



RESEARCH PAPER**ESL Teachers' Perceptions about ChatGPT as a Threat to Analytical Writing Abilities of ESL Learners at Graduate Level**

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ABSTRACT

This study is aimed at exploring the perceptions of ESL teachers about ChatGPT as a detriment to analytical writing skills of graduate students. Since the inception of ChatGPT, an AI-powered tool, the argumentative and critical thinking skills of ESL learners are adversely affected. Analytical writing skill is an essential and valuable academic skill that a learner needs to master. The study is descriptive quantitative in nature with a closed-ended questionnaire as a research tool. Data comprises of a purposive sample of 30 ESL teachers from various public sector universities of Pakistan. Data is analysed via SPSS version 25 where tables are drawn to represent the statistical findings. Results of the study conclude that incorporation of ChatGPT has become a challenge in ESL classrooms because learners have become prone to malpractices of generating content from ChatGPT and plagiarising the subject matter. Consequently, analytical writing skills of ESL students are deteriorating. Theoretical underpinnings of the study are based upon TPACK framework by Mishra and Koehler (2006). The study recommends institutes to ensure strict plagiarism policies to avoid malpractices of copy-pasting. Moreover, the study recommends ESL teachers to incorporate classroom tasks in order to promote creative ideation among learners.

KEYWORDS Analytical Writing Skills, Argumentative and Critical Thinking Skills, ChatGPT, ESL Teachers, ESL Learners/Students, TPACK Framework

Introduction

According to Dergaa et al. (2023), ChatGPT, a free chatbot, can be accessed online by anyone and it is powered by artificial intelligence. It is a robust tool with multifarious applications that includes generating brief book summaries to multiple essays of large word lengths. What makes ChatGPT distinct from other traditional writing tools is its capability to analyse the structure and content of various writing tasks and provision of comprehensive feedback. However, other digital writing tools emphasize grammar and style but ChatGPT can provide multiple suggestions to express an idea and makes the writing more effective, clear and logical.

Javed et al. (2021) are of the view, "technology hastens language change" (p. 299). Hence, ChatGPT is transforming the thinking of society about the culture of writing and how writing, in ESL contexts, is taught and acquired. Various teachers have witnessed students asking ChatGPT to generate a 1000 to 1500 word essay question during analytical writing tasks assigned by teachers; so, this has left teachers bewildered about how to incorporate the right usage of ChatGPT because it is retarding the cognitive, critical and analytical writing skills of students (*ChatGPT and AI: The Future (or Downfall) of Writing*,

2023). Asking ChatGPT to complete the writing tasks assigned by teachers fall into the domain of academic dishonesty and this can also pose threats to critical thinking and creative problem solving.

Few years back academic research relied on strenuous methods to analyse large volumes of textual data manually but the recent advancement in natural language processing has been triggered and automated. Despite of the potential threats associated with this AI-powered tool, ChatGPT is still one of the most charismatic by-product of natural language processing that has cast wonders in academia and research. Some of the tasks that ChatGPT is adept in doing is the creation of cohesive student essays, précising research papers, answering suggestive questions and generation of helpful academic content (Van Dis et al., 2023). Since the advent of computing, Natural Language Processing (NLP) has been an area of investigation. Electronic computers were invented in the mid 20th century and since that point of time, computer programs are capable of generating and interpreting human language. So, the roots of AI tools like ChatGPT exist in 1950s and 1960s (Marti, 2022).

Despite of the numerous advantages associated with ChatGPT, there still are various concerns about the perceived impact of ChatGPT on academic (analytical) writing. Thorp's (2023) study shows that a denial class project of science from George Washington University was assigned to ChatGPT to observe its written performance. It was observed that ChatGPT was capable of generating various sort of subject matter but the write-up produced by it still needed improvement, editing and revision. Dergaa et al. (2023) provided a suggestion in their study that teachers should endorse more problem solving and critical thinking based tasks in ESL classrooms so that the adverse effect of this AI tool could be mitigated.

