

**Perceptions of Bachelor Level Students on ChatGPT for
Developing English Writing Skills**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted By
Pratik Shyada**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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Declaration

I, hereby, declare to the best of my knowledge that this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 2/04/2025

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Dedication*Dedicated to**My father Mr. Lal Bahadur Shyada**&**My mother Mrs. Ratna Devi Shyada*

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Abstract

Developing English writing skills at Bachelor level is a challenging task for students, particularly in academic settings where they struggle with coherence, grammatical accuracy, free writing, and idea organization. With the rise of artificial intelligence, tools like ChatGPT have emerged as potential aids for improving students' writing proficiency. This study explores the perceptions of Bachelor-level students regarding the usefulness of ChatGPT in developing their English writing skills, focusing on its opportunities and challenges. To carry out this study, a survey method was employed, involving 60 students from three colleges. Quantitative data were collected through the survey responses. The collected data were analyzed descriptively to explore students' perceptions, highlighting key trends and insights. The findings reveal that students perceive ChatGPT as a valuable tool for enhancing writing skills, particularly for generating ideas, improving grammar, providing instant feedback, enhancing vocabulary, and refining sentence structures. However, the study also highlights certain challenges and ethical concerns, such as ChatGPT reducing independent thinking, critical analysis, creativity, and imagination. Additionally, students expressed concerns about misinformation, academic dishonesty, and plagiarism. The results suggest that ChatGPT can be an effective supplementary tool in writing instruction; therefore, students should use it strategically to encourage active learning and critical thinking.

This research is structured into five chapters. The initial chapter, known as the introduction, encompasses the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The subsequent chapter focuses on reviewing theoretical and empirical literature, as well as discussing its implications. Additionally, it presents the conceptual framework. The third chapter is dedicated to the methodology, covering the study's design, population, sample and sampling procedure, research tools, sources of data, data collection and analysis procedures, and ethical considerations. The fourth chapter involves the analysis and interpretation of data. Lastly, the fifth chapter presents the findings, conclusions, and implications derived from this study. It is followed by references and appendices.

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Abbreviations

AI	Artificial Intelligence
CALT	Computer – Assisted Language Testing
ChatGPT	Chat Generated Pre-trained Transformer
ELP	English Language Proficiency
ELT	English Language Teaching
HCI	Human Computer Interaction
HLE	Hybrid Learning Environment
ICT	Information and Communication Technology
LSA	Language Skills Acquisition
ML	Machine Learning
NLG	Natural Language Generation
NLP	Natural Language Processing
OER	Open Education Resources
UG	Undergraduate
WCF	Written Corrective Feedback
WM	Weighted Mean

Chapter I

Introduction

The study entitled **Perceptions of Bachelor Level Students on Chat GPT for English Writing Skills**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

ChatGPT, developed by OpenAI, represents a transformative, innovative and scientific advancement in artificial intelligence, transcending traditional grammar-checking tools by combining linguistic accuracy, clarity and dynamic text-generation capabilities (Open AI, 2023). Its ability to simulate human-like responses offers unique opportunities for educational contexts, particularly in fostering creativity, collecting ideas and critical thinking during writing tasks (Zou et al., 2023). Unlike conventional tools, ChatGPT engages users interactively, enabling students to explore novel ideas and experiment with language are the key elements of free writing (Lu, 2023). According to Salvagno et al. (2023) the integration of ChatGPT in classrooms has been met with enthusiasm, as it not only supports grammatical and structural improvements but also encourages learners to reimagine and rethink their approach to writing through real-time feedback, suggestions and iterative revisions. For instance, students can refine drafts by addressing coherence, vocabulary, and organization while maintaining the exploratory spirit of free writing. However, while studies highlight ChatGPT's technical potential, less is known about how Bachelor-level students perceive its role in developing foundational English writing skills, particularly in unstructured, creativity-driven tasks like free writing.

Recent studies underscore ChatGPT's growing influence as a pedagogical tool for enhancing English writing skills, particularly in unstructured, creativity-driven tasks like free writing. For instance, Song & Song (2023) observed that learners exposed to ChatGPT demonstrated marked improvements in writing motivation, fluency, and technical proficiency, often outperforming peers who relied solely on traditional methods. This aligns with findings by Marzuki et al. (2023) who argue that AI-powered tools like ChatGPT can elevate the quality of English as a Foreign

Language (EFL) writing by providing scaffolded support in grammar, vocabulary, and structural coherence. Such tools not only address persistent challenges faced by L2 learners such as syntactic complexity and idea generation but also redefine pedagogical approaches by fostering iterative, student-centered writing processes.

Yang (2018) advocated for the efficacy of timely, technology-driven grammatical corrections in improving students' writing accuracy and confidence, arguing that immediate feedback fosters iterative learning. Building on this, Wu (2022) conducted a dynamic evaluation of AI technology in college-level English writing instruction, revealing that AI tools like ChatGPT not only increased students' initiative in language learning but also strengthened their self-correction abilities. Crucially, AI-generated feedback reduced instructors' workload in addressing basic errors, allowing educators to focus on higher-order skills such as creativity and coherence key components of free writing.

ChatGPT, a leading text-based generative artificial intelligence (AI) model, has emerged as a revolutionary and modern tool in natural language processing. Trained on vast datasets comprising billions of human-generated texts, it provides advanced algorithms to predict and generate contextually coherent responses (Bonner et al., 2023). Beyond mere text generation, ChatGPT demonstrates a remarkable capacity to interpret complex written or spoken prompts and produce human-like outputs, including essays, reports, emails, letters and creative compositions (Heath, 2023; Roumeliotis & Tselikas, 2023). Notably, studies such as Orrù et al. (2023) highlight its proficiency in solving verbal insight problems a capability traditionally associated with human cognition by synthesizing context, logic, and linguistic patterns.

In Nepal, Bachelor-level students often struggle with English writing proficiency, attributed to grammatical weaknesses, insufficient practice, less exposure, environment, low motivation, and inadequate prior education. Paudel and Joshi's (2017) research underscores these challenges, highlighting how educators face difficulties in effectively teaching writing skills within this context. Compounding the issue, students encounter barriers in engaging with the writing process due to limited access to innovative tools such as ChatGPT. This study proposes that ChatGPT, an AI-driven platform, could serve as a transformative, innovative and revolutionary tool to

address these gaps by offering targeted support in grammar, structure, and creativity. Additionally, the research explores bachelor-level students' perceptions of ChatGPT's utility in fostering effective free writing practices. By examining both the potential of ChatGPT to enhance English free writing skills and students' attitudes toward its integration, use and advantage this study aims to shed light on AI's role and usefulness in mitigating educational challenges in Nepal's tertiary education system. The findings seek to inform pedagogical strategies and technological adoption to improve free writing outcomes in resource-constrained environments.

Statement of the Problem

The integration of generative AI tools like ChatGPT into English language education is reshaping traditional pedagogical practices worldwide. In Nepal, where teacher-centered methods have long dominated classrooms, ChatGPT presents both opportunities and challenges. Its ability to generate contextually relevant text, provide instant feedback, and facilitate interactive writing exercises offers students a novel way to enhance their writing skills, creativity, and autonomy (Roumeliotis & Tselikas, 2023). For instance, students can use ChatGPT to refine essays, brainstorm ideas, and engage in free writing process that emphasizes fluidity and originality without rigid structural constraints.

However, despite ChatGPT's potential benefits, its adoption in Nepalese higher education is hindered by various socio-technological factors. Disparities in internet access, device availability, digital literacy, and economic constraints create barriers for many students, particularly those in rural or underfunded institutions (Marasini et al., 2022). Even among urban Bachelor-level students, inconsistent AI exposure, scepticism about academic integrity, and a lack of educator familiarity with AI tools complicate its effective use in writing instruction. While global studies highlight ChatGPT's potential to support language learning (e.g., Wu, 2022) little is known about how Nepalese students perceive its role in developing their English writing skills, particularly in unstructured, creativity-driven tasks like free writing.

Despite increasing global research on AI in education, studies on ChatGPT's pedagogical applications remain largely concentrated in developed nations, with limited exploration in resource-constrained contexts like Nepal. To date, few studies

have systematically examined how Bachelor-level students in Nepal perceive ChatGPT's effectiveness in fostering creativity, overcoming writer's block, and refining their thought processes in free writing. Additionally, comparative analyses of ChatGPT versus traditional teaching methods in Nepalese English Language Teaching (ELT) classrooms remain scarce. Furthermore, qualitative insights into students' experiences such as their perceived benefits, challenges, or concerns about AI-generated feedback are largely absent.

Addressing these gaps, this study seeks to explore Bachelor-level students' perceptions of ChatGPT as a tool for developing English writing skills. By investigating their attitudes, experiences, and challenges in using ChatGPT for free writing, this research aims to provide valuable insights into the role of AI in Nepalese higher education and its implications for pedagogical practices.

Objectives of the Study

The objectives of the study were as follows:

- a. To explore the perceptions of Bachelor-level students regarding the usefulness, opportunities and challenges of using ChatGPT as a tool for developing English writing skills.
- b. To suggest pedagogical implications based on the research findings.

Research Questions

The study was guided by the following research question:

- a. What are Bachelor-level students' perceptions of ChatGPT in terms of its usefulness, opportunities and challenges for developing their English writing skills?

Significance of the Study

This research aimed to explore the perceptions of Bachelor-level students regarding the use of ChatGPT for developing their English writing skills, with a particular focus on creative and free writing. As artificial intelligence tools like ChatGPT become increasingly integrated into education, understanding their impact on writing development is crucial. This study assessed the effectiveness of ChatGPT

in enhancing students' writing abilities and highlights its potential role in academic contexts. The findings will be valuable for a range of stakeholders, including students, educators, and academic institutions. It offers insights into how ChatGPT can be used as a supportive tool for improving grammar, vocabulary, idea generation, and overall writing competence. Educators can benefit from understanding how students engage with AI tools, which may help them adapt their teaching strategies accordingly.

Moreover, this study will serve as a useful reference for prospective researchers interested in digital tools for language learning. It is also relevant to teacher trainers, training institutions, subject experts, supervisors, policymakers, curriculum designers, and anyone involved directly or indirectly in teaching English writing at the Bachelor level. By shedding light on both the opportunities and challenges of using ChatGPT, this research contributes to the evolving discussion on AI in education.

Delimitations of the Study

Every research study has its strengths and weaknesses, and it is often not feasible for an individual or a small organization to conduct research across an entire country or a large area. This is due to certain limitations, which are referred to as the delimitations of the study. The delimitations of this study were as follows:

- This study focused only on Bachelor-level Students perceptions on ChatGPT in developing their English writing skills.
- Other AI tools were not the concern of this study.
- A quantitative approach was used employing survey research design.
- Random purposive sampling was used to select the participants and the sample included only 60 Bachelor-level students who studied English at Bachelor-level in Dhangadhi Sub-Metropolitan, Kailali, Nepal.
- Questionnaires were used as the data collection tool.
- The collected data were recorded and analysed descriptively using a likert scale.

