

Benefits, Challenges, and Attitudes Toward ChatGPT in English Writing Courses at Saudi Universities

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Abstract

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The purpose of this research is to gather the insights of students and teachers regarding the use and integration of ChatGPT in writing classes/course at Saudi universities. By conducting a comprehensive review with the use of an online survey, the study is able to show the opportunities and risks posed by this technology. Using ChatGPT, it was found that the majority of the respondents have a slightly positive disposition toward the tool with a significant chunk of the responses leaning toward neutrality. The results show that the participants acknowledge the potential benefits of ChatGPT, citing increased creativity, improved learning experiences, academic support, and enhanced productivity as key benefits. Nonetheless, concerns such as the absence of a personal touch, plagiarism risks, and student anxiety were raised with teachers being more concerned about ethical considerations than students. The data indicate no constant high level of confidence in the use of ChatGPT, though, various participants commented that they required more training and guidance on the tool. The preference for using ChatGPT regularly or as a supplementary tool rather than to replace the traditional methods reflects cautious optimism towards its adoption. This study also shows with proper integration of the tool ChatGPT has great potential in writing classes to support students and educators, provided that educational institutions work on creating specific ethical guidelines, providing technical support, and ensuring academic integrity. This way, they can enjoy the benefits ChatGPT offers while managing the negative aspects and improving the overall educational experience. This research adds to the growing discussion regarding the use and integration of AI technologies in education contexts, and it offers a starting point for subsequent research that examines AI tool efficiency within Saudi educational environments.

1. INTRODUCTION

Chatbots are becoming increasingly popular representing the newest wave of technological advancements in the era of conversational services (Lalwani et al., 2018). Chatbots are intelligent systems created with artificial intelligence (AI) and natural language processing (NLP) algorithms. A chatbot is a computer application that facilitates and improves conversation and balances intellectuals with one or more humans through audio and text (Falah & Syamsidar, 2021; Haristiani, 2019). Chatbots, also known as artificially intelligent conversational tools, aim to enhance human-computer communication (Nghu et al., 2019).

Depending on how they were created, chatbots can be divided into two categories: rule-based and machine learning (ML)-based. Both types of chatbots have a great deal of educational potential and positively impact students' learning and satisfaction (Winkler & Söllner 2018).

Rule-based chatbots are created with preset rules that specify how they should react to particular inquiries. They are limited in their capacity to understand sophisticated questions, though. On the other hand, chatbots that make use of ML are trained on enormous datasets, which allows them to learn and react to different kinds of commands satisfaction (Winkler and Söllner 2018). One such ML chatbot is ChatGPT.

ChatGPT was developed by OpenAI using deep learning and large language models (LLM) built on the Generative Pre-trained Transformer (GPT) architecture (Stokel-Walker, 2022). Due to its extensive training in a variety of textual sources, including books, papers, and websites, ChatGPT possesses an extensive knowledge of natural language. As such, it could respond in a way that is both in line with user cues and appropriate for the context (Radford et al., 2018; Hazhar, Kausar & Mohammed, 2023).

ChatGPT comes with enormous features in relation to academia from generating excellent paragraphs, and research papers to answering exam questions. It can also help significantly in education and spreading knowledge, as will be discussed in the literature review below. Thus, making it an important and valuable educational tool that is accessible to almost everyone with internet access (Ajlouni et al., 2023). According to Sallam (2023), ChatGPT is a game-changer, and it has reinvented the use of chatbots and their uses in different aspects of education.

With these features and capabilities, numerous research examining ChatGPT's benefits in math, language, healthcare, and medical education in different contexts have been published recently and reported its positive use in such disciplines. However, there is a scarcity of empirical research to investigate the perceived benefits, challenges and attitudes of both teachers and students alike in general and especially in the Saudi context. Studying the benefits, concerns and attitudes is essential as they are known to influence acceptance, adoption, and intention to use and trust any new technology (Yang and Yoo, 2004; Hussein, 2017; Al Kurdi et al., 2022; Ajlouni et al., 2023). Thus, this current research will explore these aspects in a specific application of ChatGPT in academic writing to fill in the gap in the literature by answering the following research questions:

Q1- What are the perceived attitudes, benefits, and concerns of using ChatGPT in English writing courses at Saudi Universities from the perspectives of students and teachers?

