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DECODING THE DILEMMA: EXPLORING EFL LEARNERS' PERSPECTIVES ON INTEGRATING CHATGPT IN WRITING INSTRUCTION

DECODIFICANDO O DILEMA: EXPLORANDO AS PERSPECTIVAS DE ALUNOS DE EFL SOBRE A INTEGRAÇÃO DO CHATGPT NA INSTRUÇÃO DE ESCRITA

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Abstract: This research article investigates the perceptions of English as a Foreign Language (EFL) learners regarding using ChatGPT, an AI tool, in the context of EFL writing. Further, it sheds light on whether learners consider ChatGPT beneficial and how they perceive its impact on their writing skills and overall learning experience inside and outside classrooms. The quantitative analysis of 115 EFL learners' responses gathered using a web-based questionnaire revealed a range of perspectives, highlighting the advantages and disadvantages experienced by the participants. The results indicate that while some learners appreciate the support and assistance provided by ChatGPT, others express concerns about potential overreliance and the impact on their language proficiency. These insights contribute to the ongoing discussion on the role of AI-powered tools in language education, offering valuable insights for educators, curriculum designers, and educational technology developers. The study emphasizes the importance of considering learners' perspectives in designing and implementing such tools, ultimately aiming to inform decisions regarding integrating ChatGPT or similar technologies in EFL writing instruction.

Keywords: EFL writing and ChatGPT. Learners' attitudes. Intergradation. Implications Drawbacks.

Resumo: Este artigo de pesquisa investiga as percepções de alunos de inglês como língua estrangeira (EFL) sobre o uso do ChatGPT, uma ferramenta de IA, no contexto da escrita em EFL. Além disso, ele esclarece se os alunos consideram o ChatGPT benéfico e como eles percebem seu impacto em suas habilidades de escrita e experiência geral de aprendizagem dentro e fora das salas de aula. A análise quantitativa das respostas de 115 alunos de EFL coletadas usando um questionário baseado na web revelou uma gama de perspectivas, destacando as vantagens e desvantagens vivenciadas pelos participantes. Os resultados indicam que, embora alguns alunos apreciem o suporte e a assistência fornecidos pelo ChatGPT, outros expressam preocupações sobre o potencial excesso de confiança e o impacto em sua proficiência no idioma. Esses insights contribuem para a discussão em andamento sobre o papel das ferramentas com tecnologia de IA na educação de idiomas, oferecendo insights valiosos para educadores, designers de currículo e desenvolvedores de tecnologia educacional. O estudo enfatiza a importância de considerar as perspectivas dos alunos

ao projetar e implementar tais ferramentas, visando, em última análise, informar decisões sobre a integração do ChatGPT ou tecnologias semelhantes na instrução de escrita em EFL.

Palavras-chave: Escrita em EFL e ChatGPT. Atitudes dos alunos. Integração. Implicações e desvantagens.

1. Introduction

The field of language education has witnessed significant advancements in recent years, particularly with the integration of artificial intelligence (AI) technologies (Perry, 2021). One such AI-based tool that has garnered attention in English as a Foreign Language (EFL) instruction is ChatGPT, a language model-based chatbot. ChatGPT offers learners an interactive and personalized writing experience by providing real-time suggestions, feedback, and language assistance (Kohnke, Moorhouse, & Zou, 2023). However, introducing such tools raises important questions about their impact on learners' perceptions, writing skills, and overall learning experience.

According to data from the British Council, there is an estimated global population of approximately 1.2 billion English language learners (Sheehan, 2009). One challenge frequently faced by second language (L2) learners is known as the tip-of-the-tongue (TOT) state, which refers to a temporary cognitive state during language production where individuals experience difficulty in recalling a specific word they intended to use (Abrams & Davis, 2016; Ecke & Hall, 2013; Stasenko & Gollan, 2019). When tasked with writing in English as a Foreign Language (EFL), students often face challenges as they mentally translate their ideas from their first language (L1) into English (Wolfersberger, 2003). Composing in L1 and then attempting to express ideas in the target language (L2) can mentally burden learners. Additionally, writing in an L2 involves coping with cognitive stressors, such as translating between languages and utilizing digital tools like online dictionaries and translation applications to complete writing tasks effectively.

