



**Pedagogical Perspective on ChatGPT's Effectiveness as a Learning Tool for ESL Writing**

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## **APPROVAL SHEET**

This research paper attached hereto, entitled “Pedagogical Perspectives of ChatGPT’s Effectiveness as a Learning Tool in ESL Writing” prepared and submitted by Goh Poh Shen in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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## ABSTRACT


The arrival of ChatGPT in the education scene has garnered many different perspectives from various stakeholders. In particular, there were many concerns regarding the ethical use of ChatGPT along with the divide in the view on ChatGPT's pedagogical value to English second language (ESL) students in terms of their writing. Thus, due to an additional lack of studies done on exploring the various pedagogical value of ChatGPT, this exploratory study was conducted with these two research objectives in mind: "a) To inquire the perspectives of UTAR lecturers on the benefits and drawbacks of using ChatGPT as a learning tool in ESL writing.", and "b) To critically analyse the perspectives of UTAR lecturers' perspectives on the application of ChatGPT in ESL writing classrooms along with its potential challenges and recommendations.". A semi-structured interview was conducted with five UTAR lecturers whose expertise were in the field of writing pedagogy to inquire their views on ChatGPT with regards to the research objectives. The results of the interviews reveal that lecturers as a whole had mixed perspectives regarding the A.I. chatbot. Most agree that while ChatGPT can present various benefits to ESL students in improving their writing, the overreliance can cause students' intellectual abilities to be stunted and risking the practice of plagiarism. The lecturers were also receptive towards the application of ChatGPT in ESL writing classrooms but raised concerns on the challenges of students misusing ChatGPT and the threat to student and teacher relationships. Lastly, lecturers also suggested various recommendations emphasising proper guidelines and ethics to be instilled, redefining the role of teachers, and modifying assessments. Recommendations were also given to further research the various areas addressed in this study.

## DECLARATION

I declare that the materials contained in this paper is the end result of my investigation and that due acknowledgement and credit have been given in the bibliography and references to ALL sources be it printed, electronic or personal.

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## **Chapter 1: Introduction**

### **1.1 Introduction:**

As an introduction to this chapter and the overall research, various subtopics will be covered which include the background of the study: the history of teaching of writing and the development of ChatGPT and A.I. technology in the teaching of writing, the problem statements pertaining to the use of ChatGPT, the research objectives, research questions, significance of this study, definition of key terms, and the limitations of this study.

### **1.2 Background:**

The emergence of ChatGPT on the Internet has brought a massive impact on various aspects of our lives. Developed by the company OpenAI, ChatGPT has received much attention and success since its launch in November 2022 (Williams, 2023). The key to ChatGPT's success lies within its premise which is a chatbot style artificial intelligence (A.I.) program that generates a detailed response based on the instructions from the prompts (OpenAI, 2022). In the context of writing, when a user gives a writing prompt the A.I. chatbot would produce text in various styles such as formal, informal, and creative writing depending on the demands of the prompt (Shiddiq, 2023).

As a large language model, ChatGPT expands its database from wide range of corpus text data ranging from websites, books, Internet and English language Wikipedia consisting of millions to billions of words which are input given by human trainers (Brown et al., 2020; Tate et al., 2022). In addition to that, OpenAI (2022) also shares their training process for ChatGPT with the employment of the Reinforcement Learning from Human Feedback (RLHF), whereby human A.I. trainers play the roles of both the user and the A.I. chatbot with the aid of "model-written suggestions" to aid in the generating of responses to formulate a dialogue. Data



collected from the conversations was compared and ranked by the A.I. trainers in terms of the quality of response to the same prompts which refines the model even further with the aid of Proximal Policy Optimization.

### **1.3 History of Teaching of Writing:**

Through the centuries, the approaches and methods of teaching of writing have gone through drastic transformations in various aspects. According to Monaghan (2007), some of the earliest records of teaching of writing methods date back to the Ming Dynasty (1368-1644) where writing exercises and textbooks existed. At the time, copying alphabets, learning to read and write them and then moving up to writing sentences and paragraphs, was a common teaching method for writing which is still commonly seen in the 21<sup>st</sup> century. In the lenses of Western culture, the education of writing was exclusive to the male clergies, scholars, and upper-class individuals prior to the 19<sup>th</sup> century where basic education for all was strongly advocated for (Spring, 2001, as cited by Monaghan, 2007). A key figure in the advocacy for basic education for all would be Horrace Mann, who established common schools for both the upper class and the lower-class citizens in the 1800s with support from the government. Concurrently, men and women were given access to education as the 19<sup>th</sup> century Industrial Revolution opened up many jobs that require reading and writing. However, this inclusiveness of education was predominantly for the western races; African Americans at the time were prohibited from the reading and writing education in fear that they will rise up against their slave masters through having a public voice in media (Monaghan, 2007). Another noteworthy event in the 1800s is the growing dominance of the Grammar Translation Method as a method of delivery for teaching European and foreign languages in particular from the 1840s to the 1940s (Renau Renau, 2016). Renau Renau further elaborates Grammar Translation Method is considered a traditional teaching method that dates as far back to the 16<sup>th</sup> century where it was used to teach Greek and Latin.

Transitioning to the 20<sup>th</sup> century, many changes to the teaching of writing rose along with various renowned teaching methods used in today's English classrooms. By 1920s, writing drills decreased in popularity and a more social holistic approach came in; focusing more on independence, creativity, self-expression and continuity which was known as the Progressive movement (Monaghan, 2007). Additionally, various major approaches to the teaching of writing which are still commonly used in this day and age were also developed in this era. One of them would be the product approach which dominated the mid 1940's to mid 1960's (Debbakh, 2016). The approach structures its teaching in three stages being familiarization as the first where students are introduced to model texts with focus on various grammatical aspects found within the text, controlled writing as the second where students practice writing simple sentences or phrases with the achievement of grammatical and syntactical accuracy in mind, guided writing as the third: students now practice writing at a paragraph level with the focus still being on the targeted aspect, and lastly, free-writing where students have more freedom over their composition but still follows the structure of the model text. As such, grammatical and syntactical accuracy is greatly emphasised as opposed to creativity and critical thinking.

However, educators later in the mid 1960s would then realise that there is a negligence on understanding the functions of writing among the students and as such, the rhetoric function approach was adopted into the pedagogy of writing (Cheung, 2016). According to Cheung, this approach utilised a bottom-up approach by starting students at sentence level writing to discourse level while elaborating the functions of writing to them which include compare and contrast, and descriptive writing. Then came the widespread use of the process approach in English Second Language classes around the 1980s (Onozawa, 2010), contending as a stark contrast to product approach due to its focus on writing for communicative purposes. Instead of purely focusing on grammatical aspects, students are also taught on the process of writing

to produce their own original compositions. Onozawa (2010) also states that the process approach structures itself usually in three, four, or five stages which are pre-writing, drafting, and, revising; thinking, planning, writing, and editing; or prewriting, drafting, revising, editing, and evaluating. Till this day, the process approach is regarded as a valuable aspect of teaching of writing due to its emphasis on developing a student's thinking process which in turn develops creativity (Selvaraj & Aziz, 2019).

#### ***1.4 Development of ChatGPT and A.I. Technology in the Teaching of Writing***

##### ***1.4.1. Evolution of ChatGPT:***

Prior to its release to the public in 2022, ChatGPT has undergone multiple stages of development in its versions of GPT (Generative pre-trained Transformer) (Wu et al., 2023). Beginning in 2018, the first version of the GPT was developed with a trained generative language model which was based on a Transformer framework that gained its input through unsupervised learning (Khosla et al., 2019; Ieracitano et al., 2020). Continuing to 2019, GPT-2 was then introduced with the concept of multi-task learning as to allow the pretrained model to apply the input learnt to various tasks without extra adjustments (Radford et al., 2019; Zhang & Yang, 2021). Following that, GTP-3 was released in 2020 now with the added feature of combined meta-learning and in-context learning. This feat greatly improved the model's ability to adapt to different instructions, outperforming various pre-existing methods in completing instructions with record-breaking parameters of 100 billion (Finn et al., 2017; Beck et al., 2023; Dong et al., 2022). A year after its successful release in 2022, GPT-4 made its debut with updated functions and loads more features such as inputting text and images parallelly while being able to perform human-level academic and professional benchmarks (OpenAI, 2023).

##### ***1.4.2. A.I. technology and ChatGPT in Teaching of Writing:***

The presence of A.I. in education dates back as far to 1964 to 1966, whereby Joseph Weizenbaum developed one of the earliest natural language processing (NLP) programme,

ELIZA (Weizenbaum, 1983). Following that, in the 1970s, many other forms of A.I. emerged such as SCHOLAR and MYCIN developed by Jaime Carbonell which then developed into the Intelligent Tutoring System (ITS) (Guan et al., 2020). Furthermore, from Guan et al.'s study (2020), starting from the year 2000 to 2009, a shift to learner-centered approaches begun with the aim to develop an A.I. education environment. Intelligent Tutoring Systems (ITS) rose to popularity in the early 2000s, delivering individualized education and feedback without direct human contact, solving pedagogical difficulties, and using AI technology (Steenbergen-Hu & Cooper, 2014). Continuing on from 2010 to 2018, a greater emphasis on student profile models and learning analytics begun, demonstrating a consistent focus on AI applications to improve student learning processes, notably in virtual reality (VR) research (Guan et al., 2020).

Shifting to today's context, it can be seen that ICT technology has established itself as the norm for all education (Al Arif, 2019). Shift seven of the Malaysian Education Blueprint 2013-2025 which is to "leverage ICT to scale up to quality learning across Malaysia", aims to "maximise use of ICT for distance and self paced learning to expand access to high-quality teaching regardless of location or student skill level" (Ministry of Education, 2013). Hence, the integration of chatbots like ChatGPT is a topic of great interest in today's day and age due to its huge response gaining a million active users within the first five days of its launch according to the Swiss Bank UBS (Hu, 2023). Prior to ChatGPT, various chatbots have already established themselves in the area of natural language processing which include the pioneer ELIZA, and more modern chatbots such as Cleverbot, Talk to Eve, Replika, Lyra, and Andy English Bot (Kim et al., 2019).

Based on Kim et al.'s (2019) study, the modern chatbots rely on natural language processing to replicate and produce human-like language in a chatroom setting. Furthermore, they also bring forward potential in improving English language skills though with the caveat of a limited understanding of the users' language, lacking input and knowledge to handle

various topics, and limited duration of usage; mostly needing teachers' interventions to maximise the benefits. Turning to ChatGPT, its major success can be credited to its abilities to perform complex tasks such as intelligent conversation, offering knowledge on a variety of subjects and responding to challenging queries requiring a high degree of information synthesis, analysis, and application (Onal & Kulavuz-Onal, 2023). Due to its capabilities, the chatbot garnered mixed reviews from many universities rejecting its usages and even countries like China, Italy, Russia, and North Korea blocking ChatGPT (Zaveria, 2023; McCallum, 2023). However, some universities are open to the usage of ChatGPT such as Universiti Teknologi MARA (UiTM) Malaysia in accordance to their Education5.0@UiTM policy which encourages the usage of the latest technological development.

Overall, the debut of A.I. technology has brought about great shifts in the education realm, what more has been transformed even further due to the emergence of ChatGPT. As such, this opens up a great deal of research opportunities and gaps which will be discussed in the next section.

### **1.5 Problem Statement:**

The ever-increasing popularity of ChatGPT has yielded some gaps in the research area of A.I. writing tools in education as well as some ethical dilemmas regarding its usage in education. Arguably, one of the major issues in the application of ChatGPT in writing classrooms is its ethical concerns.

As to illustrate, the common ethical issues regarding the usage of ChatGPT in education usually involve breaching of privacy and data security, biasness in information delivery, loss of human interaction, threat to intellectual property rights, and arguably the hottest concern is academic integrity (Huallpa et al., 2023; Rane et al., 2023). As explained by Huallpa et al. (2023), the integrity of the students' education and assessment is lost when they rely on

ChatGPT to essentially do their tasks for them; making ChatGPT pass the subject for them. Moreover, text generated by ChatGPT are likely summaries of information from other sources such as books, studies and other literature, and without proper citations done by students, will be considered as plagiarism. As such, this poses a threat to the intellectual property rights of the original authors as mentioned by Rane et al. (2023).

Such academic dishonesty is further enlarged with the increasing difficulty for educators to differentiate A.I. generated text and human generated text (Elkins & Chun 2020; Susnjak 2022; Cotton et al. 2023). Though the existence of A.I. generation detection tools serve to counter this issue, but Vaccino-Salvadore (2023) points out that the uniqueness of text generated by ChatGPT allows it to bypass the detection software. The issues of ethics have also been discussed in the Malaysian community as seen in a qualitative content analysis done by Tang and Chaw (2023), whereby among the 16 articles reviewed, 13.9% of the content discusses plagiarism and 5.7% discusses overall integrity. Based on the information stated, it is without doubt that ethical concerns affect all users of ChatGPT regardless.

Another gap in this research field is the divide on pedagogical perspectives on ChatGPT as a learning tool in ESL writing. According to several studies, ChatGPT brings many benefits to the table such as personalized learning, increase learner motivation and engagement, act as a convenient and user-friendly writing assistant, and enhancing organization of content and writing quality (Marzuki et al., 2023; Mohammad Ali, 2023; Imran & Almusharraf, 2023). However, there are also many claiming the drawbacks of ChatGPT to be many, primarily the stunting of creative writing and critical thinking skills, and providing feedback that is too generic or abstract (Shidiq, 2023; Yoon et al., 2023). Additionally, a case study done by Harunasari (2023) on ChatGPT implementation for fourth-semester EFL students enrolled in a Creative and Media Writing showed that it could potentially become a distraction for students due to its wide array of capabilities which students might explore, forgetting their initial task.