Q2- What do teachers and students think about integrating ChatGPT into writing courses and how it should be done?

2. LITERATURE REVIEW

ChatGPT offers tremendous educational potential by helping students complete their homework, suggesting academic papers, and empowering them to take on challenging projects by offering crucial knowledge and creative problem-solving strategies (Ajlouni et al., 2023). This is made possible by the platform's ability to produce human-like dialogue (Rudolph and Tan, 2023). ChatGPT has also the potential to improve several learning outcomes in different aspects of learning, including learner autonomy, individualized learning academic writing and research as well as language learning (Atlas, 2023).

One main benefit of ChatGPT is its ability to help students with academic writing. Thus, different studies have investigated the use of ChatGPT in improving academic writing, such as Zhai (2022), who found that ChatGPT supports students and researchers in generating writing that is logical, accurate, systematic, and instructive. Additionally, ChatGPT can provide feedback on students' work, assisting them in developing their writing skills (Baidoo-Anu and Owusu Ansah, 2023). According to ChatGPT, it can help with providing feedback and editing, generating ideas, improving grammar and syntax, enhancing vocabulary, offering structural guidance, assisting with citation and referencing, ensuring clarity and conciseness, supporting

the writing process customizing assistance and offering practice and exercises. All of these are basically related to proofreading, which is mostly acceptable in different institutional contexts. However, what is not acceptable and can have ethical issues is when ChatGPT is used to write content and whole essays from A to Z (Eke, 2023).

With ChatGPT's growing popularity came some concerns. Rather than using ChatGPT as an assistance, educators and students relied on ChatGPT to complete their assignments. According to Kasneci et al. (2023), students' capacity for critical thinking and problem-solving was negatively impacted by ChatGPT's quick solutions. The researchers also noted the same issue for teachers who used ChatGPT in lieu of class planning. Likewise, Lund and Wang (2023) reported similar findings regarding the extent to which educators and students rely on ChatGPT for their writing and researching tasks. This kind of behaviour is understandable as trust in technology is based on what the technology can do for the person, such as giving help and being reliable (Johnson et al., 2016, p. 210). So, as ChatGPT was helpful and reliable in completing tasks, both teachers and students relied on it. Nonetheless, the issue might be easily fixed if users are aware of the advantages of using ChatGPT to support learning or the teaching process (Pavlik, 2023).

Such reliance on ChatGPT is a serious ethical concern and can impact academic integrity. Students instead of going through the learning process step by step, they use ChatGPT to do everything for them. For example, in academic writing, Cassidy (2023) mentioned that students when asked to complete essays on a specific topic, most of them cheated and asked ChatGPT to write their essays. This, however, did not only hinder their learning abilities and development but also their academic integrity. Additionally, this kind of practice affects assessment and feedback which are the main reasons why tasks are given to students in the first place. Also, it was reported that questions and concerns have surfaced regarding researchers using ChatGPT to write for them and the ownership and attributions of their manuscripts are debatable (Cassidy, 2023). This can be even more unacceptable as researchers and teachers are role models, and their integrity should be intact. However, this concern can be resolved by using software that detects AI-written texts. Yes, these software can be sometimes unreliable but they can help.