When confronted with a daunting task, L2 writers may resort to unscrupulous methods to accomplish their work, such as relying on machine translation to convert their L1 writing into the target language or utilizing predictive text agents to generate entire blocks of text with minimal user input. However, these practices do not contribute to language acquisition or the development of writing skills for learners. Consequently, researchers have developed a unique writing aid based on a conceptual framework aimed at discouraging these techniques above and promoting writing in the target language (L2). As a result, to aid EFL learners in their English writing tasks, teachers started incorporating AI tools.

Therefore, this study aims to explore EFL learners' perspectives on using ChatGPT in the context of writing instruction. Specifically, the article attempts to investigate whether learners consider the integration of ChatGPT beneficial and how they perceive its influence on their writing abilities. By examining these viewpoints, the study seeks to contribute to the ongoing discussion on the effective integration of AI-powered tools in language education.

Overall, this research endeavors to explore the dynamic relationship between EFL learners and ChatGPT, with a focus on the impact of the tool on learners' writing skills and overall learning experience. By examining the perspectives of learners, this study aims to inform the ongoing discourse on the integration of AI technologies in language education and contribute to the development of effective pedagogical practices in the EFL context. The objectives of this study are twofold:

To examine EFL learners' perceptions of using ChatGPT in the context of writing instruction, including their attitudes towards the tool and their perceived benefits and drawbacks.

To investigate how the integration of ChatGPT in EFL writing instruction influences learners' writing skills and overall learning experience, exploring the impact on their language proficiency, confidence, and engagement in the writing process.

2. Literature Review

The realm of digital writing encompasses a diverse set of skills, including social networking interactions, blogging, online communication, and word processor-based writing. Since its widespread adoption in the 1980s, digital writing has garnered significant attention as a research area within applied linguistics and second language acquisition studies (Kirschenbaum, 2017). Moore, Rutherford, and Craw (2016) conducted a mixed-methods study investigating the impact of digital writing tools on the writing proficiency of postsecondary students in an EFL context in Canada. The study revealed that while digital writing tools can enhance writing proficiency, qualitative data highlighted the importance of educators' face-to-face guidance in conjunction with digital writing tools. In a literature review conducted by Perry (2021), the effectiveness of digital self-access resources, including writing resources, for L2 users was examined. The review revealed the potent efficacy of these tools when used within a well-structured program. However, a gap in the literature concerning long-term acquisition improvements among the participants in the reviewed studies was identified. Hamouma and Menezla (2019) conducted a study involving 80 EFL students, focusing on digital literacy and its impact on English academic writing performance.

The findings revealed a strong positive correlation between students with good digital literacy skills, including proficiency in digital writing tools, and their development in academic writing. Similarly, in a survey conducted by Purcell et al. (2013) involving 2,462 educators, it was observed that digital technologies positively influenced students` writing production, even among native-level English users. The mixed-methods study incorporated surveys and qualitative interviews to identify factors influencing student writing, and one key conclusion was that newer digital writing platforms, such as Google Docs, could transform the writing process due to their advanced capabilities.