Operational Definition of the Key Terms

In my study, the following key terms have been used, so the operational definitions of them have been discussed here:

ChatGPT: A generative artificial intelligence (AI) model developed by OpenAI, based on the Generative Pre-trained Transformer (GPT) architecture, designed to produce human-like text responses to user prompts. In this study, ChatGPT refers to its application as a pedagogical tool in English Language Teaching (ELT) classrooms, where it assists bachelor-level students in brainstorming, drafting, collecting ideas and refining unstructured writing tasks such as free writing.

English writing skill: The ability to produce coherent, contextually appropriate written text in English, encompassing grammatical accuracy, vocabulary diversity, structural organization, and stylistic originality. In this study, writing skills are evaluated in the context of free writing tasks facilitated by ChatGPT.

Free Writing: A writing process emphasizing unstructured, exploratory composition where students prioritize creative expression, fluency, coherence, cohesion and idea generation over grammatical accuracy or formal structure. In this study, free writing involves tasks such as brainstorming, journaling, or drafting narratives without predefined formatting rules.

Perceptions: The attitudes, beliefs, and experiences of bachelor-level students regarding ChatGPT utility, opportunity, challenges, and ethical implications in fostering creativity, fluency, and originality in writing tasks like free writing. This includes their views on its effectiveness in overcoming writer's block, generating ideas, and refining drafts, as well as concerns about over-reliance or accessibility barriers.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter presents a comprehensive review of the literature related to the present study. It includes theoretical literature, empirical literature studies, the implications of the review for the study and the conceptual framework.

Review of the Related Theoretical Literature

This section serves as a foundational part of the study, offering insights related to the research topic. I have reviewed various books, articles, journals, theses and previous research studies related to the current investigation.

The Role of ChatGPT for Developing Writing Skill

ChatGPT's integration into writing pedagogy represents a paradigm shift in how students approach unstructured, creativity-driven tasks like free writing. Unlike traditional tools focused on grammar or syntax, ChatGPT acts as a collaborative partner in idea generation, offering prompts to overcome writer's block, expanding on themes, and encouraging experimentation with language (Roumeliotis & Tselikas, 2023). For instance, its ability to generate alternative phrasings or narrative aligns with free writing's emphasis on fluidity and originality over rigid structure.

In resource-constrained contexts like Nepal, where access to personalized feedback is limited, ChatGPT democratizes writing support by providing real-time suggestions on vocabulary, coherence, and stylistic choices (Marzuki et al., 2023). However, the role of ChatGPT in fostering creative autonomy, a cornerstone of free writing remains contested. Critics argue that over-reliance on AI-generated content risks homogenizing student voice, while proponents highlight its potential to scaffold confidence in learners hesitant to express ideas freely (Yang, 2018; Wu, 2022).

For Bachelor-level students, ChatGPT's dual function as a corrective tool (e.g., grammar checks) and creative catalyst (e.g., brainstorming) introduces new opportunities and challenges. This study examines Bachelor-level students' perceptions of ChatGPT in this evolving Context, focusing on how they view its usefulness, opportunities and challenges in developing their English writing Skills.

AI Technologies

The concept of AI pertains to the creation of machines capable of executing tasks that typically necessitate human intelligence, as originally proposed by McCarthy & et al., (2006). Artificial Intelligence (AI) refers to systems or machines designed to mimic human cognitive functions such as learning, problem-solving, and decision-making (McCarthy et al., 2006). In educational contexts, AI technologies leverage algorithms, big data, and computational power to simulate human-like interactions and automate complex tasks. Below are key AI domains and tools directly relevant to writing pedagogy. A subfield of AI focused on enabling machines to understand, interpret, and generate human language. NLP underpins tools like ChatGPT. For writing instruction, NLP algorithms analyze syntactic structures, semantic coherence, and stylistic patterns to provide real-time feedback (Dartmouth, 2019). AI systems capable of producing original text, images, or code based on user prompts. A branch of AI where systems improve performance through data-driven learning without explicit programming. ML algorithms power adaptive learning platforms analysing user behaviour to personalize content.

AI applications that simulate one-on-one tutoring by providing customized feedback and guidance for students. Artificial Intelligence (AI) technologies refer to the systems and applications that enable machines to perform tasks that typically require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding (Russell & Norvig, 2020). AI technologies encompass various subfields, such as machine learning, natural language processing, computer vision, and robotics, which allow machines to analyze data, recognize patterns, and make decisions with minimal human intervention (Goodfellow, Bengio, & Courville, 2016).

Dartmouth (2019) research project on artificial intelligence, AI is a subfield of computational science that relies on algorithms, programs, and big data to develop intelligent systems that emulate human intelligence. As an interdisciplinary field, AI integrates knowledge and technologies from diverse areas, including “computational science, statistical analysis, information theory, and mathematical modelling”. It encompasses theories, methodologies, and techniques that analyze, simulate, and explore human thinking and behaviors using machines, particularly computers. AI has

had a profound impact on various domains, such as “robotics, computer vision, expert systems, pattern recognition, and machine learning”.

Chatbots

Chatbots, as AI-driven conversational agents, have gained attraction in education for their ability to simulate human-like interactions and support personalized learning (Winkler & Söllner, 2018). These systems leverage natural language processing (NLP) to interpret user input, generate contextually appropriate responses, and adapt to learners' needs (Hwang et al., 2020). Early rule-based chatbots like ELIZA (Weizenbaum, 1966) and PARRY (Colby, 1975) demonstrated foundational capabilities in mimicking dialogue, while modern iterations such as ChatGPT employ advanced machine learning to facilitate interactive and dynamic conversations (Vaswani et al., 2017).

In the context of writing education, chatbots play a crucial role in enhancing writing skills by providing instant feedback on grammar, coherence, and vocabulary choice. They assist students in brainstorming ideas, structuring content, and refining drafts particularly in unstructured writing tasks like free writing (Smutny & Schreiberova, 2020). Their pedagogical effectiveness depends on algorithmic sophistication and the ability to provide context-aware scaffolding (Adamopoulou & Moussiades, 2020). However, despite their advantages, challenges persist, such as over-reliance on AI-generated content, potential biases in responses, and the inability to fully grasp socioemotional nuances in creative writing (Hobert & Meyer von Wolff, 2021).

What is ChatGPT?

ChatGPT, a generative AI model based on the Generative Pre-trained Transformer (GPT) architecture (OpenAI, 2023), has gained significant attention in language education, particularly in English writing skill development. Unlike earlier rule-based systems, ChatGPT utilizes 175 billion parameters trained on 570 GB of multilingual text data (Brown et al., 2020), enabling it to generate contextually coherent responses to user prompts. Its integration into English language learning has been explored for its ability to support brainstorming, grammar correction, and stylistic refinement (Deng & Lin, 2022).

For Bachelor-level students, ChatGPT serves as an interactive writing assistant, providing instant feedback on syntax, vocabulary, coherence, and structure (Kohnke et al., 2023). Research suggests that AI-driven tools like ChatGPT can enhance free writing by reducing cognitive load during idea generation, allowing students to focus on creativity and fluency rather than mechanical accuracy (Huang, 2023). However, perceptions of ChatGPT in writing contexts vary. While some students find it empowering for self-paced learning and confidence-building in writing (Barrot, 2023), others express concerns about over-reliance, which may hinder critical thinking and originality (Jeon & Lee, 2023).

The dual nature of ChatGPT both as a supportive tool and a potential crutch shapes student perceptions. While its ability to generate drafts, paraphrase text, and refine ideas is valued for scaffolding writing tasks, its lack of true metalinguistic awareness means that it relies on statistical patterns rather than intentional understanding, sometimes producing grammatically correct but contextually inappropriate outputs (Kasneci et al., 2023). Pedagogical frameworks emphasize the need for guided integration of ChatGPT into the classroom to ensure it enhances rather than replaces human-driven writing processes (Zheng et al., 2023).

The Use of Generative AI Models in Education

Generative AI models have gained widespread attention in education due to their ability to facilitate automated feedback, personalized learning experiences, and content generation. These models, particularly large language models (LLMs), leverage deep learning algorithms to analyze and generate human-like text, making them useful for language learning and writing instruction (Zawacki-Richter et al., 2019). Unlike traditional AI-powered grammar checkers, generative AI can provide contextual feedback, suggest alternative phrasing, and support brainstorming processes, enhancing students' ability to express ideas coherently (Park et al., 2023). In writing pedagogy, generative AI tools assist students in drafting, revising, and refining text, offering real-time corrections and stylistic improvements (MacNeil et al., 2022). For instance, studies suggest that AI-driven feedback reduces writing anxiety, as students receive immediate, non-judgmental responses, allowing them to experiment with different sentence structures without fear of criticism (Dijkstra et al.,

2022). Moreover, AI ability to generate topic suggestions and paraphrase complex sentences aids students who struggle with idea generation and organization.

However, despite these advantages, scholars raise concerns about the potential drawbacks of AI-driven writing assistance. One major issue is the over-reliance on AI-generated content, which may limit students' ability to develop critical thinking and independent writing skills (Perkins et al., 2023). Additionally, AI-generated responses can sometimes be factually incorrect or contextually inappropriate, leading to misinformation if students fail to critically evaluate the outputs (Cotton et al., 2023).

The ethical implications of AI-assisted writing remain a topic of debate. Universities have adopted varying policies on AI integration, with some institutions encouraging its use as a supplementary tool while others impose restrictions due to concerns about plagiarism and academic integrity (Park et al., 2023). A balanced approach where AI serves as a scaffolding tool rather than a substitute for traditional writing instruction is widely recommended (Dijkstra et al., 2022).

Opportunities of ChatGPT for Learners in Developing Writing Skills

ChatGPT, a large language model (LLM) developed by OpenAI, has emerged as a transformative tool for developing writing skills by providing learners with personalized, interactive, and accessible support. Similar to how calculators assist in mathematics, ChatGPT serves as an essential resource for writing, enabling students to refine drafts, experiment with different writing styles, and overcome challenges in real time (Barrot, 2023).

One of the key benefits of ChatGPT is its ability to provide instant, non-judgmental feedback on grammar, syntax, and coherence, allowing students to iteratively revise their writing. For example, learners can request suggestions to improve sentence structure, simplify complex sentences, enhance vocabulary, or replace informal phrases with academic terms. This form of scaffolding fosters metacognitive awareness of writing mechanics, which is particularly beneficial for non-native English speakers (Huang, 2023).

Another significant advantage of ChatGPT is its ability to overcome writer's block and support idea generation. Many students struggle with creativity and clarity in writing; ChatGPT assists by generating topic ideas, outlining arguments, and

rephrasing awkward sentences. This support enables students to initiate free writing tasks with greater confidence (Kohnke et al., 2023). Such applications align with experiential learning approaches, where hands-on interaction with AI reduces writing anxiety and encourages risk-taking (Zheng et al., 2023).

ChatGPT also facilitates customized practice and skill development by generating tailored writing exercises, including prompts, quizzes, and peer-review simulations. For instance, a student struggling with persuasive essays can request ChatGPT to generate a debate prompt on the impact of social media and then refine their stance through AI-generated counterarguments (Jeon & Lee, 2023). This personalized approach allows learners to address specific writing weaknesses effectively.