Another issue that is of worry by scientists and researchers is that there can be a possibility of ChatGPT-generated content in research papers. Shen et al. (2023) found out that 63% of the abstracts included in the data of their study were created by ChatGPT. So this has posed serious threat about the credibility, reliability and authenticity of research publications. Issues of plagiarism and originality have surged because of ChatGPT (Thorp, 2023). ChatGPT can work as an aid to reinforce the process of write-up of scientific publications and research papers but it cannot become the author of a publication. So, it is necessary to consider the fact that ChatGPT is a supplementary aid for academic writing but it is not an alternative for human ingenuity, knack, originality and creativity.

Writing is an indispensable part of self-expression and communication. Digital writing tools have revolved at a rapid pace, from oldest form of traditional written language to modern epoch's word processor, in order to make the writing process efficacious, speedy and accurate. Since the inception of computing, suggestive text and spelling error checks were available. Afterwards, syntactic checks and functionality of autocorrect was introduced. Digital writing tools like Grammarly appeared at the forefront to make the process of writing more clear and correct. But, in the 21st century, Natural Language Processing introduced artificial intelligence tools like ChatGPT to provide comprehensive assistance to the process of writing and independent ideation.

There has been a prominent enhancement in the utilisation of artificial intelligence language models in the 21st century such as ChatGPT. Its prevalence in educational settings cannot be denied. Pakistani research reservoir is deficient in investigating the potential threats of integrating ChatGPT in the educational environments. Mastery over critical and analytical writing skills is inevitable for academic success, particularly at university level. So, it is mandatory to scrutinize that whether the incorporation of

ChatGPT will mushroom or hinder the development of analytical writing skills of ESL learners.

Analytical writing incorporates concise argumentation, critical thinking, effective usage of evidence and a knack to express complicated ideas coherently and logically. ESL learners face problem when they get engaged in analytical writing tasks. So, rightly incorporating ChatGPT becomes a challenge for them. Hence, there is a dire need to investigate the fact that dependence on ChatGPT for analytical writing tasks can cause a decline in critical thinking, originality and the capacity to construct arguments that are coherent and logical.

This study is intended to gather the perspectives of ESL teachers regarding the potential impact of ChatGPT on the critical and analytical writing abilities of ESL students. The study aims to explore the viewpoints of ESL teachers regarding ChatGPT that whether it is a facilitative tool that reinforces creativity or does it hinder the writing endeavours of students in ESL writing context. This study intends to explore the dynamics between language models such as ChatGPT and pedagogy of analytical writing. This study informs the policy-makers and practitioners about the right integration of AI tools in ESL contexts with a goal of modifying analytical writing skills of students rather than obstructing the development of their writing proficiencies.

Mastering analytical writing skills is of supreme importance in universities. So, the significance of the study lies in its ability to incorporate valuable insights into the domain of ESL education. Nascent challenges and opportunities in pedagogical stances have evolved due to the speedy dissemination of technology. Although the incorporation of artificial intelligence models into academic environments have opened the horizons of communication and language learning, yet the practical implications of this incorporation is still answered, particularly in terms of creative and analytical writing skills.

Curriculum developers, educators and policy makers still need to work out that how ChatGPT influences the analytical writing abilities of ESL learners. If the incorporation of ChatGPT in ESL classrooms is addressed properly, then it can aid in the provision of a supportive platform for augmenting argumentation, creativity and critical thinking of ESL students. It may also provide ESL learners with an opportunity to get involved with multifarious writing styles which can result in mushrooming of their academic and professional success.

Likewise, this study also highlights the necessity of caution while integrating AI technology in ESL instruction because ChatGPT might impede the development of analytical writing skills of ESL students. The results of the study will aid in the revision of existing pedagogical approaches to ensure the proper development and nurturing of analytical writing skills of ESL learners. Moreover, the results of the study have implications for the field of artificial intelligence in academia because it can guide the policy makers to refine AI-powered tools so that they can align with educational goals. The findings of the study will guide the developers to foster a more harmonious incorporation of digital writing tools in ESL classrooms.