When incorporating digital aids, software applications, or any technology into the learning process, it is essential to assess their potential negative impact on learning outcomes. In a study by Tight (2017) focusing on learners of Spanish, it was discovered that despite extensive use of digital writing tools, the participants still made frequent low-level errors in their written output. This finding underscores the need for careful evaluation and monitoring of digital tools to ensure they effectively support language learning without compromising the quality of learners' output. To enhance the effectiveness of the tools utilized, the researchers emphasize the importance of increased pedagogical involvement. In a qualitative investigation by Kessler (2020), two Chinese L2 English students were examined to gain deeper insights into their use of technology during the writing process. Employing a case study design, the research incorporated various data sources, including screen recordings, interviews, stimulated recalls, and process logs. The study highlights a discrepancy between the participants' utilization of digital writing tools and the educators' awareness of their students' tool usage. For instance, the participants in the case study employed tools not primarily designed for language support, such as Google Search. The lack of useful language support features, such as collocation checking and predictive text guidance, brings attention to the significance of educators' Technological Knowledge (TK) as a crucial component within the Technological Pedagogical Content Knowledge (TPACK) framework (Niess, 2011). Notably, therefore, for educators of any subject, it is essential to thoroughly understand the relevant applied technologies available in their field when integrating technology into their pedagogy.

Furthermore, Bhutoria's (2022) Rahman (2020b) recent research exemplifies the transformative impact of AI-driven platforms and applications on personalized student learning. By meticulously assessing individual writing strengths and areas for improvement, these technologies empower educators to customize their instructional methods to the distinct needs and preferences of each student. This dynamic adaptation contributes significantly to enhancing

the effectiveness of the learning process, as also highlighted by Dogan et al. (2023). Additionally, Cahyono et al. (2023) shed light on a compelling dimension of pedagogical innovation through mobile technology. Their investigation reveals that leveraging mobile tools can provide a practical avenue for teaching writing. Students emboldened by this approach are encouraged to share their written creations in public domains, fostering a sense of confidence and nurturing their writing prowess. The platforms also facilitate peer reviews and collaborative feedback mechanisms, cultivating a vibrant community of learners (Rahman, 2021a) (Umamah & Cahyono, Citation2022).

Nonetheless, the literature remains cognizant of the challenges accompanying the digitization of writing instruction. As Duncan and Joyner (2022) articulated, educators are confronted with critical considerations concerning digital equity, privacy concerns, and the potential for distractions in technologically enriched classrooms. These challenges underscore the urgency for continued discourse and the implementation of proactive measures in shaping pedagogical policies and strategies. As we navigate the terrain of teaching writing in the era of artificial intelligence, an ongoing dialogue is indispensable to ensure the seamless integration of technology while upholding the quality and equity of education.

In recent times, a burgeoning body of research has emerged, focusing on the ramifications of AI-driven writing tools on students' aptitude for written expression. This evolving landscape of investigation has unveiled a spectrum of insights, ranging from affirmative outcomes to discernible concerns. The vantage point of this discourse entails two distinct trajectories: the affirmative narrative underscores the promising potentials of AI-powered writing aids, whereas the opposing viewpoint underscores potential drawbacks.

Amidst the affirmative perspective, an array of studies has converged to affirm the positive impact engendered by AI writing tools. Noteworthy mentions within this paradigm include Grammarly, QuillBot, Wordtune, and Jenni, each emerging as a significant catalyst for augmenting students' writing proficiency. This pedigree of tools harnesses the prowess of sophisticated algorithms to meticulously identify prevalent grammatical blunders, punctuation foibles, and syntactical intricacies. Beyond mere identification, these tools usher in an era of constructive guidance, wherein suggestions abound to elevate the clarity, coherence, and style of the composed text.

While this discernible optimism casts a compelling aura, the converse dimension does not escape scrutiny. Scholars have raised pertinent concerns regarding the possible drawbacks associated with the prolific integration of AI writing tools within educational paradigms. The

implications extend beyond the superficial augmentation of prose, delving into the potential implications for creativity, authenticity, and the holistic development of writing acumen.

In this ever-evolving discourse, one fundamental remains salient: the imperative for nuanced exploration and comprehensive understanding. The contemporary scholastic milieu urges a balanced contemplation of the dual facets, with a resolute commitment to harnessing the affirmative attributes while navigating the potential pitfalls. As we traverse this dynamic terrain, it is our collective prerogative to cultivate a discerning and informed perspective, cognizant of the multifaceted implications of AI-powered writing tools upon the realm of scholastic composition.