As such this diverse range in pros and cons could potentially make it difficult to integrate ChatGPT into ESL writing classrooms.

Furthermore, there is a considerable lack of studies done on evaluating the pedagogical value of ChatGPT as a learning tool in ESL writing. It is understandably so due to the recent launch of ChatGPT in November 2022 (Williams, 2023), the level of understanding on ChatGPT's pedagogical value is limited. As brought up by Harunasari et al. (2023) and (Marzuki et al., 2023), the long-term effects of ChatGPT on improving ESL writing skills have yet to be discovered. Furthermore, the current understanding of the effectiveness and potential drawbacks should be further researched (Harunasari et al., 2023; Abdul Rahim et al., 2023). Likewise, in Malaysia's context, there is a limited scope of studies that test the effectiveness of ChatGPT among Malaysian ESL students on their writing. As seen in Abdul Rahim et al.'s (2023) case study on Universiti Teknologi MARA (UiTM) students, though the findings show positive effects of ChatGPT on their English writing skills but it only covers a sample from higher education ESL students.

Overall, these gaps in research makes it imperative to conduct further studies to further increase the understanding of the pedagogical effectiveness of ChatGPT as a learning tool for ESL writing. Moreover, further insights are needed regarding the ethical concerns and the divide of pedagogical perspectives on ChatGPT as an ESL writing learning tool to better clarify the extent of ChatGPT's benefits and drawbacks.

### **1.6 Research Objectives:**

- a) To inquire the perspectives of UTAR lecturers on the benefits and drawbacks of using ChatGPT as a learning tool in ESL writing.

- b) To critically analyse the perspectives of UTAR lecturers' perspectives on the application of ChatGPT in ESL writing classrooms along with its potential challenges and recommendations.

### **1.7 Research Questions:**

- a) What are the perspectives of UTAR English Education lecturers towards the benefits and drawbacks of using ChatGPT as a learning tool in ESL writing?
- b) What are the UTAR English Education lecturers' views on the application of ChatGPT in ESL writing classrooms along with the potential challenges and recommendations?

### **1.8 Significance of Study**

By conducting this study, it is hoped that the findings would contribute to the ever-growing pool of studies on the pedagogical value of A.I. technology in ESL classrooms, specifically ChatGPT, by providing more valuable insights from the esteemed English Education lecturers of Universiti Tunku Abdul Rahman (UTAR). Furthermore, the input from the lecturers can provide more perspectives on the issue of ethical concerns regarding the application of ChatGPT which is still heavily debated till this day, as well as the benefits and drawbacks on student learning from a personal perspective. Lastly, the findings of this study could serve as a pioneer to future studies concerning the pedagogical value of ChatGPT in ESL classrooms, through the personal input from the UTAR lecturers.

### **1.9 Limitations of Study**

It goes without saying that there are various limitations that hinder this research from reaching its full potential. One of the staggering limitations would be the limited time frame to conduct the research. The time provided for the study is a total of seven months whereby three



would be taken for writing the first three chapter of the study and the other four for data collection and analysis. Another two limitations of this study that are a result of the limited time frame would be the availability of the lecturers and the limited sample size. Arranging meetings with UTAR English Education lecturers would prove to be challenging due to their busy schedules; limiting the opportunities for the arrangement. Due to their busy schedules, it is also likely that the actual number of lecturers participating in the study will be lower than the number of target participants. As such, this results in a limited sample size which could yield results that have yet to reach the saturation point.

### **1.10 Definition of Key-terms:**

#### *A) Artificial Intelligence (A.I.):*

The term “artificial intelligence” can be defined in many different ways in today’s world but generally it can be defined as an endeavor to engineer the study of intelligence in humans, animals, and machines into a physical entity in the form of computers or computer related technologies (Whitby, 2008, as cited in Chen et al., 2020). Additionally, Coppin (2004, as cited in Chen et al., 2020) suggests that a distinguishing characteristic of A.I. is the mimicry of human intelligence in the form of performing intelligent tasks such as adapting and dealing with new situations, problem solving, devising a plan, and answering questions. As such, these two definitions can point to A.I. as a product of engineering that mimics human intelligence.

#### *B) Proximal Policy Optimization:*

According to Hsu et al. (2020), Proximal Policy Optimization (PPO) can be defined as a family of algorithms that are used to enhance learning for training policies which can include solving a Rubik’s cube, designing a chip placement, and overall completing tasks relating to the compilation of data. Hsu et al. (2020) also adds that a defining feature of PPO is the surrogate

objective which regulates policy updates, ensuring that they do not deviate too much from the previous policy. This ensures that the data found is relevant and valid according to the previous policy. The clipped objective is another feature of PPO that filters data by ignoring policies after a certain threshold has been reached.

### *C) Large Language Model:*

As described by Tate et al. (2023), large language models are essentially a type of artificial intelligence programmed and trained to produce human-like text. A large corpus of text data usually ranging from millions to billions of words is used to train large language models in addition to their deep learning feature; it entails training an artificial neural network on a huge dataset.

### *D) Natural Language Processing (NLP):*

Natural Language Processing (NLP) is defined as a range of computational methods which are theoretically based to analyse and represent naturally occurring texts (Liddy, 2001). NLP either uses a singular or multiple levels of linguistic analysis in order to achieve human-like language processing to complete a range of tasks or applications.

## **Chapter 2: Literature Review**

### **2.1 Introduction:**

Progressing to the second chapter of this study, the literature review, past studies will be reviewed with aims to find gaps research gaps relating to the area of ChatGPT's effectiveness as a learning tool in ESL writing. As such, the studies selected mainly cover three main subtopics which are the ESL writing challenges, technology in ESL Education, and Pedagogical Perspectives of ChatGPT as an ESL learning tool for writing. In addition to that, three main theories will act as the theoretical framework of this study which are Natural Language Processing, Vygotsky's Zone of Proximal Development, and Self-Determination Theory.

### **2.2 Writing Challenges in ESL: Malaysian Context**

Writing is inseparable component from any form of language and as such is part of a learning process for English as Second Language students in Malaysia. Based on several studies done regarding challenges in writing faced by Malaysia ESL students, it is revealed that they are commonly faced with motivation issues in learning English, first language (L1) interference. (Ahmad Ghulamuddin et al., 2021; Akhtar et al., 2020)

Student motivation is a strong influential factor when it comes to ESL writing challenges, and is also key to improving student learning outcomes (Gbollie & Keamu, 2017). According to Moses and Mohamad (2019), one of the reasons Malaysian ESL students may feel demotivated in learning writing is due to the demand of knowing various aspects of writing such as punctuation, grammar, vocabulary, spelling and sentence structure before producing a good piece of written work. In Akhtar et al.'s (2020) study, the challenges and apprehensions of undergraduate ESL students from Universiti Teknologi Malaysia (UTM) in academic writing were studied and it was found that many were apprehensive towards writing due to

various factors which include facing confusion and stress in writing due to an inability to understand the question, fearing writing evaluation, and frustration from never getting new ideas and the tendency to repeat the same phrases and words. Such apprehension towards academic writing can be viewed as a sign of discouragement which in turn shows lowered levels of motivation in learning English.

L1 interference is also a major challenge for ESL students in their writing. A case study conducted by Ahmad Ghulamuddin et al. (2021) on ESL primary school students in Malaysia found that the students' L1 often influenced their sentence structure, subject-verb agreement, tenses, and parts of speech, largely due to the students forming the sentence in Bahasa Malaysia first, then translating it to English. Moreover, L1 interference is also found in the students spelling ability of English words as they mostly spell their words based on their perceived pronunciation; a sign of interference from Bahasa Malaysia. Similarly, Yacob and Yunus' (2019) study on lower-intermediate Form 5 ESL students also display that 12 out of the 30 students interviewed always use L1 spelling for English words, 20 out of 30 students would employ L1 translation when writing English sentences and phrases.

L1 interference as a whole, influences the grammar usage of ESL students as seen in Nair & Hui's (2018) survey on 102 senior one students in a Chinese private school in Kuala Lumpur, Malaysia, whereby grammatical errors were ranked top as the most frequent type of errors in their descriptive writing followed by sentence structure, lexical items, spelling, mechanical errors, and cohesion errors. As explained by the ESL teacher from the school, L1 interference is the root cause for the errors as students would employ Mandarin grammar and syntax rules into their English writing.

Overall, it can be seen from the studies mentioned that L1 interference and student motivation are some of the most dominant challenges faced by Malaysian ESL students in

writing. As Malaysia is a multicultural country with most of its natives having English as a second or possibly foreign language, it is clear that L1 interference is bound to happen. However, its effects are of great magnitude, affecting many areas in language such as grammar, syntax, and spelling to name a few. As for motivation, the demanding nature of writing can very be a source of demotivation for students, even to the extent of apprehension as seen in Akhtar et al.'s (2020) study.

### **2.3 Pedagogical Perspectives of ChatGPT**

As mentioned in the problem statement, ChatGPT has garnered many divided perspectives to its pedagogical value. In this section, past studies on the perspectives of ChatGPT's pedagogical value will be reviewed.

A study done by Marzuki et al. (2023) pertaining the perspectives from four in Nguyen's (2023) study pertaining the perspectives of English as Foreign Language (EFL) teachers from Van Lang University, it is shown that generally the teachers are receptive to the use of ChatGPT in writing classes; showing great enthusiasm. According to the teachers, they particularly found ChatGPT to be helpful in generating lesson plans and activities, saving time and reducing workload, while being an effective tutor due to its ability to give students immediate feedback on their written works to improve their language; further motivating the students to learn writing.

A similar study done by Ulla et al. (2023) notes that EFL teachers from various universities in Thailand also show positive attitudes towards the use of ChatGPT in English language teaching but notes that an overreliance towards ChatGPT could potentially lead to a diminishing effect on the development of students' language and writing abilities along with their critical thinking skills. In conjunction with the mention of diminishing effects, Shidiq's (2023) study raises the point that ChatGPT could very well hinder the growth of creative

writing and critical thinking skills; reducing the originality of a student's work. Shidiq (2023) also brings up the lack of human connection in the learning process as compared to the classic teacher-student interaction; emphasising that ChatGPT cannot completely replace humans. Additionally, it is also emphasised from these past studies that teachers play a crucial role in facilitating the use of ChatGPT in classrooms and that professional training on how to use ChatGPT must be given to educators (Nguyen, 2023; Shidiq, 2023; Ulla et al., 2023).

In terms of student perspectives towards ChatGPT's English pedagogical value, a quantitative survey done by Abdul Rahim et al. (2023) on 181 students from various faculties and campuses in Universiti Teknologi MARA (UiTM) and it was found that many students agree that ChatGPT helps them to improve their writing skills while making the process more engaging and enjoyable. On the other hand, Imran & Lashari's (2023) interview with 24 randomly selected students from two private sector universities in Karachi, Pakistan, showed that majority of the students state that ChatGPT obstructs the development of creative writing in ESL students while the minority group state that ChatGPT can be beneficial with proper facilitation and guidance.

Thus, it is clear that there is a divide in perspectives on ChatGPT's pedagogical value to ESL students' writing skills both from the students and teachers' perspectives. As ChatGPT is still considered a newborn technology, it is hard to ascertain the long-term effects it has towards ESL students' writing skills. This is a clear indication that further research needs to be done regarding ChatGPT's effectiveness as a learning tool.

#### **2.4 Ethical concerns in implementing ChatGPT in ESL classrooms**

As stated in Chapter 1, ethical concerns are one of the major issues in the implementation of ChatGPT in classrooms. In Vaccino-Salvadore's (2023) paper, various ethical dimensions were explored and it is found that ChatGPT influences five different areas.

Firstly, ChatGPT could pose a threat to the data and privacy of individuals as the data from the interactions of the users and the chatbot are usually used to train and further enhance its language generation capabilities. Vaccino-Salvadore (2023) further mentions that such data could consist of sensitive information of the users which does raise concerns about the privacy and security of users when using ChatGPT.

Secondly, ChatGPT is found to have bias and lack of diversity when providing information. Vaccino-Salvadore (2023) further explains that biases have been detected in the large datasets used to train and develop large language models like ChatGPT. As a result, the possibility of a biased language generation and a prevalence in stereotypes, discrimination and prejudice in language learning interactions. An example could be the generation of sexist, racist, or otherwise inappropriate text (Baskara & Mukarto, 2023).

Thirdly, Vaccino-Salvadore (2023) establishes that accessibility and reliability is another area of concern when using ChatGPT. Due to specific hardware and software requirements to operate ChatGPT along with the need for Internet connection, not all learners might have access to the chatbot and as such could pose a form of unfairness in the education setting. Fourthly, authenticity is another area of ethical concern. Vaccino-Salvadore (2023) states that ChatGPT lacks the depth, richness, and authenticity of human interactions, and it is unable to provide learners emotional, social, and cultural context which are important to the language learning experience of the students. This is in line with Siddiq's (2023) statement whereby ChatGPT can never fully replace teachers, as they fail to establish the human connection in the learning process.