Furthermore, ChatGPT enhances accessibility and inclusivity in learning by supporting students with disabilities through features such as text-to-speech capabilities and simplified language adaptations. By offering real-time, AI-driven writing assistance, it ensures equitable access to skill development, particularly for students in remote learning environments (Kasneci et al., 2023).

In addition to individual writing support, ChatGPT fosters collaborative learning and critical engagement. By simulating peer-like interactions, it enables students to debate ideas, engage in role-playing exercises, and participate in collaborative writing activities. This process strengthens analytical, critical, and logical thinking skills, mirroring traditional writing workshops where students refine their arguments through discussion and revision (Deng & Lin, 2022).

Beyond academic writing, ChatGPT also supports multidisciplinary and professional writing tasks. In fields such as engineering, law, and business, students can use ChatGPT to draft structured reports, summarize research findings, or refine technical documentation. For instance, an engineering student might request a concise summary of a methodology section in a project report, bridging disciplinary writing conventions and enhancing professional communication skills (UNESCO, 2023).

Overall, ChatGPT plays a crucial role in supporting bachelor-level students by reducing writing anxiety, fostering autonomous learning, and providing immediate feedback. It encourages creativity through brainstorming, enhances vocabulary and grammar, and supports diverse learning needs, from language acquisition to technical

writing. However, while ChatGPT offers numerous advantages, students must be mindful of maintaining a balance between AI assistance and independent critical thinking to avoid over-reliance on AI-generated content (Perkins et al., 2023).

ChatGPT Large Language Model for Developing Writing Skills

ChatGPT, a generative AI model based on the Generative Pre-trained Transformer (GPT) architecture (OpenAI, 2023), has revolutionized writing pedagogy by simulating human-like text generation. Trained on 570 GB of multilingual data, its 175 billion parameters enable it to produce coherent drafts, refine syntax, and suggest stylistic improvements (Brown et al., 2020). For learners, this translates into a versatile tool for free writing generating ideas, overcoming writer's block, and iteratively revising drafts (Huang, 2023).

Despite its technical prowess, ChatGPT's role in education remains nuanced. Studies highlight its ability to democratize writing support, particularly for non-native English speakers, by offering grammar corrections and vocabulary enhancements (Barrot, 2023). For example, learners can prompt ChatGPT to rephrase this sentence formally or suggest stronger verbs for this paragraph, fostering linguistic experimentation (Zheng et al., 2023). However, its outputs often prioritize fluency over accuracy, risking factual errors or generic phrasing that students may uncritically adopt (Kasneci et al., 2023).

Student perceptions of ChatGPT in writing contexts reflect this duality. Surveys indicate that learners appreciate its immediacy and low-pressure feedback, which reduces anxiety during free writing tasks (Kohnke et al., 2023). Yet, many express concerns about over-reliance, fearing diminished critical thinking and originality (Jeon & Lee, 2023). For instance, while ChatGPT can scaffold brainstorming it generates three thesis statements for an essay on climate change students often struggle to reconcile AI-generated content with their unique voice (Perkins et al., 2023).

The Role of ChatGPT in Technology-Enhanced Writing Skills

The integration of technology in language learning has become increasingly vital in the field. Technology offers unique opportunities for language learners to engage with the target language (Hassan Taj et al., 2017). One of the key advantages

lies in the access to authentic and interactive resources provided by technology (Loncar et al., 2021). Additionally, the use of technology has a positive impact on learners' motivation in language learning (Gikas & Grant, (2013); Smith,2018). Peterson (2017) believes that technology empowers learners with a sense of autonomy and agency, allowing them to take control of their learning process.

With the advancements in artificial intelligence (AI) and natural language processing (NLP), intelligent tutoring systems and adaptive language learning platforms have emerged (Heift & Chapelle 2012). One such tool is ChatGPT, developed by OpenAI, which utilizes large-scale language models to generate human-like text based on a given input (Bender et al., 2021). ChatGPT demonstrates the ability in generating text, answering questions, and completing various language-related tasks (Kasneci et al., 2023). The utilization of ChatGPT holds significant potential for offering a wide range of benefits and opportunities for language learning across learners with different proficiency levels. ChatGPT can assist learners in developing language skills, such as writing and vocabulary acquisition, as well as providing personalized practice materials and explanations. Furthermore, it can aid in tasks related to writing, research reports, and problem-solving while also offering discipline-specific language skills.

In addition to the positive effects of ChatGPT in language learning, there are also thought-provoking drawbacks related to its potential for cheating and its impact on assessment (Kohnke et al., 2023). One concern is that the responses generated by ChatGPT are paraphrases of its sources without proper citations, which can lead to issues such as plagiarism. Another drawback is that the text created by ChatGPT can be inconsistent. Kohnke et al., (2023) found responses generated by ChatGPT can vary significantly when identical prompts are input multiple times, indicating the accuracy and reliability of its outputs depend heavily on how prompts are worded. Prompts are the initial text input to ChatGPT to provide context, while generated responses are the texts ChatGPT then produces.

The literature reviewed above largely consists of theoretical perspectives on the impact and effectiveness of tools such as ChatGPT in language learning. Additional research into learners' perspectives and understanding of these tools would further enrich our knowledge in this emerging field. While some initial studies have

examined learner interaction with AI systems, there is still limited investigation regarding how students perceive ChatGPT specifically and how ChatGPT may facilitate them in completing language learning tasks.

The Potential of AI-Powered Chatbot for Developing Writing Skills

ChatGPT is an AI-powered chatbot capable of generating new content based on a large-scale language database. It differs from traditional question-and-answer chatbots by engaging in back-and-forth conversations with users. ChatGPT can summarize long articles or produce first drafts of presentations, providing new ideas for researchers and learners, and ChatGPT 4.0 even generates reasonably good quality academic articles on specific topics. Chatbots has significant potential for individual learning needs and paces. It provides immediate and instant feedbacks, correction, suggestions, and helping students learn from mistakes in real life. It available any time offering resources and support beyond classroom.

In a nutshell, chatbots in language learning offer personalized experiences, adapt to learners' proficiency levels, and provide real-time feedback in their writing skills. ChatGPT, an AI-powered chatbot, generates new content but relies on existing resources. Users may need to adjust prompts to obtain desired responses, and critical evaluation is necessary due to potential inaccuracies and the Chabot's reliance on language resources predating 2021.

Benefits and Risks of Using Generative AI Models in Education

Generative AI could benefit the educational sector with personalized and innovative teaching and learning methods. Prior studies have shown that these models can help educators create teaching materials such as quizzes, tests, and worksheets (Abdelghani et al., 2022; Dijkstra et al., 2022; Gabajiwala et al., 2022). They can also help analyze student data, identify learning patterns, and generate valuable insights to refine teaching methods (Bernius et al., 2022; Moore et al., 2022; Zhu et al., 2020). For students, generative AI models can provide interactive and engaging learning experiences that cater to their learning styles and needs. One typical application is to summarize information from multiple sources, which can aid the process of knowledge acquisition and improve learning efficiency (Haleem et al., 2022). They can also benefit students with disabilities by enhancing accessibility and developing more inclusive learning strategies. For example, (Kasneci et al., 2023) discussed how

ChatGPT can be used with text-to-speech or speech-to-text technologies to assist students with hearing or visual impairments.

While ChatGPT provides ample opportunities for innovation, there are also widespread concerns surrounding the use of ChatGPT in educational setting. Since the release of ChatGPT concerns about academic integrity were raised almost immediately. Noam Chomsky referred to ChatGPT as “high-tech plagiarism” (Stewart, 2023, para. 2), while Weismann (2023) essentially decried the end of the teaching profession. According to Cotton et al. (2023), one major fear educators have is that students will no longer write their own assignments. Plagiarism has long been an issue, ChatGPT adds a new layer to risks for cheating and heightened concerns about academic integrity. Although their application is on the rise, concerns have emerged about generative AI’s impacts on students, educators, and the educational landscape. Researchers have highlighted the potential risks associated with students’ reliance on AI-generated content, which may hinder their critical thinking and problem-solving skills (Iskender, 2023). Additionally, the authenticity and originality of AI generated content have been questioned, as generative AI models can produce content that mimics human writing, raising concerns about academic integrity (Alser & Waisberg, 2023; Lim et al., 2023). Educators may also be hesitant to adopt generative AI in their teaching practices due to concerns about job security, lack of understanding of the technology, or fear of its potential negative impacts on the education system (Atlas, 2023). To better understand these concerns, we compiled a list of prior work that discusses the ethical and practical concerns of using ChatGPT in education.

Need of Digital Competence to Use ChatGPT

The reactive stance of governments and educational institutions toward ChatGPT is insufficient to address its challenges. As advanced AI tools like ChatGPT and AI-driven search engines (e.g., You.com) become ubiquitous, educators and learners must prioritize principled and pedagogically sound integration of these technologies according to the need of students and time. Hockley (2023) emphasizes the urgency of developing strategies to harness AI’s benefits while mitigating risks, necessitating specific digital competencies for ethical and effective use. For teachers, this involves mastering interactions with ChatGPT to design tasks that leverage its affordances (e.g., scaffolding writing practice), alongside cultivating critical and

logical awareness of its limitations. While teachers' digital competence improved during the COVID-19 pandemic (Moorhouse, 2023), gaps remain in utilizing AI tools like ChatGPT.

Similarly, students require advanced digital competence beyond basic technological proficiency (e.g., using e-platforms like Padlet). Scholars stress the need for skills to navigate AI ethically, including recognizing ChatGPT's limitations, ensuring academic integrity, responsibility, safety and upholding digital citizenship (Jones & Hafner, 2022). Finally, Universities and Institutions must urgently update curricula, teaching methodology, assessment practices, and guidelines to prepare students and teachers for a world where AI-driven tools are integral to daily life for education and learning.

Usage and Perceived Ethics on Using ChatGPT

According to current research by Zhu et al. (2023) ChatGPT use can improve learning experiences by providing personalized assistance, enabling access to information, and promoting critical thinking skills. They argue that ChatGPT can be a practical tool for students to enhance their writing, research, and problem-solving abilities when used responsibly. However, sceptics raise concerns about potential overreliance on AI, citing worries about the erosion of originality, creativity, and the development of independent thinking. A study by The Best Colleges (2023) revealed that 50% of students used ChatGPT for only a portion of their work while completing the majority themselves. Furthermore, 30% of students relied on ChatGPT for most of their assignments, and 17% used it to complete a project, submitting it without making revisions.

Another study by Sallam (2023) examined the use of ChatGPT in medical education. Results from this review highlighted several primary concerns regarding ChatGPT use, such as ethics, copyright, transparency, and legal issues. Additional considerations included bias, plagiarism, lack of originality, inaccurate content leading to false educational and professional narratives, incorrect citations, cybersecurity vulnerabilities, and the risk of spreading misinformation (infodemics). Thus, Eken (2023) stated that the integration of ChatGPT in education poses ethical challenges, potentially compromising the fundamental values of education.

English Writing Skills

Writing skills refer to an individual's ability to effectively express thoughts, ideas, and feelings through written language. It is not simply the act of stringing words together, but rather the art of arranging words in a logical sequence to convey meaningful and coherent messages. According to Nunan (2003), writing is a complex cognitive activity that requires the writer to manage multiple variables simultaneously, such as content, structure, syntax, and vocabulary. Effective writing includes mastery of sentence structure, format, vocabulary, spelling, and letter formation. Writers must be able to structure and integrate information into cohesive paragraphs and texts.