This research strives to mitigate the gap between the burgeoning use of AI technology and its integration into ESL writing contexts. So, this study aptly addresses the necessity of optimally utilising these tools to enhance the analytical writing skills of ESL students. This can benefit the graduate level students who are striving to achieve competence in analytical writing skills.

Literature Review

Within the last few years, massive amount of research has been conducted on how AI writing tools influence the culture of writing among ESL students. Researchers hold differing viewpoints on this stance. Some studies advocate that adoption of AI-powered writing instruments can aid in improving the writing skills of students while other studies have expressed their concerns about the threat to originality and creativity of students due to the over-dependency on these digital tools (Qadir, 2022). Although AI tools like ChatGPT aid in improvement of syntax and grammar but this is also an undeniable fact that the content and idea of a piece of writing should resonate with its sentence structuring. Hassan (2023) is of the view that despite of the major revolution in education sector by ChatGPT, any AI powered tool cannot equate the level of intricacy and critical thinking of a human brain.

Analytical Writing: A Difficult Skill to Master

In Academia, analytical writing entails evaluation and examination of different models and texts. According to University of Sydney's (2019) definition of analytical writing, it is a thorough analysis and critical analysis of various approaches and theories. Apart from descriptive texts, various texts at university level necessitate analytical writing as well. Descriptive writing is also an essential component of analytical writing but analytical writing compels the learner to group, locate, categorise and manage the information beyond description. According to Irvin (2010), analytical writing constitute the following tasks:

- Contrast and compare
- Critical evaluation
- Critical analysis
- Detailed examination
- Critical appreciation
- Critique writing

Mastering analytical writing is too difficult a task (Levy, 1996). He nominates two major reasons which make this type of writing a difficult skill to perform:

- (i) A student should engage in close reading of the text in order to interpret it because analytically assessing a task, requires its detailed comprehension.
- (ii) A student should involve himself in meticulous evaluation and examination of the piece of writing in order to write the gist of main subject matter.

Developing Nations, particularly Pakistan, are deficient in research on creativity, originality and analytical writing. Analytical writing is a multiple skill requiring activity. That is why, it has become difficult to teach this skill to ESL learners. When learners are indulged in some argumentative written discourse in second language, the complication increases because this skill is challenging both in native and target languages. Basically, students find it difficult to comprehend the subject matter while reading; resultantly, they produce illogical, improper and unrequired data for the teacher.

Potential Merits and Demerits of AI Writing on ESL Students' Analytical Writing Quality

Out of several studies conducted on AI writing, some studies advocate positive impacts while others highlight negative impacts. Tambunan et al. (2022) mention some positive influences of AI writing. The results of their study concluded that the advanced algorithms are utilised by these tools to identify syntactic errors, graphological errors and spelling mistakes. Moreover, they also provide various suggestions for the improvement of style and clarity. They are endorsed with paraphrasing and restructuring capabilities that impart a unique touch to the sentence. Tambunan et al. (2022), in their study, lists some of the benefits of various AI writing tools:

- i. Grammarly is a charismatic AI writing tool that transforms the writing process into a learning opportunity providing suggestions for clarity, punctuation, engagement, spelling, delivery and grammar.
- ii. Quillbot focuses on paraphrasing which is regarded as a critical competence in formal writing. Quillbot not only restructures the original sentence but also retains the original meaning (Kurniati & Fithriani, 2021).
- iii. Wordtune, an AI writing tool, promotes self-assessment and evaluation by assisting students in identifying their weaknesses. Stylistic elements of writing are focused by this tool.
- iv. Jenni is also an AI writing tool that aids in composing reports, email, documents and articles efficaciously.
- v. ChatGPT reinforces students' critical thinking and creativity by producing contextually apt, coherent and cohesive sentences and provides the students with opportunity to experiment with various writing styles (Mhlanga, 2023).