Lastly, academic dishonesty is arguable the most influential area of ethical concern as language learners may misuse ChatGPT to complete language assignments or assessments (Vaccino-Salvadore, 2023). As such, many concerns are raised especially on the matter of

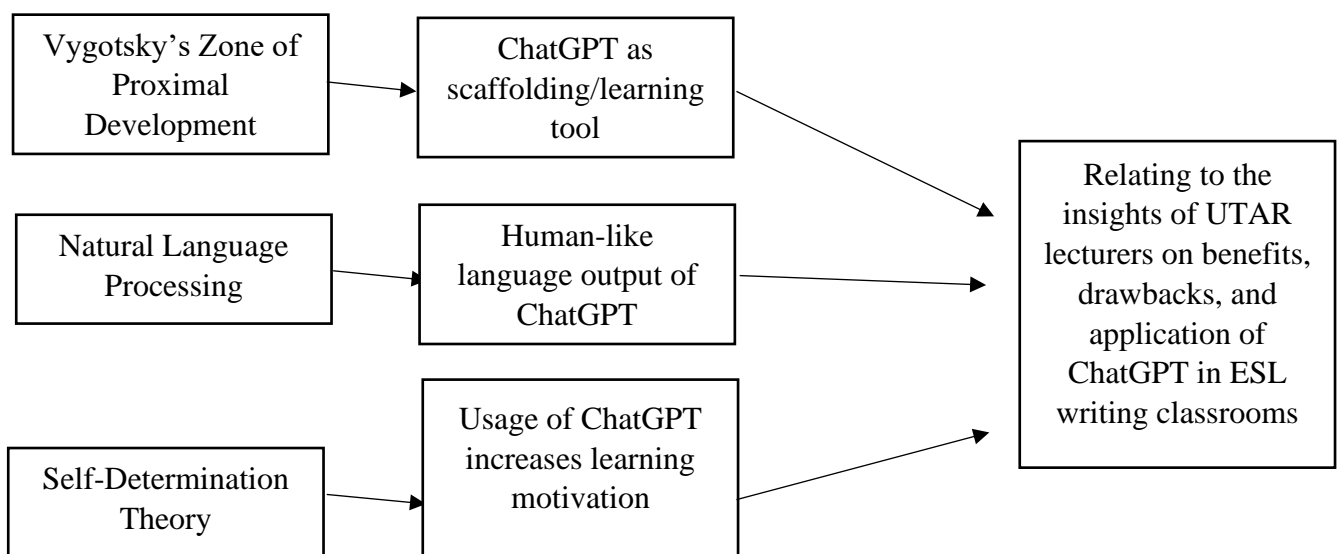
plagiarism, cheating, and the authenticity of learner’s work (Currie, 2023). In addition, participants in Ulla et al.’s (2023) study on teacher perspectives showed concern over plagiarism in students work, raising the issue that a student can claim a work as their own when ChatGPT is the one who did it.

Additionally, Huallpa et al.’s (2023) study on ethical considerations of using ChatGPT in Latin-American universities from the students’ perspectives show that students’ responses suggest the awareness of various issues regarding ChatGPT such as the harmful prejudices and discriminations, the importance of creativity and human judgement in research, concerns on privacy and data security, as well as the moral considerations of using ChatGPT.

In conclusion, the ethical considerations of ChatGPT are a major hurdle in its implementation in ESL writing classrooms. As such, human interjection is still largely needed when implementing ChatGPT with appropriate guidelines to avoid ethical conflicts within the classroom (Vaccino-Salvadore, 2023).

## 2.5 Theoretical Framework

Below is a diagram of showing the various theories and their relations to the study.



*Figure 1: Theoretical Framework relating Vygotsky’s Zone of Proximal Development theory, natural language processing, and intrinsic motivation theory to the current study*



According to the theoretical framework shown above, three theories stand as the key concepts to this study. The first would be Vygotsky's Zone of Proximal Development which is defined as the gap between the child's "actual developmental level as determined by independent problem solving" and the child's "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, as cited in Guavain, 2020). Essentially, ChatGPT will serve as a scaffolding which acts as a guide for the learner to reach the potential development level. The function of ChatGPT to adaptively respond to the learner's can scaffold their language acquisition by giving suitable learning materials; ensuring that the learner is not overwhelmed (Rakhmonov & Kurbonova, 2023).

Following that, Natural Language Processing (NLP), the range of computational methods which analyse and represent natural sounding texts (Liddy, 2001), allows ChatGPT to produce human-like language output, enabling the users to feel as though they are talk to an actual person. In terms of learning opportunities, this allows the user to communicate with ChatGPT using English (Liao et al., 2023), which creates opportunities to practice the use of the English language in a natural setting.

Lastly, the Self-Determination Theory correlates to the effects of learning motivation of ChatGPT. The theory explains that humans have three basic psychological needs which are autonomy: self-initiated and selective behaviour, competence or self-efficacy, and relatedness: the emotional support gained from social interaction (Ryan & Deci, 2000). Once these three psychological needs are met, one would feel intrinsically motivated to perform various tasks; relevant to the comprehension of learning motivation (Zhou & Li, 2023). According to Zhou and Li's study (2023), it is found that student could meet the three needs when using ChatGPT in their learning due to their confidence gained from understanding the functions of the chatbot. This would increase their interest-enjoyment rate which in turn increases learning motivation.

Ultimately, these concepts will be used in the data analysis to ascertain if the findings correlate with these theories. The three theories mentioned do play an influential role which could potentially determine the benefits and drawbacks of ChatGPT as a learning tool for ESL writing, along with the application into the ESL writing classroom. In addition to that, these theories could serve as a guide to further probe for information during the interview, for example, “Does ChatGPT positively influence learner motivation?”, “Can ChatGPT prove to be an effective scaffold for ESL writing?”, or “How does ChatGPT’s human-like language influence the learner’s experience in ESL writing?”. However, it is to be kept in mind that the interview is semi-structured and questions directly inquiring on the three theories should not be forced unto the respondent unless there is a need to further probe upon the respondents’ insights which directly correlate to the theories.

## **Chapter 3: Methodology**

### **3.1 Introduction:**

This chapter will entail the various aspects of the research methods utilised in this study. As such, the research design, sampling technique, research instruments, data collection procedure, and data analysis will be explained and justified in detail.

### **3.2 Research Design:**

The primary design employed in this study is a qualitative research design. As the aim of this study is to gain pedagogical perspectives of UTAR lecturers regarding the effectiveness of ChatGPT as a learning tool for ESL learners, a qualitative approach is the most suitable to inquire the personal opinions on the research topic. By inquiring personal insights, a more in-depth review of the pedagogical value of ChatGPT was obtained. Moreover, due to the lack of definitive studies, the opinions provided by the lecturer could serve as a potential catalyst for further research into specific areas which could potentially include the specific benefits and implications of ChatGPT as a learning tool and the various forms of applications of ChatGPT in the classroom.

### **3.3 Sampling Technique**

A purposeful sampling method was used as this study's sampling technique, mainly selecting UTAR English Education lecturers, predominantly lecturers who teach courses relating to ESL pedagogy such as Teaching of Writing, Language Teaching Methodology, Academic Writing, and Language Learning Theories. A total of five lecturers volunteered to participate in this study. These lecturers are experts in the field of education and have provided detailed and informed insights regarding the relation of ChatGPT to the writing abilities of ESL students. Generally, ChatGPT's rising popularity has spread to UTAR undergraduate students,

most of whom are ESL students. As such, these lecturers have shared their experience in their students using ChatGPT in their learning and have formed many opinions on the A.I. chatbot. Additionally, these lecturers have a clear understanding of ChatGPT with some sharing their own experience in using ChatGPT in their classrooms which was a bonus to the gathering of data as they had a deeper understanding of the pedagogical usage of ChatGPT, which gave more insights on the research topic.

### **3.4 Research Instrument:**

Semi-structured interviews acted as the main instrument to collect data. This allowed for further probing of information with the presence of a few structured questions as a guide for the interview. As subjective opinions were collected, some leniency was allowed in the questionnaire to allow the participants to not feel restricted when answering the questions. Hence, open-ended questions were used as the main questions primarily inquiring the various aspects mentioned in the research objectives which were benefits and drawbacks of using ChatGPT as a learning tool in ESL writing, application of ChatGPT in ESL writing classrooms, potential challenges of applying ChatGPT in ESL writing classrooms, and recommendations to overcome the potential challenges.

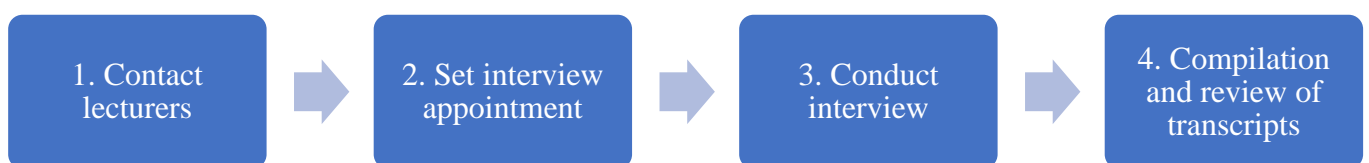
As for the semi-structured interviews, they were conducted online via Microsoft Teams mainly for the convenience of the lecturers. The duration of the interview was set to be approximately 30 minutes as to allow for further probing of information while reducing the likelihood of taking up too much of the lecturers' time. As opposed to physical interviews, setting up a physical venue would no longer be a need which allowed for more flexibility in terms of arranging a time slot with the lecturers for the interviews. Lecturers would then have more options to schedule the interview at a time slot that is most convenient to them since the constraint to meetup physically is no longer there. Should the interview be done physically, it

would pose more limitations as the lecturer has to find a specific time slot in their already busy schedules within their working hours. Though possible if the lecturer consents to it, it is much preferred not to set a physical interview outside of the lecturers' working hours as it would require lecturers to commute to the venue at the expense of not only commuting costs but also their leisure time. Hence, the online interview was the highly preferred method as the lecturers could conduct the interview wherever they want, be it at the comfort of their own homes or offices, at a time that is most convenient for them.

In terms of the recording of the transcription, the Microsoft Teams meeting for the interview was recorded with prior consent from the lecturers and the meeting transcription function was activated to transcribe the interview to minimise human error. The meeting transcription function although did not transcribe the interview word-to-word accurately, it mainly served as the draft for the transcription with further editing and organizing to the appropriate dialogue format. Furthermore, this function saved some manual labour and time which allowed for better efficiency in the research process.

### **3.5 Data Collection Procedure:**

The following diagram is a flowchart of the data collection procedure.



*Figure 2: Flowchart of data collection procedure*

Firstly, the purposefully sampled UTAR ED lecturers were contacted via e-mail or Microsoft Teams approximately a month ahead of the interview period to inquire if they are

interested in participating the interview or not. After that, a consent form for the lecturers was given to them ensuring that the information given for this interview will be strictly confidential and only used for the purpose of this study. Furthermore, their identities were kept anonymous throughout the entirety of this study, and were assigned the following codenames: participant A, participant B, participant C, participant D, and participant E. Following that, the appointment for the online interviews was arranged with each lecturer at their preferred time slots on Microsoft Teams. A reminder was sent to each lecturer a day prior to their interview date as to ensure their attendance.

During the interview, open ended questions inquiring on the benefits and drawbacks of ChatGPT as an ESL writing learning tool, as well as the application of ChatGPT in ESL classrooms with its potential challenges and recommendations were asked. Further probing of new information was done based on the responses of the participant mainly for them to elaborate further on a certain point they made. As the interview was ongoing, the Microsoft Teams meeting was recorded and the meeting transcription was activated then downloaded.

Once the transcripts were downloaded, they were then subject to further editing and organising into a dialogue format on Microsoft Word with reference to the audio from the meeting recording. After the first draft was completed, it was manually reviewed once more to check for any errors, ensuring that the contents of the written transcription tallies with the content found in the meeting recording. In addition, filler words were excluded and the grammar of the transcript was checked and revised through the grammar checking function of Microsoft Word. Lastly, the transcripts were converted from informal to formal English as to produce a cohesive and appropriate transcript of the interview dialogues.

### **3.6 Data Analysis:**

Once the transcripts were compiled and converted from informal to formal English, thematic analysis was employed to analyse the content. Generally, information from the transcript was systematically organised and identified in terms of recurring themes using a colour code for each different theme found in the various transcripts. This allowed for flexibility in analysing data, which opened opportunities for new insights to be found from the participants' interviews. As such, a six-step process was utilised according to Braun and Clarke's (2012) six phase approach to thematic analysis.

#### *Step 1: Familiarisation of data*

In the initial phase, the reviewed transcripts was first read multiple times while listening to the audio from the meeting recording. During that process, an overall sense of understanding was aimed to be established in this step. Notes on potential points of interest were made with critical questioning of participants' insights based on their content, tone of voice and choice of words. The context of the participants' insights was noted and taken into consideration as well. In addition, chunks of texts of interested were highlighted for the next step.

#### *Step 2: Generating initial codes*

This second step primarily focused on generating codes which as defined by Braun and Clarke (2012), are systematic analyses of the data in the form of descriptions, interpretations, summaries, or underlying meanings found in the data. As such boxes were written under the highlighted chunks of texts in the following format “[CODE...]”. This was to further organise the chunks of data by extracting the main points which were relevant to the research objectives and answered the research questions.