Writing is a productive skill that requires learners to construct coherent and grammatically accurate texts (Harmer, 2004). It is often regarded as one of the most challenging language skills because it involves multiple cognitive processes, including planning, organizing, drafting, and revising (Hyland, 2003). Unlike speaking, writing allows more time for reflection, but it still demands clarity, coherence, and structure to communicate effectively.

English writing skills encompass various competencies essential for effective written communication, including grammar, vocabulary, coherence, cohesion, and organization (Harmer, 2004). According to Hyland (2003), writing is a complex process that involves cognitive, linguistic, and social dimensions. It requires not only the ability to construct grammatically correct sentences but also the skill to logically and persuasively structure ideas. Strong writing proficiency enables individuals to convey messages clearly and accurately in academic, professional, and creative contexts.

Hedge (2005) emphasizes that writing is a process-oriented skill, meaning that effective writing involves drafting, revising, and editing to enhance clarity and coherence. Skilled writers engage in meticulous planning and rewriting to improve textual flow and eliminate errors. In academic writing, critical thinking is essential, along with adherence to formal conventions such as citation and referencing, to ensure credibility (Swales & Feak, 2012).

For second-language learners, writing in English presents unique challenges, including difficulties with syntax, word choice, and rhetorical structures (Harmer, 2007). However, with consistent practice and constructive feedback, learners can

improve their writing proficiency and express their thoughts more effectively. As Nation (2009) highlights, developing writing skills requires a combination of language exposure, guided instruction, and opportunities for practice.

In the context of language learning, writing is categorized as a productive skill, alongside listening, speaking, and reading. While all language skills are important, writing and reading are often considered productive skills that allow learners to actively create language. As Asmuti (2002) points out, writing is a key skill in language development, as it not only enables communication but also fosters deeper understanding and mastery of the language. Among the four skills, writing is often considered the most challenging due to its demand for clarity, structure, and organization.

Writing is crucial for communication, and its development requires consistent effort and practice. As Andrei et al. (2019) highlight, writing skills are essential for expressing complex ideas, making writing a vital skill in academic and professional contexts. Students often find writing difficult because it requires patience and careful planning. To improve their writing, learners must invest significant time and effort into honing this skill. English writing skills are categorized into different types based on their purpose and content, such as descriptive writing, narrative, expository, persuasive, academic, creative, free writing and many more. Among them, I focused on creative and free writing skills for my thesis.

Creative Writing. Creative writing is a unique human skill through which individuals express their visions, beliefs, emotions, and experiences. It enhances other language skills and is considered a critical component of literary, linguistic, and aesthetic culture (Smith, 2020). Creative writing serves as an honest and critical manifestation of a person's power to reflect on themselves and the world around them. As such, interest in creative writing has become as significant as interest in other language skills, with one of its primary goals being the development of personal expression through language (Brown & Jones, 2019).

Creative writing reflects the spirit of the writer, who does not only focus on the communicative aspects of language but transcends them to explore the essence of language itself. By creating new communication links and relationships, writers engage in a process of innovation that is deeply personal and unique (Lee, 2021).

Some believe that creativity is an effortless, involuntary, and unconscious process that emerges spontaneously without prior planning or knowledge of its development. However, others argue that creativity involves both planned effort and inherent inspiration (Adams, 2022).

Some of the activities designed to foster creative writing skills in a Bachelor's level curriculum include writing anecdotes, stories, and poems. These activities are structured to encourage imagination, originality, and critical thinking, all of which contribute to the development of advanced writing abilities (Davis, 2020).

Free Writing. Free writing is an activity where students are given the freedom to select words, sentences, and structures, allowing them to express their ideas, opinions, and feelings freely. The level of organization, content, and structure depends on the student's writing capacity. This activity encourages creativity and self-expression, allowing learners to develop a more personal writing style (Graham & Perin, 2007).

In a Bachelor level context, students can practice a variety of writing skills under free writing activities, including paragraph writing, leave applications, job applications, personal and official letters, letters to the editor, emails, short essays (narrative, argumentative, descriptive), diaries, newspaper articles, book reviews, and film reviews. These writing forms contribute to both formal and informal writing practices, helping students hone their skills in different areas of communication (Gillespie, 2018).

The Role of ChatGPT for Developing Creative and Free Writing

ChatGPT serves as a valuable tool for Bachelor level students, simplifying the creative writing process by providing innovative concepts, ideas, and supporting materials that can be further developed and refined. The AI capacity for idea generation is one of its most significant contributions. For instance, ChatGPT can help brainstorm topics, themes, and plots, offering inspiration for students engaged in creative writing. It also plays a crucial role in providing constructive feedback on drafts, suggesting improvements in style, structure, vocabulary, and grammar, which helps students polish their work. Furthermore, ChatGPT can offer examples and explanations of creative writing techniques, enhancing students' understanding of essential writing skills and elements (Jeon & Lee, 2023).

Despite its benefits, ChatGPT has limitations that must be considered. The AI may occasionally produce repetitive or biased results, potentially lacking originality. The ideas generated may not always be unique or highly creative, limiting the scope of students' independent thinking (Kasneci et al., 2023). Additionally, ChatGPT suggestions can sometimes be contextually inappropriate or irrelevant, potentially hindering students' ability to develop independent writing skills. Moreover, while ChatGPT can mimic human creativity, it may not fully capture the emotional depth and insights that human writers bring to their work, which is crucial for crafting compelling, authentic narratives (Perkins et al., 2023).

Similarly, ChatGPT has a positive on the development of free writing skills in students. The use of ChatGPT has helped students improve their grammar, vocabulary, and sentence structure, leading to significant improvements in writing quality (Huang, 2023). ChatGPT aids students in identifying and correcting errors in their writing, offering real-time feedback and revisions. Additionally, it helps increase motivation and confidence by assisting in brainstorming ideas for essays, journals, and notes. It also provides exercises and activities to practice free writing, allowing students to refine their skills over time (Jeon & Lee, 2023).

Moreover, ChatGPT enhances language development by helping students expand their vocabulary and improve sentence construction (Zheng et al., 2023). It provides valuable language enhancement tools and continuous feedback for improvement.

However, ChatGPT has some limitations in developing free writing skills. It may not be as effective in fostering critical thinking or creativity, as it primarily generates content based on input rather than offering innovative solutions. Furthermore, the feedback provided by ChatGPT can sometimes lack depth and accuracy, limiting its value for higher-level writing tasks. Additionally, over-reliance on ChatGPT may lead to reduced originality and diversity in students' writing, as they may rely too heavily on the suggestions provided by the AI tool (Perkins et al., 2023).

Review of Related Empirical Literature

The empirical literature review refers to research that has already been conducted on related topics. It involves a written summary and critique of studies related to a particular issue or problem. Several researchers have explored the use of

ChatGPT and students' perceptions of ChatGPT for developing writing skills. Some of the related research works that inform and support my study are as follows.

Liton (2015) carried out research on “Examining Students’ Perception & Efficacy of Using Technology in Teaching English”. The main objective of the study was to find students’ perceptions and efficacy of technology application in English language teaching-learning practices in the real classroom situation in the tertiary level. Using a survey questionnaire and classroom observation, data were collected from 33 EFL students at several well-known Asian universities. The findings showed that while students were generally enthusiastic and actively engaged in technology-supported learning environments, many lacked the knowledge or skills to effectively integrate technology into their personal learning practices. Although this study does not specifically address AI tools or writing skills, it offers valuable insights into students’ readiness and attitudes toward technology in English education. These findings provide a useful foundation for understanding how Bachelor-level students might perceive and utilize digital tools like ChatGPT for developing English writing skills.

Demir and Guraksin (2022) explored secondary school students’ perceptions of artificial intelligence (AI) through metaphor analysis. Their qualitative study involved 339 seventh and eighth-grade students from schools in Afyonkarahisar and Izmir, aiming to understand whether students viewed AI positively or negatively. The findings revealed a mixture of attitudes, with many students associating AI with both beneficial and concerning aspects. Common metaphors included references to humans, technology, and the brain, with a majority expressing positive connotations. While this study focuses on younger students and general perceptions of AI rather than specific tools like ChatGPT, it highlights the evolving nature of learners’ attitudes toward AI in educational settings. Such insights provide a foundation for understanding how students at different educational levels conceptualize AI, which is relevant when examining Bachelor-level students’ perceptions of AI tools like ChatGPT for developing English writing skills.

Iqbal et al. (2022) conducted a study to “Examine the possible benefits and risks of the use of ChatGPT in higher educational settings, further investigate university teachers”; attitudes towards using ChatGPT, along with the potential effects

on the learning and teaching process in higher education. Using semi-structured interviews, the study gathered insights from 20 university teachers in Pakistan. The findings revealed that most teachers held a negative perception of ChatGPT, primarily viewing it as a tool that students might misuse for cheating. Many participants believed that ChatGPT did not contribute to meaningful learning, as students would rely on it without actively acquiring knowledge. As a result, some teachers perceived it as a threat to academic integrity. However, the study also acknowledged positive aspects, such as ChatGPT ability to generate automated feedback, reduce teacher workload, and enhance student motivation in certain contexts. Although this research focuses on teachers rather than students, it offers valuable insight into the broader academic concerns and potentials surrounding ChatGPT. These perspectives contribute to understanding the challenges and opportunities that Bachelor-level students may also perceive when using ChatGPT for developing English writing skills.

Su, Miao and Man (2022) investigated the impact of using AI for English writing correction over the course of one semester with 200 Chinese students. Their findings revealed that AI-assisted correction not only reduced students' writing anxiety but also enhanced their overall writing ability. These results are informative for understanding the benefits of integrating AI into language learning contexts, suggesting that, if implemented thoughtfully, AI tools like ChatGPT could similarly alleviate writing apprehensions and foster improved writing proficiency among higher education students.

Firat (2023) carried out research on "What ChatGPT means for universities: Perceptions of scholars and students". The main objectives of this paper was assessment of usability of ChatGPT for formal English language learning. The study employed a questionnaire-based approach, where participants provided feedback after completing a series of formal English learning tasks using ChatGPT. Participants represented diverse backgrounds in terms of English proficiency, education levels, and nationalities. The study quantitatively analyzed their responses, examining ChatGPT role in enhancing different aspects of language learning, including conversation, writing, grammar, and vocabulary. The findings were largely positive, indicating that ChatGPT is an effective tool for supporting formal English language learning. This study contributes to the growing body of research on AI-driven

language learning by providing an in-depth assessment of ChatGPT usability. The results suggest that emerging technologies like ChatGPT hold significant potential in formal English education, reinforcing the need for further exploration into their long-term impact on language acquisition.