Within the realm of AI tools, QuillBot emerges as a distinctive entity, specializing in the art of paraphrasing. Its purpose extends beyond the mere avoidance of plagiarism, for it adeptly reimagines content while ensconcing the original essence. Kurniati and Fithriani's research (2021) chronicles how QuillBot becomes a pivotal ally, fostering the cultivation of adept paraphrasing skills—a cornerstone competence within the tapestry of academic writing.

Stepping onto a divergent avenue, WordTune emerges as a sentinel of refinement, elevating the very tone and style that underpins the textual narrative. A meticulous study by Lam and Moorhouse (Citation2022) draws us into the realm of self-assessment and heightened learning, as WordTune serves as an astute mirror that unerringly reflects writing weaknesses. Not confined to the rigidity of grammatical realms, WordTune delves deep into the artistry of expression.

Jenni, yet another luminary in the domain of AI-based writing assistants, unfurls its wings as a harbinger of predictive text suggestions. This digital scribe, without a specific citation to bolster its prowess, stands testament to the synergy of human and machine—orchestrating the composition of emails, reports, articles, and an eclectic array of documents. User anecdotes echo the refrain of heightened productivity and unbridled creativity.

A monumental stride in the lexicon of language model technology, GPT-3, a brainchild of OpenAI, emerges as a tour de force. Beyond the realm of mere coherence, it dons the mantle of a muse, stimulating the creative reverie and stoking the furnace of critical contemplation. Mhlanga's insights (2023) invite us to traverse the realm of innovation, as GPT-3 serves as an avant-garde canvas upon which students can experiment with a palette of styles and ideas.

In the nexus of these revelations, an undeniable revelation surfaces—AI tools are veritable catalysts, poised to breathe fresh life into the realm of students' written expression. Through the lenses of QuillBot's metamorphosis, WordTune's nuanced finesse, Jenni's predictive prowess, and GPT-3's creative tapestry, we stand witness to an uncharted vista where human ingenuity intertwines with artificial insight. As we gaze toward the future, this symphony of technological

synergy beckons us to explore, innovate, and transform the very contours of scholastic composition.

3. Methodology

A quantitative research approach was employed to achieve the study's objectives. A web-based questionnaire containing ten items was used to collect the data. A total of 115 EFL undergraduate learners participated in this study, 76 males and 39 females, ranging between 21 to 30 years of age (see table 1 below). Through a questionnaire (developed based on the previous literature) as an instrument, the study delved into their perceptions, experiences, and opinions regarding the benefits and drawbacks of using ChatGPT for English writing (see Khonke et al., 2023; Cardon et al., 2023).

Table 1. EFL learners' demographic profile

Categories	Frequency	Percentage (%)
Gender		
Male	76	66.08
Female	39	33.91
Age		
21 to 25 Years	93	80.86
26 to 30 Years	22	19.13
Institutes		
Public	115	100.00
Total	**177**	**100**