#### *Step 3: Searching for themes*

Continuing on, patterns and similarities within the codes were then identified and labelled as themes. At the same time, connections amongst these themes were then identified and established to create the main body for the analysis; painting a better picture to tell of the pedagogical effectiveness of ChatGPT. Essentially, a draft of the themes was made based on the various patterns and similarities between existing codes. Furthermore, each theme was assigned a colour and codes related to the theme were highlighted in the corresponding colour.

#### *Step 4: Reviewing potential themes*

The fourth step is to perform a “quality check” on the existing themes. In this process, various key questions about the boundaries, the meaningfulness, nature and coherence of each theme will be vigorously posed to ensure relevance to the research objectives. As such when the theme lacked relevance, it was either revised, discarded or an entirely new theme was created after its termination. Thus, this step was necessary to establish proper connection between the themes and the research objectives.

#### *Step 5: Defining and naming themes*

Once proper themes were established, they were then assigned a name that is unique while being concise, informative, and easily identifiable. As such the focus of the theme was ensured to be singular, not overlapping with other themes while forming coherence with other themes.

#### *Step 6: Producing the report*

Finally, the report was produced displaying a compiled narrative about the findings from the analysis according to the themes established. Based on the narrative, an argument answering the research question was formed, concluding the data analysis process.



## **Chapter 4: Data Analysis**

### **4.1: Overview of results**

After interviewing the participants, the findings indicate that as a whole, lecturers had mixed opinions regarding the effectiveness of ChatGPT as a learning tool in ESL writing. Though they were all open and receptive to the usage of ChatGPT by students, the lecturers also had raised many concerns regarding the A.I. chatbot as well. Thus, once the thematic analysis was completed, various themes in relation to the research questions were identified. As such, this section of the study will display the global themes that were identified which are the “benefits of using ChatGPT as a learning tool in ESL writing”, “the drawbacks of using ChatGPT as a learning tool in ESL writing”, “the application of ChatGPT in ESL writing classrooms”, “the potential challenges of applying ChatGPT as a learning tool in ESL writing classrooms”, and “the recommendations when applying ChatGPT as a learning tool in ESL writing classrooms”. In conjunction with the global themes, several themes under each global theme have also been discovered.

### **4.2 Demographic information of participants**

The participants involved in this study mainly consisted of UTAR lecturers teaching the Bachelor of Arts (HONOURS) English Education, from UTAR Kampar campus. Additionally, through the purposeful sampling, the participants were all experts in the field of writing pedagogy, educational technology, as well as in academic writing.

### **4.3 Benefits of using ChatGPT as a learning tool in ESL writing (global theme)**

In accordance to the first research question, “a) What are the perspectives of UTAR English Education lecturers towards the benefits and drawbacks of using ChatGPT as a learning tool in ESL writing?”, the benefits found from the interview serve as the global theme. Through the findings of this study, three particular themes have been identified which are i) productive output, ii) easier writing process, and iii) teacher convenience.

#### 4.3.1 Productive output (theme)

Based on the findings from the participants, a majority of them have commented on ChatGPT's ability to give productive output to ESL students. As an overview, the types of output by ChatGPT that has been considered productive or beneficial include samples for writing, grammar checking feedback, structures and even ideas for writing content. Notably, participant E mentions that a key benefit that ChatGPT offers, *"I'll say the formative feedback, ok, they can get instant formative feedback from ChatGPT or AI tools. What kind of feedback? Like the language, the grammar function vocabulary right, writing style. Write OK, they can get the feedback from ChatGPT."* Coinciding with this point, participant C also resonates with the ability of ChatGPT helping with grammar, *"If it is used correctly, OK I think umm it is useful tool to be used in order to improve the students' grammar."* Presenting another viewpoint, participant D highlights another benefit, *"If we're talking about benefits, right, I think, umm, the ability for the AI tools to provide a fantastic examples or samples to allow the students to get more exposed to the topic that they are working on."* Participant B also mentions the feats of ChatGPT producing sample essays, *"Yeah, there are millions of information. Millions of let's say sample students will be able to observe sample of let's say essays or whatever. They just have to ask questions. Give me a sample of this letter or this report."*, and further elaborates that, *"...they can observe the structure or they can learn on how to produce sentences."* Participant A on the other hand, presents another productive output that ChatGPT can offer to students which is providing ideas to overcome writer's block as seen in this excerpt, *"The good side is that ok, writing now becomes easier if you were to brainstorm and you are having writers block, you could just go to Chat GPT and tell them like I'm a researcher writing this, these are the things that I would like to have in my essay. Give some outline idea so they will give you a complete outline of the essay..."* Overall, it is seen that the participants are fond

of ChatGPT's ability to give productive output which benefits ESL students in their writing and language use as well.

#### 4.3.2 Easier writing process (theme)

A has made the writing process for ESL students easier. Participant A has brought up a benefit of ChatGPT making writing easier which as mentioned above, it helps with brainstorming and outlining as mentioned in the transcript, *"The good side is that ok, writing now becomes easier if you were to brainstorm and you are having writers block, you could just go to Chat GPT and tell them like I'm a researcher writing this, these are the things that I would like to have in my essay. Give some outline idea so they will give you a complete outline of the essay..."*. On top of that participant B has added that searching information using ChatGPT is much easier compared to traditional methods of doing research writing. Participant B mentions, *"Last time we have Google. Yeah, typing in a link with Google and whatever, but then using that is easier. Just have to like into your question and everything will be there. Then you don't have to scroll down the Google search whatsoever Chat GPT would do it for you, so it's an easiest way to find information and to help students with their writing."*. Additionally, participant E mentions that *"also these L2 learners right, because ESL second language for them L2 learners if they have problems sometimes, they get tend to come up with ideas in their L1. OK, so they can use AI tools to improve their thoughts. Okay, to translate their thoughts in the target language."*. Participant E also states that, *"It's very helpful for these students who are very inferior to speak in classroom. Okay, this kind of students, they have inferior maybe because they are very shy to speak. Ah, maybe their language proficiency is not good, so they have this ego boundary that they feel that their friends may judge them."*, and further elaborates that using ChatGPT helps ESL or L2 students overcome the issues of inferiority and difficulty in expressing ideas in L2 by helping them to write. In a broader view, the participants have

acknowledged that ChatGPT can in fact make it easier for ESL students to engage in the writing process especially in the planning phase.

#### 4.3.3. Teacher convenience (theme)

Aside from the students' perspectives, the participants have also shared the many conveniences that ChatGPT can bring to their teaching. Participant A shares that ChatGPT is able to save some of the teacher's time by producing questions as seen in this excerpt, "*...it helps the teacher to save a lot of time rather than, you know, spending those time to construct a question we can actually use that time to just get the question, check the answers.*".

Participant E also mentions, "*Definitely, we can use it for its benefits like and like a teacher doesn't need...or educator, doesn't need to look into petty matters like in the writing itself, like for instance checking on language whether they have used the correct grammar and tenses you know, looking at the grammar you know because they can use AI tools to check their language when you know you give them a task they write and then definitely they can use AI to check on their language.*". The participant also mentions that the use of ChatGPT to check language accuracy can also, "*...lighten the teachers' burden*", as they can focus more on the content. As quoted by participant E, "*...just look at the critical aspects like for it's at the content itself and they're writing their critical thinking...okay...teacher can focus more on that and give feedback on that.*". Given the results, it can be seen that ChatGPT's benefits also extend to the teachers as well, allowing them to have reduced workload and to shift their focus onto other aspects of education.

#### 4.4 Drawbacks of using ChatGPT as a learning tool in ESL writing (global theme)

Following the scope of the research question, "a) What are the perspectives of UTAR English Education lecturers towards the benefits and drawbacks of using ChatGPT as a learning tool in ESL writing?", the drawbacks mentioned by the participants also acts as the global

theme for this study. Thus, two major themes on the drawbacks of using ChatGPT include i) intellectual stunting, and ii) plagiarism.

#### 4.4.1. Intellectual stunting (theme)

In unison, the participants agree that ChatGPT can cause a stunt in the intellectual growth of students. Participant A states that, “*Over relying on Chat GPT, of course it can kill your cognitive skill, creative skill, critical thinking skills...*”, and further adds on that, “*...you can just download it on your phone and it it's just like a phone away for you to look for certain things and over relying on it. Definitely gonna kill your creativity, gonna kill your critical thinking skill because again, you're not using your brain doing it to the task...*”.

Participant B chimes in with a similar opinion, mostly stating that the overreliance of ChatGPT is harmful to the intellectual ability of students, and provides an illustration, “*That's why I say their coursework mark very high, very good but then final exam, we could see in the exam script the language is kind of problematic.*”.

Participant C also contributes an opinion especially regarding ChatGPT’s ability to provide answers, “*...by having, you know...the ready-made kind of like answer...it does a prevent a student’s ability to be creative because rather than thinking on their own, alright, using some you know...applying some critical thinking skills or being creative to think of answers, but they are depending 100% on the chat GPT which actually will... you know... will hamper in terms of the creativity, right?*”.

Following the same school of thought, participant E mentions, “*...what happens is students are going to become very dependent on AI tools, ending up...thinking it's not gonna take place. Even critical thinking is not gonna take place. OK, this may impact the quality of education as well.*”. In addition, when Participant E asked the students a question “where they have to use their own brain”, the participant was disappointed with the students’ inability to do

so, even adding on, “*So, we're producing graduates who are unable to think, which is very pathetic.*”. Participant D does not explicitly deny the harmfulness of ChatGPT but does raise a concern about a lack of student input, “*...But nowadays, with the new tools that we're talking about today, the lack of students input is the main issue where with just a simple prompt, like maybe a sentence or so, the AI tool will be able to help them generate sentence. You know, a complete sentence or paragraph, or even an essay itself. So yeah, that would be my main concern.*”. However, participant D does highlight that the debut of ChatGPT in the academic world presents a new way of learning.

#### 4.4.2. Plagiarism (theme)

Several participants have also raised concerns of the misuse of ChatGPT to conduct plagiarism. Participant A draws the line for using ChatGPT for plagiarism stating that, “*...it becomes unethical is where you just simply ask ChatGPT to write you an essay, you copy that...*”. Participant E also highlights, “*...when you talk about ethics, okay, there's privacy, copyright problem, infringement case, because we don't know where ChatGPT taking all this information and the citation given...*”, showing that the output given by ChatGPT itself is plagiarised. Participant C chimes in with another mention of plagiarism, stating that it is “*...a major concern...*”. In regards to ChatGPT’s ability to produce whole essays, participant C says that, “*...students might just take these for granted, copy that and paste without putting some effort so it will not be a good...*”. Participant B also shared that, “*...if the percentage of AI is more than 40% students would need to redo and to recheck their work, because we want to avoid students from just copy paste from the chat GPT and put it in their work.*”, showing that action has already been taken as A.I. plagiarism is a current issue.

#### **4.5 Application of ChatGPT as a learning tool in ESL writing classrooms (global theme)**

Proceeding to the next research question, “(b)What are the UTAR English Education lecturers’ views on the application of ChatGPT in ESL writing classrooms along with the potential challenges and recommendations?”, the participants’ views on the application of ChatGPT as a learning tool in ESL writing classrooms serves as the first global theme in relation to the second research question. Specifically, this global theme aims to determine how receptive teachers are towards the aforementioned application of ChatGPT. One main theme was prevalent in the participants’ answers towards the question of whether ChatGPT should be applied in ESL writing classrooms or not, which is “Receptiveness”.

##### **4.5.1. Receptiveness (sub theme)**

All in all, participants have been receptive towards the use of ChatGPT in classes and in learning. As mentioned by participant E, “...*we have to be able to cope with it. OK, that's a new thing. So, it's just like how could we came in and that's the new norm.*”, to which the participant further added, “*We should learn it and we should be able to use it in classroom intelligently...*”. In the same line of thought, participant B also states, “...*my perspective about this is that we cannot avoid chat GPU even though we don't ask our student to use it. They will use chat GPT, so like it or not chat, GPT is here and it's here to stay.*”, showing a sense of acceptance towards ChatGPT’s presence in classrooms. Participant A also displays receptiveness towards the use of technology, “*Do not be afraid to use technology in the classroom actually. It can be daunting at first, but the purpose with technology, it helps you a lot...*”.

Participant C emphasised, “...all these technologies are very good, like for example I did I did share with my students like how you can use Microsoft Word in expanding your vocabulary by clicking at the button ‘shift’ and ‘F7’ you'll be able to list down all the possible

words.”, showing positive attitude towards the application of technology like ChatGPT in classrooms. However, participant C stresses the importance of technologies to remain as a supplementary material only.

Participant D on the other hand when asked on the application of ChatGPT responded with, *“it’s very hard to give like a one answer to this question because again this involves many, many different parties. You know, with the integration of technology, not only for ChatGPT, right? It didn’t work for so many stakeholders, right?”*, indicating that the concerns and the practicality of using ChatGPT in ESL writing classrooms as many stakeholders are involved and due to previous negative feedbacks towards the chatbot.

#### **4.6 Potential Challenges of applying ChatGPT as a learning tool in ESL writing classrooms (global theme)**

Continuing on, potential challenges of applying ChatGPT as a learning tool in ESL writing classroom serves as the global theme in relation to the second research question, “b) What are the UTAR English Education lecturers’ views on the application of ChatGPT in ESL writing classrooms along with the potential challenges and recommendations?”. Two themes were found through the participants’ responses which were “misuse of ChatGPT” and “effects of overreliance”.