Rudolph and colleagues (2023) conducted research on “ChatGPT: Bullshit Sewer or the end of Traditional Assessments in Higher Education”. Their research claim that teachers should acknowledge the significance of incorporating AI tools into the digital literacy education curriculum. Some helpful AI tools include grammar, a tool that examines texts for grammatical, spelling, punctuation and other writing-related mistakes and provides suggestions for improvement. The study also argues that teachers should avoid overwhelming themselves by creating an environment that fosters student motivation and engagement. To achieve this, it is essential that teachers receive proper training in using AI tools like ChatGPT, while students should be educated on academic integrity. The authors highlight the need to rethink course design, suggesting that irrelevant or poorly structured curricula can lead to higher instances of cheating. In response, they advocate for updating academic integrity policies and honour codes to account for the use of AI tools, thereby preventing misuse in assessments. Finally, Rudolph et al. (2023) stress the importance of supporting and promoting research on the effects of AI tools on teaching and learning to ensure their effective integration into higher education.

Shaikh et al. (2023) carried out research on “The Usability of ChatGPT for Formal English Language Learning”. Their study revealed that ChatGPT is capable of automatically generating coherent and accurate responses, facilitating interactive dialogues that mimic natural writing processes. While the tool shows promise in supporting language learning by providing immediate feedback and engaging interaction, the researchers also identified several limitations. They caution that ChatGPT should not be used as a replacement for human instruction; instead, it ought to be integrated as a supplementary tool to help learners fully develop their language skills. These findings highlight both the benefits and the constraints of using AI tools like ChatGPT in academic settings. By emphasizing the need for guided usage, the study contributes to understanding how Bachelor-level students might perceive ChatGPT role in enhancing their English writing skills within a structured, instructor-led environment.

Thi Thuy An Ngo (2023) carried out research on “The Perception by University Students of the Use of ChatGPT in Education” This study aims to investigate how university students perceive using ChatGPT for learning, including benefits, barriers, and potential solutions. Using an online survey distributed to 200 students and follow-up semi-structured interviews with 30 participants, the study gathered insights on both the benefits and challenges of integrating ChatGPT into academic practices. Overall, the findings revealed a favourable opinion of ChatGPT among students, with key benefits including time-saving, access to diverse information, personalized tutoring and feedback, and assistance in generating ideas for writing. However, students also expressed concerns regarding the inability of ChatGPT to reliably assess source quality, accurately cite sources, and effectively handle idiomatic language. To address these issues, the study proposed potential solutions such as cross-verifying ChatGPT outputs with trusted sources, using the tool primarily as a reference or consultant, providing clear usage guidelines, and reinforcing academic integrity policies.

Ulla et al. (2023) investigated the perceptions of EFL teachers on the use of ChatGPT in language teaching and learning within a Thai university setting. Through an online interview survey involving 17 EFL teachers, followed by three individual interviews, the study explored both the affordances and drawbacks of employing ChatGPT in educational practice. Teachers expressed positive views regarding the tool’s potential to support teaching for instance, by assisting in the development of lesson plans and clarifying sentence construction. However, they also raised significant concerns, noting that ChatGPT can lack authenticity and reliability, which may lead to an overreliance by students and a diminished capacity for critical thinking. Additionally, issues such as plagiarism were highlighted as major drawbacks. Although this study centres on teachers’ perspectives rather than those of students, it provides valuable insights into how ChatGPT benefits and limitations may indirectly influence students’ learning experiences.

Yangyu and Yuying (2023) conducted research on “An Exploratory Study of EFL Learners’ use of ChatGPT for Language Learning task Experience and Perceptions”. The main objectives of the research were to investigate students’ experiences with Chat-GPT and their perceptions of its role in language learning through a small-scale qualitative study. The data were collected through

semi-structured interviews with five students at a top-tier international university in China. The findings suggest that ChatGPT has the potential to serve as a valuable learning partner, assisting students with a variety of language-related tasks. Participants demonstrated critical judgment in evaluating the quality of outputs generated by ChatGPT and showed an ability to modify their prompts to better meet their learning objectives. This critical engagement appears to mitigate potential risks to academic integrity, while also enhancing the tool's efficacy. Moreover, the study highlights ChatGPT effectiveness in providing immediate feedback and personalized learning experiences, thereby supporting students' autonomous learning and evaluative judgment. These insights are particularly significant for the present thesis, as they underscore ChatGPT potential to improve English writing skills among Bachelor-level students, while also outlining the necessary conditions such as active, guided use for the tool to be optimally beneficial.

Zulfa (2023) carried out research on "The use of Ai technology tolls in developing students English academic writing skills." He used qualitative approach; data was gathered through open-ended questionnaires and semi-structured interviews involving 73 English education students in Islamic University in Indonesia. Specifically, the participants claimed that the tools enhance their understanding of grammatical rules and vocabulary acquisition. In addition, the participants considered that the tools help them to write a more cohesive and coherent essay. This study implies that the incorporation of technology tools in English academic writing has the potential to revolutionize the development and evaluation of writing skills. However, it is essential for students to strike a balance between leveraging these tools and honing their writing skills to ensure writing development. This study focused on the utilization of AI and technology tools by students in the process of English academic writing and its impact on their writing skills. According to the participants, the tools used by the participants were able to provide: direct feedback and correction, writing skills development.

Recent studies have explored the role of AI-driven tools like ChatGPT in enhancing writing skills among non-English major students. Lan (2024) investigated "the perceptions of students at Dai Nam University regarding ChatGPT's application as a writing assistant". Through qualitative analysis of interview transcripts, five key themes emerged. First, students reported that ChatGPT significantly supported idea

generation and organization in writing tasks, helping them elaborate and refine their thoughts. Second, the tool contributed to improved grammatical accuracy by providing instant feedback on errors, which students found particularly beneficial given their diverse proficiency levels. Third, ChatGPT expanded students' vocabulary, introducing them to new words and phrases that enriched their language use. Fourth, its ability to provide immediate responses and clarifications streamlined the learning process, reducing reliance on traditional resources and enhancing efficiency. However, despite these advantages, the study also highlighted several challenges. Students noted that ChatGPT occasionally generated overly complex content, requiring multiple prompts to refine responses. Additionally, concerns were raised about potential over-reliance on the tool, which could hinder independent learning and creativity. These findings suggest that while ChatGPT serves as a valuable educational aid, its integration into writing instruction should be carefully managed. Supplementary guidance and a balanced approach are necessary to ensure that students develop essential writing skills without becoming overly dependent on AI-generated assistance.

Wulandari (2024) carried out research on "The rapid evolution of technological tools, particularly Artificial Intelligence (AI)." This study focuses on teachers' utilization of AI and technology tools in the context of English academic writing and its impact on their writing literacy. This research employs a qualitative approach, gathering data through questionnaires involving 20 English teachers from junior high schools. The findings highlight that ChatGPT encourage and facilitate the enhancement of writing skills among teachers. ChatGPT offers direct feedback, corrections, and aid in writing skills development. Specifically, the participants reported that this tool contribute to their comprehension of grammatical rules and vocabulary acquisition. Moreover, ChatGPT assist instrumental in crafting more cohesive and coherent writing. This study suggests that integrating technology tools into English academic writing has the potential to transform the development and assessment of writing abilities. Nonetheless, it remains crucial for teachers to strike a balance between utilizing these tools and nurturing their writing skills to ensure ongoing writing enhancement.

Implications of the Review for the Study

The review of both theoretical and empirical literature plays a vital role in the accomplishment of this research. It provides valuable insights into identifying the research problem, formulating research questions, and selecting appropriate methodologies (such as research design and tools). Moreover, it offers a foundation for developing a conceptual framework and informs other important aspects of the study. In other words, the literature review helps bring clarity and focus to the research problem, methodology, and contextualization of the findings.

Furthermore, the review of empirical literature has been instrumental in shaping the methodology for my study. During my review of the theoretical literature, I explored various books, articles, and journals. I also examined empirical studies that closely align with my research. These reviews provided several implications for my study.

For this study, I reviewed various previous research works such as those by Bingham Liu (2023), Liton (2015), Lan (2024), Zulfa (2023), Ulla (2023), Su Miao (2023), Yangyu and Yuying (2023), Thi Thuy An Ngo (2023), Khurana and Patrycja Kobiela (2023) and Demir and Guraksin (2022). From Liu's (2023) research, I gained valuable insights into how digital tools, including ChatGPT, can support students' academic progress, particularly in writing development. Similarly from, Bingham Liu (2023), Lan (2024), and Zulfa (2023), I was able to identify gaps in the existing literature, which helped me select the topic for my research. These studies provided valuable insights into the current trends and limitations in the field, guiding me toward an area that required further exploration. Liton (2015) emphasized the necessity of integrating technology in language learning environments, which directly relates to the purpose of my study. Similarly, Lan (2024) highlighted the significance of learner autonomy and engagement while using AI-powered tools insights that helped me frame how ChatGPT can be used to foster writing skills. The work of Zulfa (2023) provided essential guidance in identifying key elements for the conceptual framework of my study, while Ulla (2023) and Su Miao (2023) contributed perspectives on the practical and pedagogical uses of AI in education. The works of Yangyu and Yuying (2023) and Demir and Guraksin (2022) were instrumental in helping me construct effective research questions and methodological procedures. Furthermore, the reviews of Thi Thuy An Ngo (2023) and Khurana and Patrycja Kobiela (2023) were particularly helpful in guiding the selection of appropriate

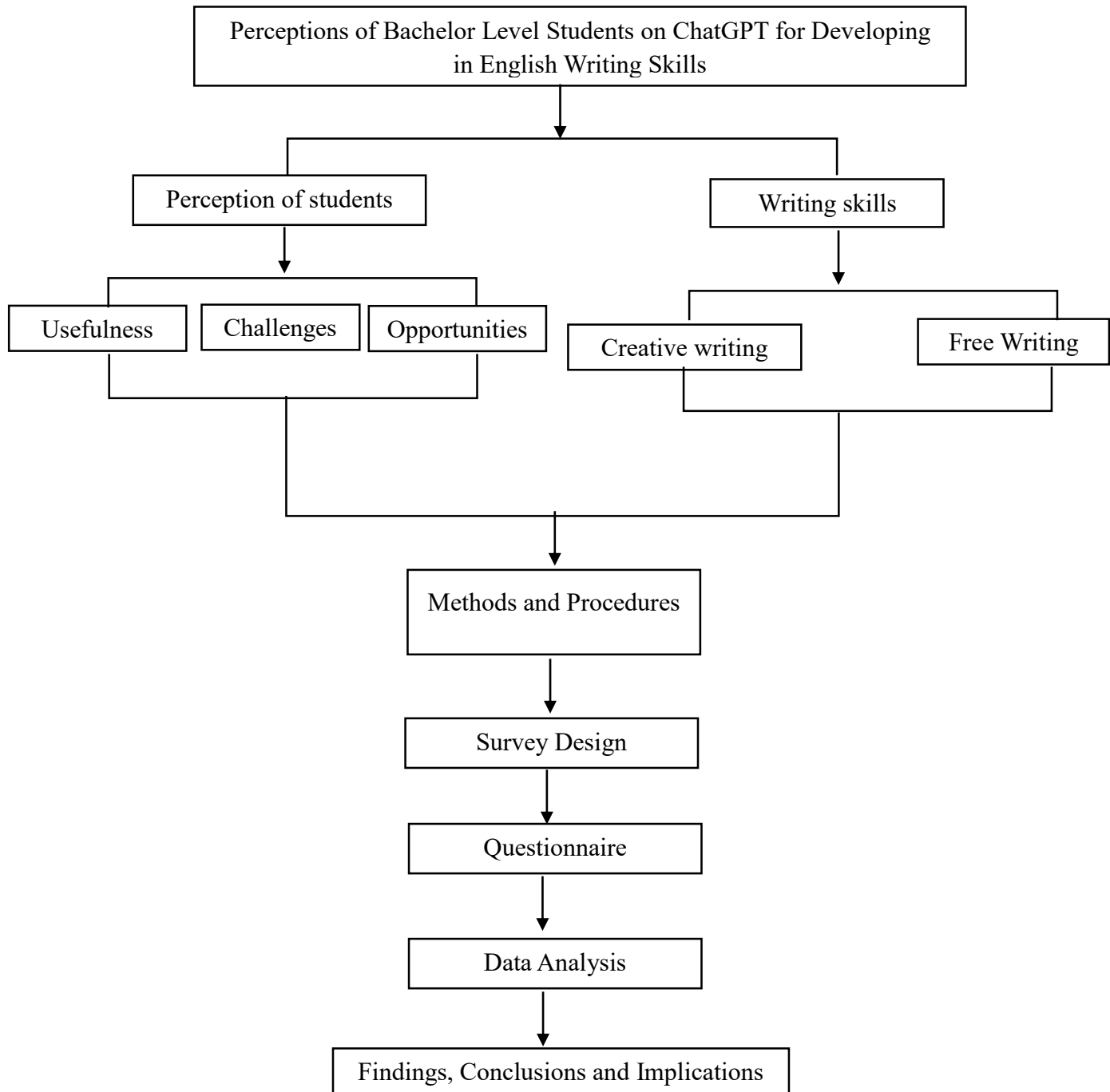
research methods and procedures. Collectively, these scholarly works provided a strong foundation for the overall structure and direction of my study.