Certain studies have highlighted potential demerits and drawbacks of AI writing tools as well. Iskender (2023) pointed out a critical issue regarding the scenario by mentioning that over-reliance on AI writing tools among ESL students is increasing day by day and it can accidentally promote a decline in critical thinking of students. The students are prone to quick fixation of grammatical errors which is compromising their deeper comprehension of the subject matter. Despite of learning from their mistakes, they are moving towards speedily fixing their mistakes by AI tools such as ChatGPT. In this process, their growth and development, as a learner, is being negated. Some educators are filled with horror about the fact that students not only use these AI writing tools for grammar correction but also for generation of ideas that will ultimately bring an erosion to their critical thinking, originality, creativity and productivity. Another adverse effect of AI tools is that they are not able to fully grasp the subtleties of human language and context of the utterance or written matter (Haleem et al., 2022). So, the content generated by them can be faulty.

Human Writing versus AI Writing

Shakil and Siddiq (2023) opine that linguistic creativity and innovation are commendable humanly traits. Thus, human creativity is an indispensable construct of writing process which cannot be replicated by a bot. Although an AI tool can generate hundreds of word count essay within the blink of an eye, still it cannot equalise the ingenuity and competence of a human. Despite of ChatGPT's capability of producing quality content, many scholars argue that it cannot meet the subtlety and nuance of human writing (Hassan, 2023). AI writing tools can offer grammar checks but they are not creative enough to comprehend human sentiments.

Comprehension of social context, cultural background, communicative purpose and sentiments associated with words are only understood by a human and not a robot

(Baidoo-Anu & Ansah, 2023). This particular quality makes human writing distinct from AI writing. In a nutshell, AI writing is deficient in developing an understanding of contextual background. Teaching writing has become a challenge in digital age but learning this skill holds a universal appeal as it cannot be overlooked in any age. Hence, writing fosters critical thinking skills of students in ESL contexts.

Material and Methods

The design of this study is descriptive quantitative. A survey was conducted and data was gathered through a close-ended questionnaire comprising of 15 items designed on 5-point Likert Scale (i.e. strongly disagree, disagree, neutral, agree, strongly agree). The items of survey questionnaire were constructed by the researcher herself by keeping the goals of the study at the forefront. Insights for the item construction were gained by wading through existing literature. Moreover, the TPACK model (2006) chosen as the theoretical framework of the study also served as an inspiration for the construction of questionnaire items.

In order to ensure the validity of questionnaire items, the researcher went for the vetting of research instrument to senior subject specialists of public sector universities. The panel of professors and experts deemed the questionnaire as authentic. A pilot study was conducted with 5 ESL teachers and the reliability statistic (Cronbach's alpha value) turned out to be 0.798 which is regarded as normal and above average.

The sample of the study consisted of 30 ESL teachers from various public sector universities of Pakistan who were teaching at graduate level. The sampling strategy used by the researcher was purposive/judgemental/subjective sampling because the researcher distributed the survey questionnaire to the ESL teachers of researcher's acquaintance who possessed the required expertise. The ESL teachers from the following public sector universities took part in the study:

- a) Islamia University of Bahawalpur
- b) Bahauddin Zakariya University, Multan
- c) Ghazi University, Dera Ghazi Khan
- d) University of Narowal
- e) University of Karachi
- f) National University of Modern Languages, Islamabad

The questionnaire was designed on Google Forms and the link was shared to the teachers via email and WhatsApp. The researcher explained the objectives and rationale of the study to ESL teachers and did not persuade them to participate in the survey. Infact, she provided them a liberty to quit from the study at any time and the researcher also kept their secrecy intact. The researcher also considered ethical values by taking their consent.