Table 2. Descriptive Statistics of Learners' Effectiveness of ChatGPT

Items	Extremely	Very much	Moderately	Slightly	Not at all	Mean	Std. Dev.
Item 1	33 (28.69%)	51 (44.34%)	13 (11.30%)	11 (9.5%)	7 (6.08%)	2.38	1.29
Item 2	22 (19.13%)	35 (30.43%)	24 (20.86%)	21 (18.26%)	13 (11.30%)	2.40	1.13
Item 3	29 (25.21%)	33 (28.69%)	15 (13.04%)	29 (25.21%)	9 (7.82%)	1.98	1.49
Item 4	23 (20%)	31 (26.95%)	29 (25.21%)	19 (16.52%)	13 (11.30%)	2.39	1.30
Item 5	27 (23.47%)	33 (28.69%)	21 (18.26%)	23 (20%)	11 (9.56%)	2.78	1.27
Item 6	20 (17.39%)	34 (29.56%)	11 (9.56%)	29 (25.21%)	21 (18.26%)	3.07	1.57
Item 7	31 (26.95%)	29 (25.21%)	27 (23.47%)	19 (16.52%)	9 (7.82%)	2.23	1.33
Item 8	14 (12.17%)	24 (20.86%)	27 (23.47%)	31 (26.95%)	19 (16.52%)	2.47	1.17
Item 9	18 (15.65%)	25 (21.73%)	16 (13.91%)	33 (28.69%)	23 (20%)	2.21	1.31
Item 10	30 (26.08%)	32 (27.82%)	18 (15.65%)	19 (16.52%)	16 (13.91%)	2.23	1.35

Table 3. Communalities (Extraction Method: Principal Component Analysis)

Items	**Initial**	**Extraction**
1	1.000	.683
2	1.000	.747
3	1.000	.617
4	1.000	.701
5	1.000	.596
6	1.000	.419
7	1.000	.623
8	1.000	.673
9	1.000	.796
10	1.000	.699

Table 4. Rotated Component Matrix and Cronbach's Alpha of ChatGPT Items

	Components	
Items	**A**	**B**
1	.859	
2	.838	
3	.797	
4	.719	
5	.833	
6		.717
7		.879
8		.711
9		.766
10		.693
Cronbach's Alpha	**.8113**	**.6088**

4. Discussion and implications

Incorporating technology in EFL writing, specifically the use of ChatGPT, seems promising due to its high retention rates among students. However, mandating the use of ChatGPT may exclude a small percentage of students who do not own or utilize such devices. To evaluate students' attitudes and perceptions towards ChatGPT, the primary objective was to measure these aspects using ten closed-ended questions, as outlined in Table 2. Table 2 presents descriptive statistics in the form of a percentage breakdown, providing insights into the effectiveness of ChatGPT in EFL writing.

Participants' responses to each indicator of ChatGPT's effectiveness were assessed using a Likert scale ranging from 1 to 5 (see Appendix I for details). Notably, the scores above 3.0 indicate relative importance, scores below 2.0 indicate relative unimportance, and scores between 2 and 3 indicate neutrality. An overview of the relative importance of these indicators is provided in Table 3.

ased on the mean scores from the sample, it is evident that over 50% of respondents strongly support ChatGPT as an effective English writing tool. This data suggests that AI writing tools offer enhanced flexibility and enable students to learn anytime and anywhere. Respondents expressed disagreement with the idea that ChatGPT is complex to use for a large number of

students. However, they strongly agreed that using ChatGPT could raise ethical concerns. Learners also expressed concerns regarding the current quality of ChatGPT-generated text. Overall, AI tools like ChatGPT have the potential to enrich the learning environment by providing immediate feedback on students' writing, which can be advantageous for their development and progress.

Moreover, the study's analysis indicated that most students 96.52% (N=111) of the participants were aware of ChatGPT's ability to address human inquiries and have used it for English writing. In a survey examining the utilization of various AI writing tools like Grammarly, Microsoft Word, and QuillBot, it was discovered that over 78% of learners make use of these tools (Kerly et al., 2007; Huang et al., 2022). Nevertheless, a noteworthy revelation surfaced when 83% of the respondents acknowledged employing ChatGPT, indicating its increasing prevalence and arguable accessibility to a significant number of EFL learners in Saudi Arabia (Kuhail et al., 2023).

Notably most of these AI-tools exhibit sophisticated functionalities encompassing sentence structure, punctuation, capitalization, verb conjugation, agreement, proper usage of articles and pronouns, identification and correction of sentence fragments and run-on sentences, appropriate deployment of adjectives and adverbs, handling of prepositions, and even assistance with email writing, among other capabilities. In this context, ChatGPT is an AI tool of significant relevance, aiding learners in their writing tasks. These include spell checking, rewriting, and addressing follow-up queries related to the writing. Moreover, ChatGPT can explain the usage of specific linguistic elements and highlight their contextual variations.