All these studies have been invaluable in supporting my work. They have allowed me to not only link the findings to the Nepalese context but also I gained valuable insights into the research process and methodological tools, which have greatly benefited my own study. In particular, by analyzing how earlier researchers employed questionnaires as data collection tools, I was able to refine my own research design, research questions, data collection procedures, methods for data analysis and interpreting the results and approach. These studies provided a strong foundation and direct implications for my research on student perceptions of ChatGPT in developing English writing skills. Furthermore, the literature review has played a crucial role from the selection of the research topic to deriving the final findings. It has helped me stay updated with research process designs and methodological tools, which are essential for the success of my study.

Although these earlier studies significantly contributed to shaping my research, I found a gap in the literature regarding students' perceptions of using ChatGPT specifically for enhancing their writing abilities in English. While various studies have focused on the integration of AI in education, very few have explored how Bachelor-level students view the effectiveness, opportunities, and challenges of ChatGPT in writing development. Recognizing this gap, I aimed to address this underexplored area within the Department of English Education. I believe this study offers a fresh and original perspective on the use of AI tools in ELT, particularly in writing instruction. So far, it appears to be one of the first attempts to investigate this specific area, making it a novel contribution to the field.

Conceptual Framework

The conceptual framework serves as the foundation or blueprint upon which the study is built. It provides a general overview of the study, helping readers to conceptualize the main ideas and structure. Specifically, the conceptual framework embodies the core essence of the study. I developed this framework before entering the field, as it reflects my mental image of the research. The conceptual framework for my study is as follows:



Chapter III

Methods and Procedures of the Study

Research methodology refers to the systematic and structured process of addressing a research problem through data collection, analysis, and interpretation. It involves a sequence of steps that guide the conduct of the research and provides a clear framework for the methods and procedures employed. This chapter outlines the research design, selection of the research site and participants, data collection tools and techniques, data collection procedures, data analysis and interpretation, and ethical considerations. To achieve the objectives of this study, the following methodological steps and procedures were adopted.

Research Design

To carry out this study, I used a survey research design, as it incorporates both quantitative and qualitative approaches. According to Creswell (2012), survey research represents a quantitative approach in which researchers administer questionnaires to either a sample or the entire population in order to obtain data regarding individuals' attitudes, opinions, behaviours or characteristics. He further emphasizes that surveys are instrumental in identifying significant beliefs and perceptions held by participants. Therefore, the survey design was deemed the most appropriate methodological approach for this study.

Therefore, this research is based on survey research design because it helped me for the study in order to fulfill my objectives, I choose survey design because it helps to find out quantitative data. It also facilitates the exploration of students' experiences and practical engagement with ChatGPT in the context of developing English writing skills. Furthermore, this research design enables the collection of rich, insightful data that reveal the authentic perspectives of Bachelor-level students regarding the opportunities, challenges, and usefulness of using ChatGPT as a learning writing skills tool.

Thus, sampling was the procedure of selecting the required sample to represent the whole group. It helped the researcher collect the required number of participants. Numerous sampling strategies were used to accomplish the research work. Some of

the strategies used in survey research included simple random, systematic, stratified, cluster, convenience, and purposive sampling.

For data collection, I used questionnaires as the primary data collection tool. Moreover, the methodological procedures were adopted stepwise as applicable in the survey research design. In brief, the methodological procedures used in this study were as follows:

- Developing the objectives and research questions
- Selecting the area of investigation
- Developing data collection tools
- Conducting field visits
- Collecting data
- Organizing and categorizing the data
- Analyzing and interpreting the data
- Drawing conclusions and identifying key findings

Population, Sample and Sampling Strategy

The population for this study consisted of all the Bachelor-level students. Among them 60 students were selected as the sample from three academic institutions: Sudur Paschimanchal Campus, Kailali Multiple Campus, and Aishwarya Multiple Campus, all located in Dhangadhi Sub-Metropolitan City, Kailali District. Twenty students were randomly chosen from each campus to ensure balanced representation across the institutions. The sampled participations were chosen using simple random sampling procedures.

Sources of Data

Both primary and secondary sources of data were used for this research. The primary sources were used to collect the data while, secondary sources facilitated the study.

The Primary Sources of Data

The fundamental basis of the study is the primary sources of data. The primary data for this study were collected through questionnaires distributed to 60 Bachelor-level students. Additionally, my reflection on their responses helped interpret the data

and provided insights into their personal experiences with ChatGPT for developing English writing skills.

Secondary Sources of Data

I also consulted books, journals, articles, websites and other related published and unpublished theses. These secondary sources provided additional information and insights for my study. Some key references included were Demir and Gueaksin (2022), Bingham Liu (2023), Firat (2023) and Noboru Sakai (2023).

Research Tools

I used a set of questionnaire, consisting of all closed-ended questions, as tool to collect data for this study. The questionnaire was designed to explore students' perceptions of ChatGPT for developing their English writing skills.

Data Collection Procedures

To collect data, I followed a stepwise methodological procedure. Primarily, I decided on the research tool and then prepared an effective questionnaire based on the objectives of my study. The questionnaire was designed to gather insights from Bachelor-level Students.

Next, I informed the selected college administration about my study and obtained verbal consent from them. After that, I explained the research and its purpose to the participants. I established rapport with them, ensuring clarity on privacy and confidentiality.

Then, I conducted the survey and provided the participants with a pre-developed questionnaire, allowing sufficient time to complete it. After completion, I collected the questionnaires. Finally, I thanked and expressed my gratitude to the participants for their cooperation.

Data Analysis and Interpretation Procedures

After collecting the data using the questionnaire, I analyzed and interpreted the responses through descriptive analysis. The collected data were tabulated, categorized and calculated using the Likert scale and various mathematical tools such as the weighted mean method. As stated earlier, questionnaires were used as the primary tool

for data collection in this study. A total of 20 close-ended questions were included in the questionnaire to gather relevant information.

Ethical Considerations

Ethical consideration refers to the values that a researcher must follow and maintain various codes of conduct during the research process, such as obtaining permission from concerned individuals, maintaining participants' privacy, and ensuring the preservation and validation of data while conducting the research. It is crucial for a researcher to maintain ethics throughout the research process.

For this study, I first obtained approval from the Department of English Education, T.U., and the Research Guidance Committee to carry out the research. I was very careful while reviewing and consulting the materials I used. I provided proper citations for the works I reviewed, not only to meet academic standards but also because I value the knowledge these sources offered, which helped me successfully carry out the research.

As the sole source of data was the Bachelor-level students, it is essential to maintain ethics with them as well. I first informed the college administration, principal, teachers, and students about my research and its purpose. I clarified that the information about the college and the students would remain confidential. I also obtained oral consent from the respondents.

Furthermore, I used pseudonyms for the respondents to ensure anonymity. I assured them that the data they provided would only be used for this study. I further promised that the accuracy, honesty, and truthfulness of the data would be maintained, and that the collected data were not manipulated; rather, meanings were constructed based on participants' responses.

Chapter IV

Results and Discussion

This chapter presents the interpretation and discussion of the results obtained from both primary and secondary sources used in this study. The data were analyzed using the weighted mean method to provide a quantitative measure of students' perceptions of ChatGPT for developing English writing skills. The findings are presented in tables, accompanied by descriptive statistics that illustrate response trends. Each research question is addressed based on the computed weighted means, followed by an analytical discussion of the results.

Usefulness of ChatGPT for Developing Students Writing Skills

The rapid advancement of Artificial Intelligence (AI) and Natural Language Processing (NLP) has significantly influenced teaching and learning methods, particularly in the development of English writing skills. ChatGPT, an AI-powered language model, has become widely used by students for its ability to assist in idea generation, grammar correction, sentence structuring, creative and free writing.

This section presents the survey results on the effectiveness of ChatGPT in enhancing students' writing skills, analyzed using the weighted mean method. The findings are summarized on the following sections;

Table 1: Usefulness of ChatGPT for Developing Writing Skills

S.N.	Questions	Likert Scale					Weighted mean
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	
1	ChatGPT helps me to improve my writing skills especially in free and creative writing.	3	6	12	21	18	3.75
2	ChatGPT makes it easier for me to understand and clarify concepts related to free and creative writing.	6	9	9	21	15	3.50
3	ChatGPT boosts my confidence and encourages me to experiment with new ideas in free writing.	3	6	9	24	18	3.80
4	I find ChatGPT easy to use for drafting and revising my writing.	3	9	12	18	18	3.65
	Total Responses	15	30	42	84	69	= 240

The data in the table highlights students' perceptions of ChatGPT usefulness in developing writing skills, particularly in free and creative writing. Weighted means ranged from 3.50 to 3.80. The highest mean (3.80) corresponded to the statement that ChatGPT boosts confidence and supports the generation of new ideas. For this item, 24 students agreed and 18 strongly agreed, suggesting that students feel encouraged to explore creatively with AI support. The second-highest mean (3.75) was associated with the statement that ChatGPT helps improve writing skills, with 21 students agreeing and 18 strongly agreeing. The statement about ChatGPT ease of use for drafting and revising received a mean of 3.65, indicating general satisfaction with its user-friendliness. The lowest mean (3.50) related to ChatGPT effectiveness in helping understand and clarify writing concepts. Although 21 students agreed and 15 strongly agreed, 15 students either disagreed or strongly disagreed. Overall, 84 students agreed and 69 strongly agreed across all items, indicating a high level of agreement.