##### **4.6.1. Misuse of ChatGPT (sub theme)**

One of the major concerns regarding the potential challenges, is the misuse of ChatGPT especially in terms of ethics. Similarly, a majority of the participants’ concerns tie back to the drawbacks of plagiarism and intellectual stunting. Firstly, Participant A reiterates, *“...I think number one is like for writing skill. Of course, it maybe manipulated instead of the students do the writing, they let AI do the writing. Meaning to say that the students are not really utilizing their cognitive skill, their psychomotor skill, but they just simply use computer.”*. Participant B



also raises that, “...among the biggest challenges is that how to overcome students’ habits of using ChatGPT to complete their assignments or to do their work because the system is getting more advanced and more perfect from time to time...”. Furthermore, participant E confirms this, “the chances for the students to misuse it will be very high...”, further explaining that students are likely to get answers directly from ChatGPT without prior thinking. Participant C illustrates an interesting case of misuse, “...we can see what the students are doing is actually they are using chat GPT as their primary source, you know like they just like they just ask chat GPT to produce the cover letter you know without them doing something, you know putting some effort you know they are using GPT as the main thing you know so basically that should not be it...”. Adding on to this narrative, participant D raises an issue, “...the main issue is for the teacher to tell whether the work is authentic or not, whether it’s actually coming from the student or not...”, which exemplifies a result of frequent misuse of ChatGPT amongst students.

#### 4.6.2. Threat to teacher-student relationship (theme)

Another interesting theme that was found amongst the challenges was the threat to teacher-student relationship. Several participants feel that the dominating use of ChatGPT causes students to perceive that ChatGPT is easier to learn from and that the job relevance of educators may be at stake. Participant A shared, “...another challenge for the teachers is we are not competing not just among the human, but we are competing with computers as well because students can just simply say ‘Oh I can get this information from AI. Why do I need to go to your class?’”. Participant C also shows concern by saying, “...you know, the students might just think that what ChatGPT is doing or is giving or is providing is the right one rather than the teacher...”. Participant B states in regards to Vygotsky’s Zone of Proximal Development theory, “In answering your question, is it possible for target learner to replace or to be the MKO (more knowledgeable other)? Obviously that they would be more knowledgeable than the learner, but I think that in the current state. Yeah, with 4.0, I think it’s

*not ready yet.*”, indicating that the participant sees significance of the student teacher relationship. Participant C and E have also expressed similar opinions, highlighting the teacher’s ability to provide authentic feedback and monitoring which ChatGPT is unable to do.

#### **4.7 Recommendations when applying ChatGPT as a learning tool in ESL writing classrooms (global theme)**

Lastly, in accordance the second research question yet again, “b) What are the UTAR English Education lecturers’ views on the application of ChatGPT in ESL writing classrooms along with the potential challenges and recommendations?”, the recommendations when applying ChatGPT as a learning tool in ESL writing classrooms also functions as the global theme for this study. Three themes were found relating to this global theme which are “proper guidelines and ethics”, “role of teachers”, and “modifications to assessment”.

##### **4.7.1. Proper guidelines and ethics (theme)**

Ensuring proper guidelines and ethics in the use of ChatGPT is a recommendation suggested by several participants. In particular, participant B has firmly pointed to the importance of having solid guidelines when it comes to using ChatGPT in classrooms. Firstly, participant B mentioned, “*So at least we need to inform the student that chat CPT is a tool that can help you. It's not the tool that can teach you. Help and teach these two different things. You can use the technology to help you to learn but you cannot use the technology to teach you.*”. Participant B also mentioned, “*It should be included in the guideline and then the percentage for the AI detection would need to be stated clearly...*”, overall focusing on guidelines that ensure students do not misuse ChatGPT.

Participant D’s insights also resonated with participant B whereby it was mentioned that guidelines should, “*...help the teachers to implement or to instill that kind of sense of responsibility among students when they use AI tools, they should use it in a manner that helped*

*them to learn rather than using the AI tools to help them complete their assignments only.*”. Interestingly, participant also refutes the presence of too many guidelines explaining that, *“...students are not recognizing the need of such guidelines to help them to use it in a responsible and then you know, no matter how many versions of guidelines you have, it will not work right?”*, and stresses, *“So most important, it's the ethics among the students. Like all right, so it's up to the teachers to instil that among them right to have the ethics, the right use of these tools to actually help them to learn rather than overly dependent on these tools to help them complete their task only.”*. Participant D further adds that, the guidelines may constantly change as new pieces of A.I. like ChatGPT comes out.

#### 4.7.2. Role of teachers (theme)

A majority of participants agree that the role of the teacher needs to evolve with the arrival of ChatGPT in the education scene. Participant A strongly suggested to, *“...like be more human in the classroom and put less facade when you are in the classroom.”*, and emphasising a closer bond between teacher and student for a more nurturing and natural learning process. Participant A further adds, *“You know, we say, like, make the life interactive, make the classroom livelier, but it's not 100% about computer, it's about how you deal with the students, like make them feel like they are welcome in the classroom.”*, signifying the nurturing role a teacher should take to educating a generation in the digital age.

In regards to further equipment of teachers, participants C, D and A collectively agree that it is vital for teachers to constantly equip themselves especially with knowledge on the latest technologies; participant A: *“Understand how technology can be useful in the classroom and how it can actually affect students' motivation, ...”*, participant C: *“...you must make sure that you equip yourself as a teacher, you must equip yourself with a lot of knowledge training...”*, and participant D: *“...life long learning kind of an idea to be instilled among the*

*teachers like so that they can continue. They can have this, you know, they recognize the need for them to continue to learn even though they have already gone into the school and become in-service teachers or lecturers for that matter...”.*

There were also mentions on the various roles teachers must take aside from being a sole provider of knowledge. Participant A mentions, “...we’re not just to teach, we also have other roles that you can play in the classroom. Sometimes you go to the classroom, ‘Today I don't wanna be a teacher. I just wanna be a facilitator.’, so you facilitate the learning process. ‘Today I just want to be a moderator.’, so you moderate the classroom activity, you know making it like flipped classroom...”. Participant C also emphasizes the role of a teacher as a facilitator; “When it comes to like in ESL classroom, being a facilitator, not only a teacher, but also a facilitator in in any ESL classroom activity.”. Participant D adds that, “...teachers’ role will be to introduce the tool to the student...alright...to provide the guideline to the students, how do you use it?”. In line with participant D, participant E also states, “So that's where the teacher comes in to teach the students on how to evaluate the content given by AI and what should be taken, what should not be taken.”, solidifying the importance of a teacher in guiding students toward ethical use of ChatGPT.

#### 4.7.3. Modifications to assessment (theme)

Collectively, participants B, C, and D have highlighted the importance to investigate the language component in continuous assessments to counteract the frequent use of ChatGPT amongst students when asked to share their recommendations. Interestingly, participant B stated “*these 10 marks for language, if you use ChatGPT, obviously you can get 10 out of 10. No error, no grammatical error, no human error. So, I would suggest us to decrease the marks for language and increase the marks for content or whatever.*”, which is also supported by the claims of participant C, “*I'm teacher or lecturer should look into the component of language*

*alright and to basically scrutinize in the description of the band given or marks given for the language. Like, really like...One way is to reduce the percentage, because definitely the students will use ChatGPT.”.*

In participant D’s opinion, with the presence of ChatGPT as a tool in continuous assessments related to writing, it can result in an unfair assessment as expressed in this quotation, *“So to me, I think there's a need to change the right so the focus should not solely be on the language now, because now with the AI tools, the work is actually written right by the tools, right? ... So, if your marking rubrics were to focus entirely on language element, then there will be not fair to me, right?”.* Despite not explicitly recommending to change the marking rubrics, participant A also agrees with the need to change the marking rubrics as seen in this excerpt, *“...in terms of like preparing the marking rubric, things have to change now, especially under language component. Last time we can like put quite high mark for the language component because writing it's all about the language, right?”.* to which he also added, *“I mean some suggestions say that we need to reduce the percentage for language and put more mugs on other aspect, for example like content writing, essay development, structuring organization and stuff like that. Where these elements you can't control with ChatGPT”.*

Participant E also has an interesting take on the matter of assessments, recommending changes made to the rubrics as seen in this excerpt, *“...and then I just think the rubrics in holistic, you know you assessed it in more holistic way or maybe you can even give rubrics on how have they used the ChatGPT to get some answers then then that's going to be on the skills itself because you need some skills to even use ChatGPT.”.* Participant E also suggests having follow-up interviews after a presentation or an assignment to which the participant also adds on, *“If they have not understood that, meaning that they have taken lifted it that from their own brain, at least from somebody else's brain, which could be the AI’s...”.* Participant B also

suggests to have more questions describing personal experiences as to reduce the usage of ChatGPT.

## **Chapter 5: Discussion**

As a whole, the findings in these studies have proven to coincide with past studies that were included in the literature review. In this chapter, the five global themes “benefits of using ChatGPT as a learning tool in ESL writing”, “drawbacks of using ChatGPT as a learning tool in ESL writing”, “application of ChatGPT as a learning tool in ESL writing classrooms”, “potential Challenges of applying ChatGPT as a learning tool in ESL writing classrooms”, and “recommendations when applying ChatGPT as a learning tool in ESL writing classrooms”, along with their respective themes will be discussed in relation to past studies. New discovered data will also be compared to with newer studies.

### **5.1 Benefits of using ChatGPT as a learning tool in ESL writing**

Beginning with the global theme of benefits, it can be seen that the theme of productive output coincides with Nguyen’s (2023) study whereby teachers found ChatGPT to be effective in providing immediate feedback on their written works. The results indicate that eight out of ten teachers that were interviewed have found ChatGPT to be effective in providing a wide variety of writing samples, seven out of ten agreeing that ChatGPT can provide valuable reading resources to help develop ideas and outlines on writing composition. Moreover, 5 out of ten teachers agreed upon using ChatGPT for proofreading and editing; grammar checking.

These feedbacks resulted in the students being more motivated based on the teachers' insights. Furthermore, participants in Martzuki et al.'s (2023) study also displayed an improvement in writing quality as well as content and organisation. Likewise, the lecturers or participants in this study have positive perceptions on ChatGPT to provide grammar checking, samples of essays and sentence structures, and outlines and ideas for writing compositions. Hence, suggesting positive potential of ChatGPT's productive output in helping ESL students improve in writing in terms of language proficiency while presenting motivation to improve.

As for the theme of "easier writing process", the issue of L1 interference brought up by participant E coincides with studies done by Ahmad Ghulamuddin et al. (2021), Nair and Hui (2018), and Yaccob and Yunus (2019), whereby ESL students would think of sentences in L1 and translate them to L2 with suboptimal L2 language accuracy. On top of that, the issue of L1 mentioned by participant E concerned students with a fear to express themselves due to poor L2 accuracy. Therefore, ChatGPT's ability to assist ESL learners in writing, particularly in grammar checking and sentence construction, along with boosting confidence sparks potential thanks to ChatGPT's deep learning and natural language processing. However, this may lead to an overreliance on using ChatGPT and may trigger the aforementioned drawbacks found in this study.

Proceeding to the theme of "teacher convenience", the main benefits according to the participants include lessened burden on teachers as ChatGPT is able to provide teaching materials such as questions and exercises, along with reducing the need for teachers to do minor works such as grammar and language checking in assessment, which lead teachers having more time and attention to develop other areas of student learning. However, this only partially coincides with Nguyen's (2023) study whereby several teachers have found ChatGPT to be useful to design classroom materials such as exercises. Thus, this leaves an uncertainty of latter benefit in the theme. Moreover, there is a risk of ESL teachers losing the urgency to be highly

proficient in grammar as ChatGPT could potentially be a norm as assisting tools for students' language accuracy assessment. That said, it is likely that the reduction of ESL teacher's workload on language accuracy checking needs further research to verify the effects.

## **5.2 Drawbacks of using ChatGPT as a learning tool in ESL writing**

The findings of the theme "intellectual stunting" firmly aligns with the findings of Shidiq's (2023) study which stressed the hinderance ChatGPT presents towards the growth of creative writing and critical thinking skills. Furthermore, Imran and Lashari's (2023) study revealed that majority of the students interviewed had similar perceptions regarding ChatGPT's effects on creative writing development when it is overused. Similarly, from the perspectives of the participants, creative and critical thinking stunting along threats to intellectual ability of students due to overreliance of ChatGPT were mentioned. Particularly, in the scenario where students fully relied on ChatGPT to provide answers. Additionally, several teachers from Nguyen's (2023) study also raised concerns regarding students' overreliance on ChatGPT and the effects on their cognitive ability. As a whole, various lecturers agree that ChatGPT can cause intellectual stunting. \*\*\*

The other theme, "plagiarism" was found to coincide with studies done by Vaccino-Salvadore (2023), and Ulla et al. (2023), regarding the concerns of misusing ChatGPT for plagiarism. Both Vaccino-Salvadore and Ulla et al. raised concerns on the academic dishonesty when using ChatGPT in completing assessments and exercises. Adding on to that, Currie (2023) also raises the concern of authenticity in students' work when using ChatGPT. As a whole, the participants too have raised the same concerns regarding plagiarism. As such, ChatGPT's reputation for risking plagiarism is still an area of concern.



### **5.3 Application of ChatGPT as a learning tool in ESL writing classrooms**

On the theme of “receptiveness”, participants were shown to be receptive to the use of ChatGPT in ESL writing classrooms but had their reserves, highlighting the position of ChatGPT as a supplementary tool. There were also concerns regarding the acceptance from various stakeholders when applying ChatGPT in the classroom. Ulla’s (2023) study also reveals that several teachers had their reserves on using ChatGPT in their classrooms due to the risk of high dependency from students even though a majority of the teachers agreed on its usage in classrooms. Overall, though most teachers are open to the usage of ChatGPT, there are some factors that hinder a full application in classrooms.