Data was analysed through Statistical Package of Social Sciences (SPSS) Software version 25. This statistical software is used in multifarious disciplines to analyse complex, numerical data. Tables are drawn in the upcoming section to illustrate the values of percentage, frequency, valid and cumulative percent. The statistically significant values calculated in the study speak about the perceptions of ESL teachers regarding the potential drawbacks of ChatGPT on the analytical writing skills of students.

The researcher has chosen a model for the study in which she has tried to conceptualise the foundation of the study. The chosen theoretical framework has aided the researcher in defining the rationale of the study and constructing the questionnaire items

of the study. Additionally, after gaining insights from this model, the researcher has tried to explicate the practical utility of the study.

Theoretical Framework

Mishra and Koehler (2006) provided a framework known as “technological pedagogical and content knowledge” shortly referred to as “TPACK” which focuses on three main constructs:

1. Technological Knowledge (TK)
2. Pedagogical Knowledge (PK)
3. Content Knowledge (CK)

The triangulation of these three concepts is the main gist of this framework:

1. Technology Pedagogical Knowledge (TPK)
2. Technological Content Knowledge (TCK)
3. Pedagogical Content Knowledge (PCK)

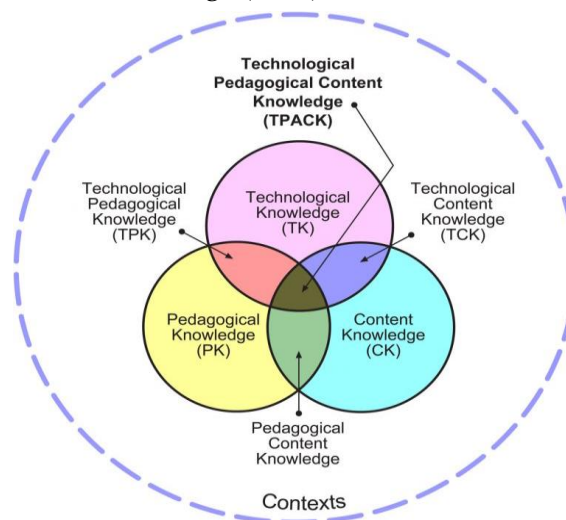


Figure 1. TPACK Framework, adapted from Mishra and Koehler (2006)

The TPACK acronym comprises of various relationships and intersections that are explained in detail below. These constructs and relationships are all ready named above and their intersection is illustrated in Figure 1.

- Technological knowledge is the knowledge possessed by teachers about the usage of various technological tools, technologies and technicalities.
- Teachers’ knowledge of the teaching practices and methodologies about teaching and learning is known as pedagogical knowledge. It also include classroom managerial skills, learning style of students and assessment methods.
- Knowledge of the subject matter that a teacher possesses is known as content knowledge and it might include the knowledge of theories, models, frameworks, concepts and evidences.

- Technological pedagogical knowledge is about teachers' comprehension of how the incorporation of technologies in teaching environments can transform the learning and pedagogical experiences.
- Technological content knowledge is about the ability of teachers to decipher how the subject matter can be inculcated by various technological tools.
- Pedagogical content knowledge is about the knowledge possessed by teachers about foundational areas of pedagogy, subject matter, learning, assessment, curriculum development etc.

Results and Discussion

After performing statistical analysis of the survey questionnaire via SPSS version 25, the following numerical results were obtained. Description of the statistical finding is provided below the tables. The statistical explanations provided intend to address the following research questions of the study:

1. How do ESL teachers perceive the utilisation of ChatGPT by learners in ESL writing environments?
2. What are ESL teachers' beliefs about the influence of ChatGPT on the analytical writing abilities of ESL learners?
3. What is the perceived effect of ChatGPT, according to ESL teachers, on the creativity and originality of ESL learners?