In the survey, specific percentages of students expressed their opinions regarding the effectiveness and benefits of ChatGPT for language writing. Among the respondents, 52.16% (N=60) strongly agreed that ChatGPT provides immediate feedback, while 60% (N=69) believed that its greatest advantage lies in its flexibility, allowing users to access it anytime and anywhere. Additionally, 46.95% (N=54) of learners strongly agreed that ChatGPT enhances their language writing skills and language proficiency, while 37.38% (N=43) highlighted ethical concerns associated with its use. Moreover, 53.9% (N=62) of students stated that ChatGPT opens up new opportunities for writing. Table 2 in the survey presents various indicators that assess the effectiveness of ChatGPT. Notably, the majority of respondents favoured its use in improving learners' writing skills, aligning with the findings of Kuhail et al. (2023). Furthermore, most participants emphasized the importance of ChatGPT's availability and its role in enhancing writing skills.

Moreover, the findings of this article are further elaborated in Table (3), which provides the communalities extracted from all the variables. Communalities indicate the proportion of

variance in a variable that can be explained by common factors. Examining Table (2), we observe that the indicator "Rate the extent to which the use of ChatGPT has affected your ability to think critically and independently while writing" exhibits the lowest percentage (33.03%) of variance that can be predicted or explained by the other seven variables. Conversely, the indicator "Rate your vision of the role of ChatGPT in your future writing endeavors or language learning journey" demonstrates the highest variation (71.7%) that can be accounted for by the other seven variables. These results underscore the significance attributed to the belief that ChatGPT enhances learners' writing skills. The commonality of 78.4% in the indicator "Rate the extent to which you think ChatGPT has benefited your writing experience due to anywhere-anytime function" can be predicted based on the utilization of other variables examined. Thus, enhancing the utilization of these variables will correspondingly impact the creation of new writing opportunities.

The reliability coefficient, Cronbach's alpha (Cronbach, 1951, as cited in Qamar et al., 2023), is another statistical analysis tool utilized to assess the consistency of items within a group (Hair, Anderson, Tatham & Black, 1998). Generally, a Cronbach's alpha level of 0.70 is considered acceptable, while 0.60 is deemed acceptable in exploratory research (Hair et al., 1998). Table 4 presents the factors obtained from the factor analysis and the corresponding Cronbach's alpha values resulting from the reliability analysis of the data. The factor analysis categorized the eight questionnaire statements into two components, specifically statements 1-5 and 6-10.

The coefficient alpha, representing internal consistency, yields a value of .6088 for all the items. This suggests the existence of strong internal relationships among the measurement statements in representing ChatGPT, instilling confidence that the statistical outcomes stem from a reliable measurement source.

The first component, characterized by an alpha value of 0.859, holds the highest influence in ChatGPT usage, demonstrating a high level of internal consistency. Conversely, the fourth factor exhibits an alpha value of 0.719, which is relatively lower due to the inclusion of a limited number of items (4 items) within this factor.

5. Conclusion

This explanatory study examined the effect of using ChatGPT, a newly developed AI-powered writing assistant, on English (L2) writing skills. The findings highlight several key benefits, including immediate feedback, personalized support, and enhanced language proficiency for learners. The results further reveal that ChatGPT has the potential to serve as an effective

learning tool that provides meaningful assistance in the writing process both inside and outside the classroom. By offering instant feedback and suggestions, the tool can help learners improve grammar, vocabulary, and writing coherence, which are essential for developing better communication skills in English. However, the study also acknowledges that there are concerns about potential overreliance on the tool, with some learners expressing skepticism about how excessive dependence on AI may negatively impact their autonomous learning and critical thinking skills. This suggests the need for balanced integration of AI tools in language education, where learners are encouraged to develop both self-reliant learning strategies and critical writing skills alongside technological support.