### **5.4 Potential Challenges of applying ChatGPT as a learning tool in ESL writing classrooms**

The theme “misuse of ChatGPT” has been referenced in various past studies as well. Participants mostly brought up the issue of plagiarism when discussing the misuse of ChatGPT. As such, many past studies such as Vaccino-Salvadore (2023), Ulla et al. (2023), Nguyen (2023), and Currie’s (2023) have brought up the issues of academic dishonesty and concerns behind the misuse of ChatGPT to complete their assignments. Coincidentally, participants from this study also heavily emphasised the form of misusing ChatGPT to fully produce their writing. This results in not only violation of academic dishonesty but also poses other ethical risks on users such as having biased information in the content of writing. Vaccino-Salvadore (2023) also highlights the discovery of biases in the large datasets in ChatGPT’s language model.

Another theme relating to potential challenges, “threat to student-teacher relationship”, has shown that participants saw risks in the job security and relevance of educators due to students’ perception towards ChatGPT. Based on the insights of lecturers, students may feel inclined to trust ChatGPT’s source of knowledge and the fact that it can also act as a scaffold.

Granted, participants also highlighted the incapability of ChatGPT to fully replace teachers due to its inability to produce authentic feedback (Vaccino-Salvadore, 2023). Especially, in the area of authentically monitoring students' progress and giving feedback to them, which according to participants, is something human teachers are capable of. This finding is supported by Shiddiq's (2023) study which describes ChatGPT's inability to fully replace teachers as it fails to form human connections during learning.

### **5.5 Recommendations when applying ChatGPT as a learning tool in ESL writing classrooms**

Three themes were identified from the insights of participants when asked about recommendations to overcome the previously discussed challenges. The first one being "proper guidelines and ethics" is one that resonates with a finding from the study conducted by Imran and Lashari (2023), whereby ChatGPT can be beneficial if used with appropriate facilitation and guidance. The same was mentioned by the participants, affirming the importance of guidelines and cultivation of proper ethics to ensure an ethical application of ChatGPT in education. Strikingly, participant D's remark on the constant change of guidelines and technology brings a strong sense of awareness to the importance of the cultivation of good ethics, possibly reducing the number of ethical concerns and bridging the gap between A.I. and education.

The second theme, "teacher's role" is a somewhat unique theme as it unveils the many roles a teacher could possibly take to accommodate the use of ChatGPT in classrooms. Participants share that teachers have a duty to constantly equip themselves with new knowledge of technology and to explore various roles aside from a knowledge provider, for example, a moderator or facilitator of activities. On top of that, teachers are the ones responsible for guiding students to utilise ChatGPT in an ethical manner, a tool for learning, not the learner. This finding strikes familiarity with a shared remark made by Nguyen (2023), Shiddiq (2023),

and Ulla et al. (2023), where the teachers play a crucial role as a facilitator in the use of ChatGPT in classes.

The last theme, “modification of assessment”, did not align with any of the past studies from the literature review. Due to the frequent use of ChatGPT amongst students and the high levels of language accuracy produced by the A.I. chatbot, participants have seen the need to make adjustments to the marking rubrics of continuous assessments. Several participants have mentioned to lower the weightage of marks for language and increase the weightage on content. This though poses a sensible solution to accommodate the use of ChatGPT in education, it could result in an unfair evaluation especially for those who do not have access to ChatGPT and to those who have put in great amounts of effort to improve their language usage and accuracy. This could very well discourage the affected students and potentially discouraging students in general to exert more effort in practicing good language accuracy and developing writing styles as there are less marks awarded. Additionally, participant E and B have also suggested to have alternative assessments such as personal questions and post assignment interviews to not only reduce the usage of ChatGPT by students but also ensure that students are aware and know what they have done for the assignment.

## **5.6 Implications of the study**

In summary, this exploratory study has explored various themes and pedagogical perspectives in relation to the areas mentioned in the research questions which are the benefits and drawbacks of ChatGPT as a learning tool in ESL classroom, and the application of ChatGPT in ESL writing classroom along with the potential challenges and the recommendations. Various themes have also been discovered which were “productive output”, “easier writing process”, “teacher convenience”, “intellectual stunting”, “plagiarism”, “receptiveness”, “misuse of ChatGPT”, “threat to student-teacher relationship”, “proper guidelines and ethics”, “role of teachers”, and “modification of assessment”. These findings

have revealed the perspectives of UTAR English Education lecturers towards ChatGPT and raised many topics of interests which aligned with various past studies. New pieces of information, such as the theme of “modifications to assessment” which did not tally with the reviewed past studies, could present new opportunities for further research. On the line of further research, the themes found could also present new opportunities for long-term research to contribute a more comprehensive understanding on ChatGPT for stakeholders of education.

Various practical implications have also rose up throughout the course of this study. Particularly, due to the availability of one researcher for this study, the analysis of findings may pose a certain level of biasness as there were no other researchers to validate the findings. Furthermore, the limited time frame of this study could have limited the depth of meaning in this qualitative study. The limited time frame as well as the length of interviews played a factor in the small number of participants obtained. Thus, the results like cannot be generalised effectively. As for theoretical implications, the findings have pointed towards the scaffolding in Vgotsky’s theory of Zone of Proximal Development, as well as the Self-Determination theory which were covered in a modest amount.

### **5.7 Recommendations for future research**

Future research could be done in discovering the modifications to assessments to accommodate the use of ChatGPT or other artificial intelligence chatbots such as Copilot or Google Bard. The effects of said modifications could also be further researched as well. Long term effects of the benefits and drawbacks of using ChatGPT as a learning tool for ESL writing could be studied further using longitudinal research. The importance of teacher’s role could also be further explored as to create a clear identity for teachers in the future where the technology of A.I. has advanced further and its use normalised.

## **Conclusion**

In conclusion, this exploratory study has collected the various perspectives of UTAR lecturers as well as identified various themes regarding the effectiveness of ChatGPT as a learning tool in ESL writing classrooms with respect to the benefits, drawbacks, application in ESL writing classroom, potential challenges in application, and the recommendations to overcome said challenges. Overall, the pedagogical perspectives towards ChatGPT still remain mixed which is an indication of further research needed. As technology continues to evolve, so will education, especially with the introduction of artificial intelligence chatbots such as ChatGPT. There are many benefits in using them but plenty of drawbacks as well. This final year project study has given me a lot to reflect not only as a researcher but as a stakeholder of education as well, and I am truly grateful to experience this wonderful opportunity to conduct exploratory research on such an influential piece of technology.

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## Appendix

### Appendix A: Questionnaire for semi-structured interview

- 1) In your opinion, what benefits can ChatGPT give to ESL learners as a learning tool for writing?
- 2) In your opinion, what are some of the drawbacks of using ChatGPT as a learning tool for ESL writing?
- 3) Do you think ChatGPT should be applied in ESL writing classrooms?
- 4) Who do you think should have more control over the use of ChatGPT in ESL writing classrooms? The teachers or the students?

<https://forms.gle/B9MyWAwUboTbyV2U8>

# Interview Consent Form

FYP title: Pedagogical Perspectives on the effectiveness of ChatGPT in ESL writing

## Introduction:

This research aims to collect perspectives of UTAR lecturers in the pedagogy field regarding the effectiveness of ChatGPT in ESL writing. As ChatGPT is growing to be a more popular tool used by students while merely being released to the public for one year, it is important to further investigate the pedagogical value that ChatGPT could offer.

## Research Objectives:

- 1) To inquire the perspectives of UTAR pedagogy lecturers on the benefits and drawbacks of ChatGPT as a learning tool for ESL writing.
- 2) To critically analyse the perspectives of UTAR pedagogy lecturers on the applications of ChatGPT as a learning tool for ESL writing.

## Duration:

This interview will be conducted for approximately 40 minutes to an hour.

## Confidentiality of data:

- 1) Data provided during the interview will be used strictly for the purpose of this research.
- 2) The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors.
- 3) The recording of the interview will be kept throughout the entirety of the duration of FYP 2 strictly as a reference for the production of the transcript.
- 4) Transcript of the interview will be analysed by Goh Poh Shen as the research investigator.
- 5) Any summarised information or direct quotations from the interview will be anonymised so that you cannot be identified, and care will be taken to ensure that other aspects of the interview that could identify you is not revealed.
- 6) Access to the interview transcript will be limited to the researcher (Goh Poh Shen), the



interview that could identify you is not revealed.

6) Access to the interview transcript will be limited to the researcher (Goh Poh Shen), the respective participant, FYP supervisor of researcher, Ms Darshnee a/p Muniandy, and UTAR's FYP committee.

7) All or part of the content of your interview may be used:

- In the writing of this FYP paper
- In FYP 2 presentation
- In archive of the project

By agreeing to this interview:

- 1) I am participating in this project willingly. I realize that I am not required to participate and that I may terminate the interview at any moment.
- 2) The transcribed interview or excerpts from it may be utilised in the manner stated above.
- 3) I have read the information stated in this consent form.
- 4) I am able to ask any questions I have, and understand that I may contact the researcher with any queries I have in the future.
- 5) I can seek a copy of the transcript of my interview and make any changes I deem essential to guarantee the efficacy of any confidentiality agreement reached.

Your participation in this interview will be greatly appreciated and you reserve the right to reject participation in this interview.

Contact information:

Name of researcher: Goh Poh Shen

E-mail: joelpsgoh0305@1utar.my

Phone number: 014-9488823

### Interview Agreement

- I hereby agree to participate in this interview and acknowledge the terms and conditions of the interview. I have also read and understood the information provided in the consent form.

Submit


Clear form


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## Appendix C: Interview transcript sample – Participant A


Notes:

 – Yellow highlighted phrases indicate benefits of ChatGPT as a learning tool

 – Red highlighted phrases indicate drawbacks of ChatGPT as a learning tool

 – Turquoise highlighted phrases indicate participants' opinion on the application of ChatGPT in ESL writing classrooms

 – Green highlighted phrases indicate potential challenges in applying ChatGPT in ESL writing classrooms

 – Purple highlighted phrases indicate recommendations in overcoming the challenges of applying ChatGPT in ESL writing classrooms

## Interview Transcript of session with Participant A

GOH POH SHEN:

OK, alright, very good morning to you sir.

Participant A:

Morning.

GOH POH SHEN:

Thank you once again for participating in my interview regarding the pedagogical perspectives on the effectiveness of chat GPT in ESL writing. Right, so I think let's first start off with asking you. So, Sir, what are your thoughts on the current transition of traditional ESL teaching methods for writing towards now, perhaps more towards AI powered, ESL writing tools which such as ChatGPT for example.

Participant A:

Ohh OK, so I feel like personally, right? **It is sort of like a mixed feeling about it [code: mixed opinion on application]**. I mean like looking at the pro side, **one thing is that it is making things much easier now [code: general view on benefits]**. Compared to last time, there's a lot of, you know, last time I mean in terms of like academic writing context, before Chat GPT. Kind of like the writing. It's like difficult we see, because in a way, **writing skill itself is a very difficult and challenging skill to be taught and to be learned by both parties, teachers and**

student dive. From my perspective as a teacher, it's one there. There are a lot of components in writing that we have to look into, sentence structure, vocabulary, grammatical aspect of it. So, there is a lot of elements that we need to put into, you know, like really emphasize that and now that we're transitioning into AI using GPT whatnot. It is in a way, making our...Uh, I mean, my job less, but in a way like for example in the classroom, I can just like instead of me thinking of sentence, you know, constructing that sentence, I could just...ok, now I'm giving you words. Anybody could just construct a sentence and if you cannot come up with that, let's use AI in assisting us to make it **[code: ChatGPT makes writing easier]**. You know even better because for example, like if I were to teach academic writing to FAS students, it is easier because language, I mean English is your thing. So, EL ED there is no problem with it, but let's say if I were to teach academic writing to FBF students, it is not the main concern at all, so if you were to ask question like this, they will give you that look like "help me I need your help" that kind of look. So now with me, I could just like in a way implement that embedded into the learning and say OK, let's just use this and see how that can be done, you know **[code: way to apply ChatGPT in classrooms]**, but the **cons of that simple activity are that in terms of the cognitive skill of the student itself, because they won't be thinking much about the sentence, they would be like 100% on AI to help them construct sentence [code: students rely on ChatGPT to produce sentence]**. So yeah, there is a **mixed feeling about it [code: half acceptance of ChatGPT]**. The good side is that ok, writing now becomes easier if you were to brainstorm and you are having writers block, you could just go to Chat GPT and tell them like I'm a researcher writing this, these are the things that I would like to have in my essay. Give some outline idea so they will give you a complete outline of the essay whereby if you were to you know traditional method you have to like okay, now think one by one, explore one by one asking the questions like who, how whatsoever so that is the kind of thing **[code: ChatGPT helps with outlining]** that I feel like now is changing things and on top of that, **||**

think students are now they are somewhat manipulating it, making my job as the examiner much more difficult. Yeah, I think our, I mean in terms of like preparing the marking rubric, things have to change now, especially under language component. Last time we can like put quite high mark for the language component because writing it's all about the language, right? The sentence structure, the grammar whatnot but now we have to somewhat change that **[code: Use of ChatGPT complicates assessment]**, making it, maybe I mean some suggestions say that we need to reduce the percentage for language and put more mugs on other aspect, for example like content writing, essay development, structuring organization and stuff like that. Where these elements you can't control with ChatGPT **[code: counteract frequent misuse of ChatGPT]**. Alright, these are the elements that you need to be a human in order to produce a cohesive essay because with ChatGPT, you can ask them to write the complete essay, but **from my observation and from my own experience, it may not be as cohesive or as what you want it to be. Sometimes they'll be, you know, look here and there and then the key points may not be as relevant to the context of your writing...and so yeah, good and bad. It depends on the situation itself [code: shortcomings of ChatGPT].**

GOH POH SHEN

Alright, well, thank you for your thoughts. So sir, I think you did mention something about I think especially recently about how Chat GPT can be used; to completely to write entire essays, right? Because you mentioned that it may not be cohesive or it may not be too relevant, but sir what are your thoughts of the language itself? Like I believe you can agree that I think chat GPT does I would say maybe subjectively saying decent job at producing a more human like language. Sir, but what are your thoughts about how all this like human language towards the development of ESL students writing skills? Do you think it helps with them or it gives or serves as a good example on how the language should be used?