The use of AI-powered language tools is increasing in ESL classrooms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3
	Neutral	4	13.3	16.7
	Agree	11	36.7	53.3
	Strongly Agree	14	46.7	100.0
	Total	30	100.0	100.0

When the respondents were asked about the increasing use of AI powered language tools then 46.7% teachers strongly agreed, 36.7% agree while 13.3% remained neutral. Only a minor proportion of 3.3% disagreed.

ESL learners tend to indulge in copy-pasting practices when engaged in analytical writing tasks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3
	Neutral	2	6.7	10.0
	Agree	10	33.3	43.3
	Strongly Agree	17	56.7	100.0
	Total	30	100.0	100.0

When ESL teachers were asked about the copy-pasting practices of students during analytical writing tasks, then a large percentage of teachers strongly agreed and agreed

(56.7% and 33.3% respectively) while the disagreeing teachers were only 3.3%. This implies that students are indulged in malpractices during analytical writing tasks.

Decline in creativity, argumentation and analytical writing of students has occurred who rely on ChatGPT for their writing tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	11	36.7	36.7	43.3
	Strongly Agree	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

56.7% teachers strongly agreed and 36.7% teachers agreed that argumentative capabilities and creativity is eroding among ESL students after the inception of ChatGPT.

ESL learners do not critically engage with the assigned analytical writing tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	1	3.3	3.3	10.0
	Agree	15	50.0	50.0	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

40% of ESL teachers strongly agreed and 50% agreed that ESL learners, nowadays, do not get involved and absorbed in the text critically during the task assigned.

Frequent use of ChatGPT is a threat to critical thinking of ESL learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	2	6.7	6.7	10.0
	Agree	9	30.0	30.0	40.0
	Strongly Agree	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Critical thinking skills are being affected by ChatGPT, this statement was affirmed by 90% teachers. Out of which 60% ESL teachers strongly agreed and 30% teachers agreed. Only 3.3% ESL teachers did not agree.

ESL learners consider ChatGPT as a shortcut to complete the assigned analytical writing tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	33.3	33.3	33.3
	Strongly Agree	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

When ESL teachers were asked that whether students use ChatGPT as a shortcut for the completion of their analytical tasks then 66.7% teachers strongly agreed and 33.3% teachers agreed.

Over-dependence on ChatGPT can hinder the ability of ESL learners to produce well-structured write-ups.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	11	36.7	36.7	43.3
	Strongly Agree	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

56.7% and 36.7% ESL teachers strongly agreed and agreed respectively when they were asked that whether over-dependence of students on ChatGPT can retard the capability of students to produce cohesive write-ups.

I have witnessed cases when ESL students have misused ChatGPT to generate content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	12	40.0	40.0	46.7
	Strongly Agree	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

Most of the ESL teachers agreed that they have witnessed the cases of students' misusing ChatGPT for the generation of content within the premises of ESL classrooms while only a minority of teachers were neutral.

Majority of ESL learners in digital age cannot construct well-reasoned arguments in their writing tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Neutral	2	6.7	6.7	10.0
	Agree	13	43.3	43.3	53.3
	Strongly Agree	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

When ESL teachers were asked about the declining ability of students to construct well-reasoned arguments in digital age then 46.7% teachers strongly agreed and 43.3% teachers agreed. Only a minor proportion of teachers were neutral or disagreed.

ESL learners should be instructed on how to rightly use ChatGPT.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	3	10.0	10.0	13.3
	Agree	8	26.7	26.7	40.0
	Strongly Agree	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

ESL learners need to be instructed about the right incorporation of ChatGPT, this was affirmed by 60% strongly agreeing and 26% agreeing ESL teachers. However, 10% of the teachers were neutral and only 3.3% of the teachers disagreed.

AI technology should be integrated in ESL classrooms to enhance analytical writing skills of students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3
	Disagree	2	6.7	10.0
	Neutral	5	16.7	26.7
	Agree	12	40.0	66.7
	Strongly Agree	10	33.3	100.0
	Total	30	100.0	100.0

Despite of the darker aspects of this AI tool, still ESL teachers believed that ChatGPT should be integrated within the context of ESL classrooms for the enhancement of analytical writing skills of student. The statistics provided above well-illustrates their viewpoints.

