet service. (P3, P8, P12). 3. One challenge was that relying too much on ChatGPT's suggestions. (P4, P6, P12). 4. Sometimes ChatGPT gives answers that are too general and do not match with the context. (P1, P5, P7, P8, P10, P11, P12).
<p>Theme 6: Overall perceptions of using AI systems like ChatGPT for language learning and writing improvement.</p>	<p style="text-align: center;">Sample Responses</p>
<p>Subthemes:</p>	



<p>Sub-theme 1: Short period of time.</p>	<p>1. When I want anything in a very short period of time, ChatGPT provides everything by time saving. (P1, P5, P6, P7, P9, P12).</p>
<p>Sub-theme 2: Personalizes practice.</p>	<p>2. AI system like ChatGPT offers numerous benefits for language learning and writing improvement, like it personalizes practice and feedback and it is cost affective. (P2, P5, P6, P7, P9).</p>
<p>Sub-theme 3: Beneficial for students.</p>	<p>3. It's tremendous, ChatGPT is good for students and for job workers and I think ChatGPT is great for learning specifically for writing skill improvement because it provides quick feedback. (P2, P5, P6, P7, P9, P12).</p>
<p>Sub-theme 4: Accessible.</p>	<p>4. If I talk about positively so it is accessible for us all the time and it provides the content instantly so we have the latest tool which is beneficial for us and that's why we are using it. (P1, P5, P6, P7, P9, P12).</p>