These findings suggest that students perceive ChatGPT as a valuable tool for enhancing writing competence, building confidence, and fostering creativity. Its ease of use and support in drafting and revising make it a practical aid throughout the writing process. Although slightly fewer students found it helpful in understanding abstract writing concepts, the overall feedback was strongly positive. This indicates that students get benefited not only from the functional aspects of ChatGPT but also from its motivational and confidence-building features.

Opportunities of ChatGPT for Developing Students Writing Skills

ChatGPT provide students with an opportunity to enhance their writing skills by offering instant feedback, grammar corrections, and vocabulary suggestions. By interacting with ChatGPT, students were able to improve their ability to generate ideas, structure their essays, and refine their writing style. Many Bachelor-level students perceived ChatGPT as a useful tool for academic writing, as it helped them overcome writer's block and improved coherence in their essays. Despite its advantages, some students faced challenges, such as over-reliance on AI-generated content, which could affect their independent critical thinking and creativity. While it offered opportunities for self-learning, students needed proper guidance to ensure they developed authentic writing skills rather than merely copying AI-generated text.

This section presents the survey results and the data are analysed using the weighted mean method. The findings are summarized on the following sections;

Table 2: Opportunities and Ease of use of ChatGPT

S.N.	Questions	Likert Scale					
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Weighted mean
1	ChatGPT offers helpful features and it is easy to use for improving my writing skills.	4	8	10	25	13	3.58
2	ChatGPT is flexible and supports me in generating ideas for my writing.	3	7	12	24	14	3.65
3	ChatGPT simplifies the writing process, especially in revising and refining my work.	5	8	9	26	12	3.53
4	I enjoy using ChatGPT because it helps me improve my writing style.	4	6	11	23	16	3.68
	Total Responses	16	29	42	98	55	= 240

The above table reflects students' views on ChatGPT overall usability, flexibility, and its potential to enhance writing skills, with weighted means ranging from 3.53 to 3.68. The highest mean (3.68) was recorded for the statement regarding enjoyment in using ChatGPT to improve writing style; 23 students agreed and 16 strongly agreed, indicating a strong positive perception. The second-highest mean (3.65) related to ChatGPT flexibility in idea generation, with 24 students agreeing and 14 strongly agreeing, suggesting its usefulness in the prewriting phase. The third item, which focused on ChatGPT simplifying the process of revision and refinement, had a mean of 3.53, with 26 students agreeing and 12 strongly agreeing. The first item, stating that ChatGPT offers helpful features and is easy to use, received a mean of 3.58 and the highest combined agreement (25 agreed, 13 strongly agreed). Across all four items, 98 students agreed and 55 strongly agreed, reflecting a generally favourable impression.

These findings indicate that students find ChatGPT not only easy to use but also effective in supporting various stages of the writing process from idea generation and refinement to improving writing style. The flexibility and user-friendly features of tool appear to be especially appreciated, making it a valuable resource for writing

development. The high level of agreement, particularly on items related to enjoyment and style improvement, suggests that students are positively engaged with ChatGPT. They perceive it not merely as a support tool but as an enhancer of their overall writing experience. This reflects a growing acceptance and integration of AI tools in academic learning, particularly for writing skill enhancement.

Usefulness of ChatGPT in English Free Writing Development

ChatGPT as a valuable tool for grammar, vocabulary, and idea generation in English writing. It corrected grammatical errors instantly, improved various sentence structure in the writing process. Vocabulary enhancement emerged as a key benefit, as ChatGPT suggested diverse and contextually appropriate words, enriching students' lexical choices. The tool also aided idea generation, as it provided creative prompts that sparked new directions for their writing tasks.

However, if students relied heavily on ChatGPT, it occasionally limited their own vocabulary development. It also limited student's grammar knowledge which made their writing overly formulaic. For idea generation, the tool proved effective in overcoming writer's block. The findings are summarized on the following sections;

Table 3: Usefulness of ChatGPT in Free Writing Development

S.N.	Questions	Likert Scale					Weighted mean
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	
1	ChatGPT supports me in improving my grammar during free writing.	4	7	17	21	11	3.47
2	I use ChatGPT to learn advanced vocabulary and enhance my writing.	3	6	20	22	9	3.47
3	ChatGPT provides me helpful ideas for my college free writing assignments.	5	8	19	21	7	3.28
4	The grammar and vocabulary suggestions provided by ChatGPT help me write more accurately.	4	7	21	22	6	3.32
	Total Responses	16	28	77	86	33	= 240

The data in the above table highlight students' perceptions of ChatGPT effectiveness in enhancing grammar, vocabulary, and idea generation in free writing, with weighted means ranging from 3.28 to 3.47. The first two items ChatGPT improving grammar and supporting advanced vocabulary both received the highest mean of 3.47, with a majority of students agreeing (21 and 22, respectively) and a notable number strongly agreeing (11 and 9). The third item, addressing ChatGPT ability to generate ideas for college writing, had the lowest mean of 3.28, as fewer students strongly agreed (7), and more remained neutral (19). The fourth item, which focused on ChatGPT grammar and vocabulary suggestions leading to more accurate writing, had a moderate mean of 3.32, with 22 students agreeing and 6 strongly agreeing. Overall, 86 students agreed and 33 strongly agreed across the four items, indicating general positivity toward ChatGPT technical writing support.

These findings suggest that students view ChatGPT as a helpful tool for improving the mechanical and linguistic elements of writing, such as grammar and vocabulary. The consistently high means for grammar and vocabulary support indicate that students trust ChatGPT to enhance their language accuracy and word choice. However, the lower mean score for idea generation suggests that, while ChatGPT supports technical aspects, its perceived ability to inspire original thoughts or provide creative direction is limited. This distinction implies that students primarily use ChatGPT as a language-enhancement tool rather than a source of creative inspiration. They appear to value it for refining their writing, rather than for generating original content or ideas.

Effectiveness and Opportunities of ChatGPT for Developing of Free and Creative Writing Skills

To explore this theme, four key parameters are essential for evaluating ChatGPT influence on the development of free and creative writing skills, particularly in English. First, ChatGPT utility in enhancing writing proficiency stands out as a critical factor. It acts as a powerful tool for sharpening skills, offering users resources and guidance to improve their ability to craft imaginative and expressive free writing pieces. Its effectiveness is especially notable in English free and creative writing, where fluency, originality, and coherence are vital.

Second, ChatGPT ability to provide constructive feedback and actionable suggestions plays a significant role. By reviewing text inputs and pinpointing areas for improvement such as sentence structure, word choice, or narrative flow it supports users in refining their creative compositions iteratively, fostering greater skill and confidence.

Third, the practical impact of ChatGPT on free and creative writing effectiveness is evident. Users often reported enhanced efficiency and creativity in their writing tasks, crediting the platform's support for helping them overcome challenges like writer's block or lack of inspiration. This tangible progress highlights ChatGPT value in real-world writing scenarios.

Finally, the growing reliance on ChatGPT for English free and creative writing reflects its perceived effectiveness. As users increasingly turned to the platform for assistance in brainstorming ideas, polishing drafts, or experimenting with styles, it became a trusted ally in their creative process, reinforcing its role as a dependable resource. The findings are summarized on the following sections;

Table 4: Opportunities of ChatGPT in Creative and free Writing

S.N.	Questions	Likert Scale					Weighted mean
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	
1	ChatGPT Provides me useful suggestions for improving my free writing.	4	6	13	25	12	3.58
2	ChatGPT helps me expand ideas and vocabulary in my creative writing tasks.	6	10	16	18	10	3.27
3	ChatGPT encourages me to explore new ideas in my creative writing.	9	13	17	14	7	2.95
4	ChatGPT supports me in organizing my creative and free writing more effectively.	3	5	11	30	11	3.68
	Total Responses	22	34	57	87	40	=240

The above table presents students' perceptions of ChatGPT opportunities in developing free and creative writing skills, with weighted means ranging from 2.95 to 3.68. The first item, regarding ChatGPT usefulness in offering suggestions for improving free writing, received a weighted mean of 3.58, indicating that most students find its support beneficial. The second item, which focused on ChatGPT overall usefulness in free and creative writing, had a slightly lower mean of 3.27, suggesting mixed opinions. The third item, which asked whether students often rely on ChatGPT for creative writing, received the lowest mean of 2.95, with more students either disagreeing or remaining neutral. Notably, the fourth item, stating that ChatGPT supports students in organizing their creative and free writing more effectively, received the highest mean of 3.68, with a significant number of students agreeing or strongly agreeing. These findings suggest that students value ChatGPT primarily for its organizational and structural support rather than for stimulating creativity.

The results indicate that while students appreciate ChatGPT practical assistance in refining free writing particularly in grammar, vocabulary, and structure they are less confident in its ability to inspire original and imaginative thought. Many students view ChatGPT as a useful tool for drafting, revising, and enhancing the quality of writing, yet they express concerns about its limitations in fostering creativity. The lower reliance on ChatGPT for creative writing may stem from the belief that creativity is inherently a personal and human-driven process, requiring independent thought and expression qualities that AI cannot fully replicate. The low mean score (2.95) for the item on exploring new ideas in creative writing reflects this concern, indicating student hesitancy in depending on AI for generating original content.

This caution is also reflected in students' awareness of the need to balance the use of AI tools with maintaining intellectual independence. The highest level of agreement with the statement about ChatGPT ability to organize writing effectively (mean = 3.68) illustrates that students recognize the importance of structure and clarity but are careful not to become overly reliant on AI at the expense of their own creative expression. This finding aligns with existing literature, which suggests that while AI tools such as ChatGPT are beneficial for technical support and process

efficiency, they should not replace human creativity and critical thinking. It highlights the importance of students navigating a balance between using AI as an aid and preserving their own voice in the writing process.

Challenges of ChatGPT for Developing English writing skills

ChatGPT is very useful and widely adopted by students to enhance their English writing skills. However, its massive use raises significant challenges and ethical concerns that impact students learning outcomes. Over reliance on ChatGPT for grammar and vocabulary corrections may hinder long term skill acquisition. Submitting AI-generated texts blurs the distinction between the original work and authorship. It also violates academic integrity, honesty and trust. ChatGPT hinders creativity, imagination, originality and independent writing skills. It risks plagiarism and authenticity in academic sector. The findings are summarized on the following sections;

Table 5: Challenges of ChatGPT in Writing Skills Development

S.N.	Questions	Likert Scale					
		Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Weighted mean
1	ChatGPT reduces my ability to think independently and improve my own writing skills.	3	7	15	25	10	3.53
2	I feel ChatGPT limits my creativity, imagination and critical thinking in the writing process.	5	8	13	26	8	3.40
3	I am concerned that using ChatGPT may lead to academic dishonesty and plagiarism.	6	10	11	22	11	3.37
4	ChatGPT sometimes provides inaccurate or misleading information that affects my writing quality.	11	9	14	18	8	3.05
	Total Responses	25	34	53	91	37	=240

The above table shows students' perspectives on the challenges and ethical concerns associated with using ChatGPT for developing English writing skills. The weighted means ranged from 3.05 to 3.53, indicating moderate agreement across all four items. The first item, which stated that ChatGPT affects students' ability to think independently, received the highest mean of 3.53, with 25 students agreeing and 10 strongly agreeing. This suggests a clear concern regarding reduced self-reliance. The second item, concerning ChatGPT potential to limit creativity and critical thinking, had a mean of 3.40, supported by 26 students agreeing and 8 strongly agreeing. The third item, which suggested that ChatGPT could lead to academic dishonesty or plagiarism, received a mean of 3.37, with 33 students either agreeing or strongly agreeing. The fourth item, addressing the issue of incorrect or misleading information, had the lowest mean of 3.05. This result indicates that, while some students are aware of inaccuracies, many do not view it as a major issue, as 20 students disagreed or strongly disagreed with the statement.