ESL learners need to be guided on using ChatGPT as a reference tool for the completion of writing tasks

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3
	Disagree	1	3.3	6.7
	Neutral	1	3.3	10.0
	Agree	11	36.7	46.7
	Strongly Agree	16	53.3	100.0
	Total	30	100.0	100.0

53.3% teachers strongly agreed and 36.7% teachers agreed that ESL learners are in dire need of guidance regarding the usage of ChatGPT as a supplementary tool for the completion of analytical writing tasks. 3.3% of them were neutral and the proportion of strong disagreement and disagreement is also 3.3%.

ChatGPT is a supplementary tool that can assist ESL learners in their writing tasks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3
	Disagree	1	3.3	6.7
	Neutral	2	6.7	13.3
	Agree	12	40.0	53.3
	Strongly Agree	14	46.7	100.0
	Total	30	100.0	100.0

ChatGPT can be used as a supplementary and an additional tool for the completion of writing tasks in ESL classrooms. This is proved by the statistics provided above where 46.7% teachers are strongly agreeing and 40% of the teachers are agreeing while only a minor proportion of teachers are disagreeing or are neutral.

ChatGPT should be banned from policy and practice in order to save analytical and critical writing skills of ESL students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16.7	16.7

Disagree	13	43.3	43.3	60.0
Neutral	2	6.7	6.7	66.7
Agree	4	13.3	13.3	80.0
Strongly Agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Although ChatGPT has its adverse effects on analytical writing skills of students but still when the ESL teachers were asked to ban ChatGPT from policy and practice then 43.3% teachers disagreed and 16.7% teachers strongly disagreed while 20% teachers strongly agreed and 13.3% teachers agreed. This implies that the agreement proportion is also significant but majority of the votes are on the side of disagreement.

ChatGPT is a productive tool to enhance creativity among ESL writers if rightly used.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3
	Disagree	4	13.3	16.7
	Neutral	5	16.7	33.3
	Agree	14	46.7	80.0
	Strongly Agree	6	20.0	100.0
	Total	30	100.0	100.0

Despite of the threats imposed by ChatGPT in academia, most of the ESL teachers still agreed that ChatGPT is a productive tool to enhance creativity of students but its right usage is required. 20% of ESL teachers strongly agreed, 46.7% of the teachers agreed while only a small proportion (13.3%) of teachers disagreed and 3.3% of them strongly disagreed. However, 16.7% of them were neutral.

Conclusion

A notable surge in the use of ChatGPT in ESL classrooms has been observed by ESL teachers and educators. Students' frequent resort to AI tools for the accomplishment of analytical writing tasks has posed a threat to their argumentative skills, critical thinking abilities and analytical writing proficiency. Malpractices of copy-pasting, plagiarising content, generation of content without deciphering the subject matter have been increased. ChatGPT has become a shortcut tool among ESL learners which assists them with classroom tasks. The study recommends caution while handling ChatGPT in ESL writing contexts. Likewise, ChatGPT has potential benefits as well, so, it should not be banned from policy and practice. Infact ESL learners need to be guided about its usage so that ChatGPT can become a productive tool within the academic realm.

Recommendations

Teachers should arrange for workshops in order to inculcate the value of critical thinking, independent ideation and analytical writing skills. ESL teachers should incorporate assessment tasks that specifically evaluate critical thinking and originality in assignments. Practitioners should foster an academic environment that values and rewards creativity and independent thought. Policy makers should delineate guidelines for the ethical usage of AI tools in academia by emphasizing their role as supplementary tools rather than as substitutes for genuine learning. Institutional Policies should be revised. They must ensure the implementation of plagiarism detection tools to discourage and penalize copy-pasting practices.

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