Participant A:

Uh, I think it can be good to a certain extent, because if the students is using that, let's say the essay as a template, you know, because with the academic writing, **I think the challenge is that how to make sentence sounds more academic? I think my experience of marking academic writing assignments. One thing that I found is that comment that would be I'll be giving is sentence is not academic enough. It doesn't sound Academic. It sounds more colloquial compared to academic writing, so I guess with chat GPT [code: ChatGPT's writing is not academic enough].** It gives you it. It can be used as a template of how to construct a sentence with the tone and the form the formality of it and the format and all that, but then again, I don't think that every student is gonna be like, "let's just use this as our template for essay". I don't think so. Rather than we just like, OK, we have this paragraph. **Let's just copy that and then I know there are a lot of other websites where you can humanize the Chat GPT sentences, right [code: students misuse ChatGPT],** and I did try that but then again, from my perspective as the lecturer, we know our students' capability and we know their writing style, because in classroom activity like when we ask you to speak, **we get to know oh this is your kind of speaking proficiency level, and then if you, let's say, ask you to write simple sentence, you find it difficult to do so in a classroom, but suddenly in assignment you can write such wow sentence [code: evidence of misuse].** You know, like coming from journal article that has been reviewed so many times, so we can identify that when suddenly if the sentence is so...I don't...I mean, it's still human, but we were like, it is not your level yet. We cannot say that. It's not like I'm looking down or anything, but saying that...I don't think they are capable of doing it. Yeah, they're capable of doing it, but. I don't think like the growth can happen within like what in a month or and I don't think students gonna do assignment within a month. Normally it's like a day before the submission, then they will do it. So, it's impossible to have such growth within that short period of time. So

yeah, I mean logically speaking, we can understand that of course, the sentence sounds very human, but at the same time, we get to understand that, OK, perhaps there is some element of AI being used there. Yeah.

GOH POH SHEN

Interesting. Now, speaking of like students using ChatGPT like you said, to help them with the assignments and all that, do you do you think that Chat GPT could possibly motivate ESL students to perhaps try to use it more to improve the English in terms of motivation?

Participant A

Yeah, I can see that actually because I myself, right, because I'm also a student. So, I think most of whatever I'm going to say after this is coming from my experience as a student as well in utilizing Chat GPT. It does motivate me to a certain extent in writing the sentence, because of course, when you are writing an essay and then you, you know, got writer's block, you demotivated, you feel like I don't know what else I can do. What? What else should I do about this one, so at least with GPT really is the name is to assist you, right? So, you have you can use it to motivate you to certain extent. For example, as I said, give you an outline of the essay, and then sometimes in my case where I need to listen, write a literature review and I really don't have like where to start and what to start. So, I just say that ok, as a researcher, I'm now writing this literature review. Give Me two paragraphs that talks about that. That actually relates to this research from research objective. So, there will give me, let's say two paragraphs and that two paragraphs becomes my starting point. Alright, so from there I start to add on and then ideas come in and I see keywords that I can utilize, so that keywords I go to science direct look for more papers. So, I feel like to certain extent, yes, it can motivate ESL learner to learn **[code: helps overcome writer's block]**. Especially in context of writing

skill, it is a very challenging skill to learn, so with Chat GPT. Of course you need something to ease your burden, to feel like...At least I can do this. You know? So, like that. So yeah. Alright, OK, now Speaking of writers block right?

GOH POH SHEN

I have read several or least maybe one or two articles about them saying that over reliance on chat, GPT could possibly reduce or in a sense hinder the students' creative writing abilities. What are your thoughts on that statement?

Participant A:

I actually agree with that statement. **Over relying on Chat GPT, of course it can kill your cognitive skill, creative skill, critical thinking skills [code: over relying causes decrease in intellect]** some more because you feel like anything, and then some more with Chat GPT there is an app for that, and then Google Bard. I'm not sure if there is an app for that, but you have, I think with uh Bing I guess we also have that. So, **you can just download it on your phone and it it's just like a phone away for you to look for certain things and over relying on it. Definitely gonna kill your creativity. Gonna kill your critical thinking skill because again, you're not using your brain doing it to the task you just like. "Ohh well, and is it that I need to do? I can just go here. [code: ease of access causes overreliance]"** I mean another example other than about learning. For example, you wanna plan a trip nowadays. Nowadays you can just simply. I mean I've tried it before. I was like, **I'm going to Ipoh today suggest give me like an itinerary. What I can do and so it will give me a list of activities and then from that activity I can just simply, "can you tell me more about activity number one?"**, so it will tell you more compared to last time we have to like Google and look up for information go to the



website, go to your site which actually you are learning more now you're staying on that one website and learning everything you know being spoon fed into like every single thing [code: eases information finding]. So yeah, it's not really useful and helpful for your own learning process. At the moment, yeah, it makes your life easier, but beside that, nothing much, yeah.

GOH POH SHEN

I see. Okay, well speaking of...I suppose...I think you mentioned using it in the classroom, right as some of your experiences. I suppose I'm curious to know what are your thoughts on like the ethical perspectives of chat GPT like what? What do you think is the fine line between ethical usage of Chat GPT versus a unethical use? Where do you think the line is where that usage in the classroom becomes a bit unethical? Or what are your thoughts?

Participant A

Is it from a lecturer perspective or from a student person?

GOH POH SHEN

I suppose we could explore both if you if you don't mind, but you could start with your perspective first.

Participant A

Okay, so from my perspective the lecture. I think when we talk about ethics, it's quite difficult to like elaborate on that, but to me, simply put...In my head, whenever there, I feel like I wanna use it in the classroom, I hold to that word "assisting". It's only to assist me in the classroom. That is where I draw the line. The moment where chat GPT is taking over the

classroom with, you know being let's say I use it excessively rather than assisting my teaching method rather than assisting my approach in the classroom. It is now becoming me in the classroom. That to me is just too much **[code: ChatGPT only to assist]**. That's why I feel like, OK, now I need to take it back and just like, use it in. I mean like say last time when I use ChatGPT to come up with the slide right for our discussion in the classroom. So I feel like that is how it is because I'm now doing my reading because when they say preparing that particular slide for the classroom, I have done my reading, I prepared notes and whatsoever, but now when it comes to like putting the note into one infographic, it can be quite a challenge and it can take a lot of time because you need to categorise it, you need to do this and whatnot, so **I feel like to make it easier, let's just use Chat GPT. Come up with that infographic and then from the infographic I take it out and then insert my note there, here and there. So now it becomes something that I can use [code: ChatGPT makes workload easier for teacher]**. So again, to me how I draw the line as a lecturer is assisting, it should assist my teaching method in the classroom rather than AI becomes me in the classroom. Yeah, that's how I see **[code: emphasis on assisting]**.

GOH POH SHEN

I see. Then I believe you mentioned, uh, about having to alter the marking rubric. Just because students start to use more and more ChatGPT right? So therefore, language is like the you could say that the value is maybe dropped a bit. So, in terms of like students' perspective, what, where do you think the line of ethical usage for use for students in this case from your where does the line stand between ethical use and unethical use?

Participant A:

I think again, similarly it's about assisting, they should use GPT to assist them, right? Because if you go to TikTok, there is a lot of suggestions given by this, the lecturers and whatnot, how to utilize Chat GPT in your academic writing, and yeah, I actually tried that, and you can see that it's not something that is...how to say this, in your perspective? Like being ethical, you are not uh, utilizing or manipulating it to make your life to make to do things for you, but rather you are using it to give you an idea on what to do and what to write right to give you the outline to give you some sort of perspective, because sometimes you just don't know what to write, so you can like, okay, where can I start with this **[code: emphasis on assisting as ethical]**? So, it gives you that the moment it becomes unethical is where you just simply ask ChatGPT to write you an essay, you copy that, and then you just let's say you wanna humanize your essay, you use Quill bot or you use Grammarly to change sentence here and again to ethical or unethical. It's like how you use it. Yeah, like that **[example of unethical use of ChatGPT]**.

GOH POH SHEN

Understood, Sir.

Participant A:

Yeah.

GOH POH SHEN

But okay, yeah, so I suppose before I move on to next section of interview, I still like to perhaps ask a bit more on benefits. So, I believe you've mentioned that most of the time that

chat GPT is very good at giving students ideas and in a sense, helping them with writing up the sentence to because I believe a lot of ESL students, that's the biggest challenge in ESL students, right, that they cannot translate their ideas into English. So like so in terms of benefits, right? What are your thoughts on using ChatGPT to generate exercises for ESL students? or at least it could be from teachers' perspective or students' perspective. That's where I'm asking from like, what's your thoughts on chat GPT generating like say maybe writing exercises to help ESL students improve? Do you think that's a good idea or do you think there's a bit more drawbacks?

Participant A:

I see that as a benefit to the teacher, actually, because like...I've never like really use it to like come up with their like printed version, but if I'm not wrong, I also did that during our class where I think it's under Quizizz, where I use Quizizz to generate questions. So yeah, it does help me in terms of like coming up with seven questions rather than me sitting down and like what I need to do and what not to include and whatsoever, because normally with quizzes, the question is MCQ. So, with MCQ, you have to spend a bit more time for the answer because you need to have like one answer, one to two confusing statement and one wrong answer [code: lightens teacher's work]. Normally that the kind of thing like and of course the level of the question. I taught whatsoever, so with Chat GPT, I mean with AI, it helps you to come up with a question and then it doesn't mean that the moment you have all the question, your job is done, you actually have to go through questions one by one. The see the question, The statement whether the statement given there can easily be understood by your student because you know students have different proficiency level, let's say in tertiary level. It's no problem [code: responsibility of using ChatGPT], but if it's like school level that you really have to look into it and then change some of the sentence, you know here and there... [code:

**potential of unsuitability for school level]** but again, it helps the teacher to save a lot of time rather than, you know, spending those time to construct a question we can actually use that time to just get the question, check the answers. If it's OK, use it. If it's not OK, change it and it's really not relevant to the student. Remove it so yeah, benefit is it saves a lot of time, especially now with teachers' workload **[code: emphasis on reducing teacher's workload].**

GOH POH SHEN

Alright, understood. Okay, alright. Interesting. So perhaps I like to also ask a little bit, perhaps from, but before that I'd just like to ask you, sir are you familiar with I do believe...Vygotsky's theory of zone of proximal development and the scaffolding all that, right?

Participant A:

It's the I plus one, right?

GOH POH SHEN

Yeah, it. If I'm not wrong...The plus one? Okay, maybe, but I think essentially right, it's basically like the students need like an external source of help for them to reach their like full potential right is that?

Participant A

Ah, so you are here and then somebody to assist you to go up here.

GOH POH SHEN

Yeah, that, that, that one. I haven't heard of the I plus one yet, but I'll probably look into that as well, but yeah.

Participant A:

You know the I plus one.

GOH POH SHEN

Oh okay, now that makes sense. So yeah, I see. I see it now, but yes, so I'm also curious to know your thoughts, so do you think Chat GPT can make essentially a good scaffolding and perhaps or what do you think like is there a good scaffolding and possibly could it? What are your thoughts when you come back to like a more traditional scaffolding, which is basically teacher assistance? What are your thoughts on that?

Participant A:

I feel like with I there's a certain extent to it. It can be, but may not be that useful, because basically in order for you to get the answer, you have to provide the prompt. So those prompts coming from you, right? So, you are like, OK, I want to know about. **They say what's the answer to  $1 + 1 = 2$ , so you ask that question and gives you the explanation. So, AI will only give you the explanation to your question. It won't really give you more than that [code: limited scaffolding ability],** but with teacher in a classroom, **they know their students' capability. They know their students' proficiency level. So, if they say today, they know that the student can just simply... yes, students, let's say know how to greet in English fluently. So that's the first level. Now let's go to another level using greeting, but adding something to it. So again, the teacher is working with the students' capability and at the same**

time challenging them. So if they are able to accept the challenge and actually did well with it, so we can say that ohh now the teacher is becoming the external source of scaffolding the students you know, like from greeting, now adding another knowledge on top of it and then also of course in let's say home the parents can become the person who actually doing the same thing with their kids. So yeah, with AI it's more on like giving the explanation to what you may or may not know, but with human, we actually know that, OK, this is your level. I am going to give you a little bit of challenge to see whether you can go to that level or not. So, I feel like AI can be used to a certain extent, but we still need teacher in the classroom, the human teacher to actually be the external source of, you know, scaffolding today **[code: teacher still a better scaffolder]**.