This research contributes to the ongoing discussion regarding the role of AI tools in education and emphasizes the importance of considering learners' perspectives when designing and implementing AI-assisted learning strategies. Educators, curriculum designers, and educational technology developers must explore ways to maximize the benefits of such tools while mitigating risks of overreliance and reduced engagement with independent language learning practices. These findings support the need for a strategic approach in integrating ChatGPT and similar technologies into EFL writing instruction to enhance students' learning experience and skill development while ensuring long-term sustainability in language acquisition. By taking into account both the strengths and limitations identified in this study, stakeholders in education can create a well-informed framework for the use of AI-powered writing tools in language learning, ultimately aiming to promote more productive and well-rounded learning environments for EFL learners.

Contribution to Teaching and Learning English

The field of Teaching English as a foreign or a second language, as well as learners on both (EFL or ESL) sides, could benefit from this study since it sheds light on the learners` perception of using ChatGPT outside classrooms to enhance their English learning skills and writing skill in particular. These findings contribute further to the ongoing discussion regarding the importance of AI-based technologies in language learning programs, and the results provide useful information for educators, curriculum writers, and creators of educational technology. The research also highlights the importance of involving learners' perspectives in the design and execution of these tools, ultimately in a bid to inform decisions on whether to incorporate ChatGPT or similar technologies in EFL and ESL writing instruction.

Recommendations for Future Studies

Despite the encouraging findings, the researchers argue to conduct a larger-scale study involving a greater number of participants and additional assessment instruments. Subsequent research endeavors utilizing ChatGPT or similar generative-AI digital writing tools should build upon this case study to assess their influence on student writing. It is important to explore how the word suggestion and reverse translation features may introduce additional challenges for EFL students, potentially impeding their performance. Additionally, further investigation should involve gathering feedback from participants regarding ChatGPT usage, including identifying features that they found beneficial or counterintuitive. Therefore, to gain deeper insights into the impact of AI on English writing proficiency, additional analysis is required through an expanded study taking other factors (such as, learners' characteristics, educational background, prior knowledge of digital skills) into consideration.

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Appendix-I (Questionnaire)

1. Rate your overall opinion of using ChatGPT for EFL writing.
   Scale: Not at all, Slightly, Moderately, Very much, Extremely
2. Rate the extent to which you think ChatGPT has benefited your writing experience.
   Scale: Not at all, Slightly, Moderately, Very much, Extremely
3. Rate the extent to which you have noticed drawbacks or challenges associated with using ChatGPT in your writing practice.
   Scale: Not at all, Slightly, Moderately, Very much, Extremely
4. Rate the impact of ChatGPT on your writing skills and language proficiency.
   Scale: No impact, Minor impact, Moderate impact, Significant impact, Transformational impact
5. Rate the extent to which you feel that ChatGPT has improved your confidence in writing.
   Scale: Not at all, Slightly, Moderately, Very much, Extremely
6. Rate the frequency with which you rely on ChatGPT for writing assistance.
   Scale: Never, Rarely, Sometimes, Often, Always
7. Rate the extent to which you feel that ChatGPT has made your writing process more engaging or interactive.
   Scale: Not at all, Slightly, Moderately, Very much, Extremely
8. Rate the extent to which the use of ChatGPT has affected your ability to think critically and independently while writing.
   Scale: No effect, Minor effect, Moderate effect, Significant effect, Transformational effect
9. Rate the extent to which you have experienced unclear, inaccurate, or unhelpful suggestions or feedback from ChatGPT.
   Scale: Never, Rarely, Sometimes, Often, Always
10. Rate your vision of the role of ChatGPT in your future writing endeavours or language learning journey.
    Scale: No role, Limited role, Moderate role, Significant role, Essential role