These findings suggest that, although students recognize the benefits of ChatGPT, they are also mindful of its potential drawbacks. Many students feel that overreliance on the tool may negatively impact their ability to think independently and express original ideas. They acknowledge the risk of reduced personal effort and intellectual engagement when depending heavily on AI-generated content. Ethical concerns are also evident, with students highlighting the potential for academic dishonesty and plagiarism. However, concerns related to misinformation appear to be less pressing, possibly because students have not frequently encountered inaccuracies or have developed habits of verifying content. Overall, the results emphasize the importance of using ChatGPT in a balanced and thoughtful manner supporting rather than replacing the learning process.

Chapter V

Conclusions and Implications

This section focuses on presenting the major findings of the study, conclusion and recommendations of the study. The conclusion is derived from the analysis and interpretation of the collected data, summarizing the key findings. Additionally, the section includes pertinent recommendations that stem from the study's insights.

Findings

The primary focus of this study was to explore the perceptions of Bachelor-level students regarding the use of ChatGPT for developing their English writing skills. Specifically, it aimed to explore the usefulness of ChatGPT, the opportunities and challenges it presents, and its role in enhancing creative and free writing. Based on the analysis and interpretation of the collected data, the major findings of the study are summarized as follows:

Usefulness of ChatGPT for Developing Writing Skills

Students found ChatGPT useful in enhancing their English writing skills, particularly in free and creative writing tasks. The tool supported idea generation, improved confidence, and encouraged experimentation in writing. It was seen as accessible and helpful during drafting and revision. These perceptions suggest that ChatGPT plays a positive role in writing development among Bachelor-level students.

Opportunities and Ease of Use of ChatGPT

ChatGPT was perceived as both flexible and easy tool for use and to support in various stages of writing process. Students appreciated its helpful features for idea generation, revision, and style improvement. The majority expressed enjoyment in using the tool, linking it to a more efficient and engaging writing experience. This indicates that students are comfortable in integrating AI into their academic work.

Usefulness of ChatGPT in Free Writing Development

Students frequently used ChatGPT to strengthen grammar and vocabulary in free writing. The tool was valued for its technical assistance, offering practical suggestions for more accurate and polished writing. While its role in idea generation was seen as limited, its linguistic support was widely accepted. This highlights its effectiveness in improving the mechanical aspects of writing.

Opportunities of ChatGPT in Creative and Free Writing

Students acknowledged the role of ChatGPT in organizing and refining their creative and free writing. Although it helped expand ideas and vocabulary, it was not found to be much useful for generating original content. Many students preferred their own creativity, viewing the tool as a supportive mechanism rather than a creative driver. The findings reflect a balance between AI assistance and personal expression in creative writing.

Challenges of ChatGPT in Writing Skills Development

Some students expressed concern that frequent use of ChatGPT could reduce independent thinking and writing effort. They noted possible limitations in creativity, originality, imagination and critical thinking when relying too heavily on AI. Ethical concerns such as plagiarism and cheating were also highlighted. These findings suggest a need for mindful use of ChatGPT in supporting, rather than replacing, students' original thinking and independent writing skills.

Conclusions

The present study investigated the perceptions of Bachelor-level students regarding the use of ChatGPT as a tool for developing English writing skills, with a focus on its usefulness, opportunities, and challenges. Based on responses from 60 students across three colleges, the findings indicated that students generally perceived ChatGPT as beneficial in improving grammar, vocabulary, sentence structure, and coherence. It also supported creative and free writing, particularly during prewriting, drafting, and revising stages. Many students reported increased confidence, greater willingness to experiment, and enhanced idea generation, all of which contributed to deeper engagement in writing tasks.

Despite these advantages, concerns were raised about overreliance on ChatGPT, with students expressing that it may undermine independent thinking, originality, and critical analysis. Ethical concerns such as plagiarism and inappropriate use of AI-generated content were also noted. While effective in addressing linguistic challenges, ChatGPT was perceived as limited in supporting higher-order thinking and creative expression.

In conclusion, ChatGPT can function as a valuable supplementary tool for writing development when integrated thoughtfully. It should complement not replace teacher guidance and students' own cognitive, creative and critical engagements. To ensure responsible use, digital literacy must be emphasized, and educators should actively guide students in using AI tools in ways that enhance, rather than diminish, authentic and skillful writing practices.

Implications

Based on the findings and conclusions of the study, following recommendations have been made;

Policy Related

Following are some recommendations that can be applied at the policy level.

- i. As my study showed that, curriculum developers should integrate AI-based tools like ChatGPT into English writing courses to support students in brainstorming, drafting, revising, and improving grammar, vocabulary, and style. This integration should enhance free writing skills while maintaining a focus on language accuracy.
- ii. Educational institutions, including universities, colleges, and Departments of English Education, should implement structured and pedagogically sound AI-assisted writing strategies. These strategies should encourage a balanced use of ChatGPT that supports writing development while fostering originality, critical thinking, and student engagement.
- iii. In response to concerns about plagiarism and overreliance on AI, institutions should develop and enforce clear ethical guidelines and promote academic honesty. Policymakers should prioritize digital literacy to ensure students use ChatGPT responsibly and maintain integrity in their writing practices.

Practice Related

Practice refers to implementation of the findings into action. Following pedagogical implications can be made;

- i. Based on the findings, teachers should integrate ChatGPT into key stages of writing instruction such as brainstorming, drafting, and revising to support students' development in grammar, vocabulary, and idea generation.
- ii. ChatGPT can be used for guided peer review, allowing students to compare AI-generated feedback with their own and develop evaluative writing skills.
- iii. Educators should train students to critically engage with ChatGPT outputs by analyzing and refining responses rather than accepting them uncritically, thus promoting independent thinking and creativity.
- iv. Classroom activities should emphasize human creativity and originality alongside AI use to prevent overreliance and support the development of authentic writing skills.
- v. Teachers must receive professional development on effective and ethical integration of AI tools like ChatGPT to ensure they foster not replace students' writing competence.
- vi. Classroom guidelines should be established to promote responsible AI use, including proper citation, fact-checking, and awareness of plagiarism risks.
- vii. Instructional strategies should include differentiated approaches that support learners at varying proficiency levels in using ChatGPT as a supplemental learning aid.

Further Research Related

Keeping the delimitations of this study in mind, further research in following areas can be carried out;

This study was carried out to develop students' writing skill at bachelor level.

- i. This study focused on developing bachelor-level students' writing skills through ChatGPT. Future research can replicate this study on a larger population to explore broader student perceptions.
- ii. Further studies can investigate the usefulness, opportunities, and challenges of ChatGPT in teacher education, training, and classroom practices in the context of Nepal.
- iii. Since this research was confined to the Kailali district and limited to chat-based AI, similar studies can be conducted in other districts and regions to generalize the findings across diverse populations.

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Appendices
Appendix I
Consent Form

Dear Participants,

I cordially extend an invitation to you to partake as respondents in my research endeavour. The focal point of my study revolves around how Bachelor-level students perceive ChatGPT as a tool for improving their English writing skills. I am currently conducting this research under the guidance and supervision of **Mr. Resham Acharya, Teaching Assistant**, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. The main goal of this research is to understand students' perceptions on ChatGPT for developing their writing skills, what effectiveness and opportunities it offers, and the challenges students face while using it.

Furthermore, I anticipate that your participation will require a minimum half an hour of your valuable time. The research methodology will primarily involve questionnaire based survey, as secondary sources. Your active involvement in this research endeavour will not only contribute to the advancement of my work, but it will also significantly enrich the data, analysis, and interpretation of the results. I want to assure you that your responses will be completely confidential and used only for research purposes. Participation is entirely voluntary, and you're free to withdraw at any time if you choose to. If you're happy to participate, kindly provide your consent by signing below.

Thank you so much for your time and support.

Best regards,

Pratik Shyada
M.Ed. 4th Semester
Tribhuvan University,
Central Department of English Education
Kirtipur, Kathmandu, Nepal

Note:

- This research does not involve any risks or discomfort for participants.

- The information you provide during the survey will be kept confidential.
- Please note that the questionnaires will be collected for research purpose.
- Your participation throughout the entire process is greatly appreciated, and I hope you will remain involved until the end.

Consent Agreement

I have read and understood the details above and willingly agree to participate in this study.

Signature:

Name:

Date:

Appendix II

Survey Questionnaires and Findings & Results Table

1. Usefulness of ChatGPT for Developing Writing Skills

S.N.	Statements	S.A.	A	N	D	SD
1	ChatGPT helps me to improve my writing skills, especially in free and creative writing.					
2	ChatGPT makes it easier for me to understand and clarify concepts related to free and creative writing.					
3	ChatGPT boosts my confidence and encourages me to experiment with new ideas in free writing.					
4	I find ChatGPT easy to use for drafting and revising my writing.					

2. Opportunities and Ease of use of ChatGPT

S.N.	Statements	S.A.	A	N	D	SD
1	ChatGPT offers helpful features and it is easy to use for improving my writing skills.					
2	ChatGPT is flexible and supports me in generating ideas for my writing.					
3	ChatGPT simplifies the writing process, especially in revising and refining my work.					
4	I enjoy using ChatGPT because it helps me improve my writing style.					

3. Usefulness of ChatGPT in free Writing Development

S.N.	Statements	S.A.	A	N	D	SD
1	ChatGPT helps me improve my grammar in free writing.					
2	I use ChatGPT to learn advanced vocabulary and enhance my writing.					
3	ChatGPT provides helpful ideas for my college free writing assignments.					
4	ChatGPT's grammar and vocabulary suggestions help me write more accurately.					

4. Opportunities of ChatGPT in Creative and Free Writing

S.N.	Statements	S.A.	A	N	D	SD
1	ChatGPT provides me useful suggestions for improving free writing.					
2	ChatGPT helps me expand ideas and vocabulary in my creative writing tasks.					
3	ChatGPT encourages me to explore new ideas in my creative writing.					
4	ChatGPT supports me in organizing my creative and free writing more effectively.					

5. Challenges of ChatGPT in writing Skills Development

S.N.	Statements	S.A.	A	N	D	SD
1	ChatGPT reduces my ability to think independently and improve my own writing skills.					
2	I feel ChatGPT limits my creativity, imagination and critical thinking in the writing process.					
3	I am concerned that using ChatGPT may lead to academic dishonesty or unintentional plagiarism.					
4	ChatGPT sometimes provides inaccurate or misleading information that affects my writing quality.					