GOH POH SHEN

So in a sense, we still need a human intervention in the classroom so that because I suppose I still in sort of like the infancy stage in classroom usage. Do you agree with that?

Participant A:

Yeah kind of, because I mean AI is being used here and there but in the classroom 13 years, and a lot of teachers, they are still scared to use it.

GOH POH SHEN

Yeah. Understood. There is one thing that I'm also curious to know before we go on to the other section, which is the applications and recommendations. So you mentioned about Chat GPT giving explanations to students' questions, right? Do you think that aspect can also perhaps promote ESL students to be, in a sense, more self determined to in this or in other

words, to be more motivated to learn independently? Do you think that alone is a good thing for students, or do you feel like they still need human intervention to encourage this independent learning?

Participant A:

Oh I feel like this is one is very subjective because some students they need that external motivator I would say right? Yeah, yeah, yeah. Intrinsic and extrinsic. So, some students, they need more of extrinsic, some they can just learn on their own. So yeah, through some students, maybe they can like study on their own, work everything on their own...and Chat GPT is there just to provide them some input, they don't know, so they just "OK Chat GPT tell me more about this." Then, there they're also group of students where they actually need something coming from their teacher [code: individual motivation types and needs]. They need to hear their teacher saying that yes, this is how you do it instead of the computer telling them yes, this is what you need to do. So, in a way, it depends on the students, because I have encountered a group of students like that. There are students that I think simply like one occasion...where is it done...they ask question to Chat GPT like that and then they got the answer actually, but then they were like, sir we would like to meet you to discuss something, and I was like, why? and then they told me like "ohh, actually we ask questions, this is and this and that, but now we just need you to confirm whether this is okay or not, whether this is acceptable or not" so yeah. There're some students, they actually need the teacher to tell them yes, this information is correct [code: need for teacher intervention]. You can utilize that in your work, your daily life and whatnot. So yeah.



GOH POH SHEN

Alright, understood. Yeah, I think for me personally, I would agree. I still feel like I need a bit of affirmation, especially from lectures. This I think I believe we also know that sometimes Chat GPT like I believe you mentioned. Sometimes the context, right? of Chat GPT may not be too relevant to what we are looking for, whenever it comes to generating answers. Right...okay. So, uh, I suppose we can move on. So, uh, sir what are your thoughts on perhaps the potential challenges of, I mean implementing Chat GPT into the classroom?

Participant A:

Ah, challenges...challenges...Uh, I think number 1 is like for writing skill. **Of course, it maybe manipulated instead of the students do the writing, they let AI do the writing. Uh, yeah, so we need to say that the students are not really utilizing their cognitive skill, their psychomotor skill, but they just simply use computer [code: effects of misuse]** Get me this and then **another challenge for the teachers is we are not competing not just among the human, but we are competing with computers as well because students can just simply say "Oh I can get this information from AI. Why do I need to go to your class?" You know, so I think if you go to any seminar, when it comes to education, the speaker will always use this statement. "Oh, we don't need you anymore. We just need computer. We just need the robot to tell me this and that". So the challenge is that how can the teacher make themselves look or appear more useful than the robot, than AI in term of providing knowledge in term of that what additional value that you can bring to the class that they don't get from computer...and so I guess that's the challenge [code: threat to teacher's role],** and then another aspect of it is that another challenge is **I think... it's with the generation as well with now the teachers are among the millennial among the boomers, right, Gen X and all that whereby we are now**

teaching this new generation, Gen Y, Gen Z and now we have Alpha coming soon. So, these people, they were born into technology. So the challenge for the teachers is that not only that we have to compete with the robot, we also have to learn and be familiar with the robot in our classroom, so that we don't...we are not left behind **[code: need to be familiar to students]**, because the student can just simply manipulate things and tell you this and this and that, and because you don't know, you just like agreed to it or just like accept it and whatnot? You know, so in a way that can affect your credibility as well as an educator, so for teacher, the challenge is that **some teacher they're afraid to utilize it because again it goes back to the question of ethics and unethical use in the classroom [code: reluctance to apply ChatGPT due to unethical use]**. Some say that AI still at early stage and whatnot, but it's not really an early stage to say, it has been around a lot. It's just that we don't...we are not aware of its existence. I think it's Chat GPT 3.5...actually 3.0 that really made it into the world, but we have already ChatGPT 1, 2 and whatnot. So yeah, I think in terms of the challenges, it's with the, **the teachers itself, how they wanna can, you know, think of how to make the classroom even more interesting, how they're going to compete with the robot, how they are going to be familiar with their own enemies so that they can be better in the classroom [code: shift in teacher's role]**? Yeah.

GOH POH SHEN

Understood. Alright, so sir you've mentioned some very interesting points, especially how teachers can make themselves more useful, like as compared to Chat GPT, right? So what would your recommendations be? Perhaps in general for all these, how do you think teachers can...what's the recommendation for teachers to perhaps make them stand out more?

Participant A:

In the classroom? I mean, this is not really necessary, what we are right? It can just be in anyway, right? For the teacher to stand out.

Goh Poh Shen:

Yes.

Participant A:

I think first and foremost the teachers should just be more. I don't know. **Not too strict in the classroom, like be more human in the classroom and put less facade when you are in the classroom. Not to say that I am like this completely, like what you see in my classroom is what you see outside the classroom [code: teacher conduct].** Not necessarily. I mean I draw the line of in a classroom, this is who I am, when I am in outside classroom then that's who I am...but then again, you cannot like make such big difference between who you are inside the classroom and outside the classroom because some teachers, they have the idea of when I'm in a classroom, I have to be, let's say, very strict with the student so that they won't like, you know, do something. They won't be like, say, scared of me whatnot. Certain times you have to be strict to the students, of course, but I think most of the time, just be you in the classroom and have fun with the students because I feel like when you are closer to them, the learning process becomes more natural. Ah, so that's one of the things that I see as well. Oh, I know one of the things that I've been thinking a lot lately is about nurture versus nature. Like you are nurturing something in the classroom and then how you wanna make that learning become more organic. It's not being forced onto the student **[code: nurturing approach to teaching]**. Like what can you do to make it more? You know, we say, like, make the life interactive, make the classroom livelier, **but it's not 100% about computer, it's about how you**

deal with the students, like make them feel like they are welcome in the classroom. So, I feel like that's the approach is more interesting compared to "hey, today my classroom. I'm gonna do this thing" **[code: emphasis on teacher's friendliness]**, this activity where that activity alone, you don't know how to use it. You know, because I heard a lot from students. "Like sir. You know what, sir? This lecturer wanna use technology. They wanna use this this this or this but he or she also don't know how to use it. Then how are we supposed to use it?" So that to me is like a big irk, like whenever that you wanna use something it's...but I feel like A plus for the effort, but B for like the execution of the effort of the plan, right **[code: suggests importance of knowing technology]**?

GOH POH SHEN

Yeah.

Participant A:

So yeah, first and foremost, know your level, know your capability. **If technology is not really your thing, figure out, there's a lot of ways to gamify the classroom. Not necessarily computer, but you can just use traditional game, right? Simply as like what musical chair, poison box. Those are like simple activity that children from my generation do in our free time, so just use in a classroom. Why not [code: gamification as alternative]?** and another way to stand out...of course, **nowadays you're dealing with Generation Z and whatnot. They're lingo is a bit different, so perhaps, you know, I know it's gonna sound like fake when you use it, but umm, just, get used to it. Understand what they're saying. You know? Because sometimes you feel like it's offensive, but actually they don't mean anything behind it. There's just like they're just saying good job, but the way they say good job is different, right?**

Like the math isn't mathing. The brain isn't braining, you know, stuff like that. So of course, from me, I'd be like, what does it mean? My brain isn't braining, it just means that they can't think of the answer and they need your help. So understand that, and perhaps then you can, like ya. Okay, now I can help you with that. Okay, it's not like you have to learn and use the language, their lingo. No, it's just like understand the lingo so that your classroom be like your student be like "Oh, he understands me". So, in a way, I can just like use this lingo in the classroom and the teacher can still understand and give me what I need. **[code: effects of teacher-student familiarity]** You know, stuff like that...and then what else? What else that I can recommend for teacher to be in a classroom? Do not read their slides. Be like, yeah, this just like, let the slide just be there and you just do your teaching, you know. I mean, if you really out of idea, right? Be creative with it. Like if you don't know what to say throw the question to them and let them give you the input and from the input you explore that with them. So, what happened is that you use that as something to get the class moving rather than you are like struggling to like "Oh my God. What else I need to say?" What else I need to say in my students' lecture here and then I'm out of idea, and then you like...could be there so like, what to do? and so yeah, you like instead of that, just talk to the student and talk to them and really have the discussion. That's what you stated in your report. More discussion, more discussion, but you don't really do discussion, you just talk to the students so that those are the things that I feel like, yeah, I think those three can think of at the moment exactly **[code: less teacher-centeredness, more student centeredness]**.

GOH POH SHEN:

That was very profound sir. I love that. Actually, love that, but yeah, okay, that's I think these are some pretty good recommendations, but also, I'm also curious to know, like perhaps in

just the teachers themselves, right? Could the university possibly do anything for the lectures or the students in terms of like how they can use Chat GPT better in the classroom?

Participant A:

Oh, okay, so with that I think that in UTAR we actually have training for that. I think it's under CCD or CCE... I think CCD. If I'm not wrong, that is where they will plan training for the lecturer, and I think last time there were a few actually conducted a training on that one, and also there's another one that is not like specific with AI, whatnot by its own, like teaching in 21st century. So, we have that [code: training for teachers in AI]. What else we I think that is in university level. At faculty level, sometimes the faculty organized brown bag. Uh, where, you know, topics related to teaching language in today's world and whatnot, and then if you talk about like outside, a lot of seminars, webinar, they actually discuss about this one [code: "brown bag" strategy]. So, with university effort, yeah, I can say that UTAR is actually providing sufficient, I would say sufficient training to the teachers, exposing them to all of this. Sometimes they are also as simple as "How to use Canva", "How to use Microsoft Word", "How to use PowerPoint in the classroom", we do have that. Sometimes when I look at it like how to utilize PowerPoint in the classroom, you'd be like what? but actually there are people so registering for that and actually learn a lot from it. So, I'm like. Yeah. So yeah, university...that's it [code: emphasis on teacher training and exposure to technology].

GOH POH SHEN:

I see. That's interesting. Aside from that, I suppose. Do you perhaps have...I'm just gonna throw it out there. Just do you have any other recommendations to offer to apply in the classroom?

Participant A:

Other recommendations...In the classroom, I think perhaps we can go back to technology.

Do not be afraid to use technology in the classroom actually. It can be daunting at first, but the purpose with technology, it helps you a lot. For example, with quizzes, I prepare that Quizizz way back in 2019 and I can still use it up until today. Alright, you have your material there for you, all you need to is access it. Change a little bit because maybe the content of your syllabus has changed, or that your students' proficiency level is different, and perhaps your students' learning style is a bit different. So just do changes here and there, but other than that, you are good to go with that one teaching material that you have to prepare for say what 2 hours or three hours in 2019 and now you can just use it in any semesters at any given time. So yeah, don't be afraid of technology **[code: emphasis for teachers to know tech's benefit]**. Technology is actually to assist you; it's not to make your life difficult. It's difficult, a bit at first, but after that you have a good time...and then what else with technology? Yeah, with technology do a lot of reading. Understand how technology can be useful in the classroom and how it can actually affect students' motivation, because if excessive use of technology is also not good. Alright, you need to know where you can use technology and where you cannot use the analogy, and again, know your students as well. Some students they are OK with it, some students they feel like this is too much, so with that analogy, do not be afraid to use it. Do a lot of research understanding **[code: teachers need to equip themselves]** ...and what else? Uh recommendation...explore different roles actually because teachers we're not just to teach, we also have other roles that you can play in the classroom. Sometimes you go to the classroom, "Today I don't wanna be a teacher. I just wanna be a facilitator.", so you facilitate the learning process. "Today I just want to be a moderator.", so you moderate the classroom activity, you know making it like flipped classroom whatsoever,

and then...explore different approaches, explore different pedagogies to be used in the classroom. If you feel like you've been using the same approach for a few years, maybe it's time to checked it out, change things a little bit, right? Don't get too complacent with one thing, like always explore something new to be used in the classroom. So, I think yeah, this is it [code: diversity in teacher's role].

GOH POH SHEN

Alright. Yeah, that's all for the interview.

Participant A:

Cool.

GOH POH SHEN

Thank you so much, Sir, for participating and sharing your valuable insights.

Participant A:

Alright.

GOH POH SHEN:

It's been a very fruitful interview discussion, and also sir, I apologize in advance if I have perhaps made any mistakes or asked anything in a sense, any form of inappropriateness in this interview. I do apologize for that and but nonetheless thank you so much, Sir. Just to go over the confidentiality thing just for formality's sake, rest assured your identity will be kept



anonymous during the writing of final year project, and if any direct quotes from this interview will be used, it will be kept anonymous as well.

Participant A:

Alright.

GOH POH SHEN:

So perhaps any other questions regarding this project, anything related to confidentiality and stuff?

Participant A:

I'm Nope, I don't have any questions. It's all good.

GOH POH SHEN:

Okay, with that, I would conclude the interview. Thank you. So I'm just gonna stop the recording first.