Some research was conducted to examine the instructors' and student's opinions on the use of ChatGPT in teaching the English language. Ali, et al. (2023) for example, surveyed 42 instructors and 32 students, who responded to an online questionnaire. The objective of the study was therefore to understand their opinions in relation to how ChatGPT could enhance students' learning motivation. Based on survey results, it can be concluded that the vast majority think that ChatGPT is useful in improving learners' self-motivation, self-directed, and extrinsic motivation. More importantly, the participants' opinions on the applications of ChatGPT are mediately favourable and mean scores vary between 3.9 to 4.5. This study, however, revealed that the participants were less negative about the use of ChatGPT to encourage children to enhance individual speaking and listening abilities.

Another study that investigated ChatGPT in an educational setting is Firat (2023). He reported that both academics and learners display positive attitudes toward the integration of ChatGPT in educational environments. A thematic qualitative analysis of the data collected from the online survey conducted with 21 participants from Turkey, Sweden, Canada, and Australia. The study's findings showed that participants supported the features of ChatGPT to assist students in the learning process by creating personal learning environments and allowing supplementary access. However, he also reported that the participants highlighted some ethical problems that they encountered when using ChatGPT, such as potential risks relating to privacy and decision-making bias. On the other hand, the study by Iqbal, et al. (2022) gives a divergent view drawing on twenty experiences of the participants who are teachers from a private

university regarding the usage of ChatGPT in the educational sector of Pakistan. Through the analysis of the responses of the semi-structured interviews, it was found that the teachers displayed negative perceptions regarding the integration of the tool in education.

An analysis of the available literature shows that there is a plethora of well-coordinated and well-developed research studies that have been done to examine teachers' attitudes towards the employment of chatbots in learning environments. Most of them show that teachers have positive perceptions about the integration of chatbots in language education and acquisition. Similarly, several research on the use of ChatGPT in the teaching setting show favourable attitudes among instructors. However, these studies have not particularly focused on instructors' and students' perspectives on integrating ChatGPT for teaching language skills, nor have they fully recorded instructors' proposals for successful ChatGPT use and integration in teaching situations. This research was encouraged to conduct an extensive examination of this problem in relation to EFL organizational identity at Saudi universities due to the lack of previous research in the present literature stream. The current study aims to identify how students specifically teachers evaluate the integration of the ChatGPT in writing courses/classes. It also seeks to provide a good understanding of their practical recommendations for the use and integration of ChatGPT in writing. To accomplish these goals, data was gathered and analysed using both quantitative and qualitative methods. The results of this study may offer explicit guidelines to EFL instructors at Saudi universities for incorporating ChatGPT in writing lessons and motivate them to adopt technological advancements to enhance their teaching methods.

3. METHODS

This research used a cross-sectional survey design to collect data on teachers' and students' perceptions, experiences, and attitudes towards using ChatGPT and incorporating it in writing classes. A survey instrument was employed, and it used a structured questionnaire that included both closed and open-ended questions. The poll addresses demographic information, perceived benefits and concerns, experiences using ChatGPT, attitudes toward integration, and further remarks. A link to the full survey is in Appendix 1. The survey was in three parts: the first one is demographic information, the second is their experience in using ChatGPT and the third part is about the integration of ChatGPT into the writing classes/courses and the future of ChatGPT in writing. Before taking part in the survey, the participants are required to give their consent. This was a mandatory requirement to proceed with the questions. It was also demonstrated to the participants a description of the study, the ethical approvals acquired from Shaqra University, the possibility of withdrawing from the survey at any point and the confidentiality of their data.

To ensure the suitability and effectiveness of the survey questions, they were developed considering the aims and objectives of the current study and previous literature, such as Nguyen (2023) and Ajlouni et al. (2023). Then, two academic professors from the English Department at Shaqra University conducted a thorough review of the questionnaire items, and before affirming their suitability and effectiveness, some changes were made. In addition, a small-scale pilot study of 20 participants was conducted and the questions were once again edited and checked before they were sent out to be answered.

The participants of this research are Saudi English Language teachers and students at the university level. An ethical clearance was acquired from Shaqra University (see Appendix 2) before the survey was electronically administered by heads of English Language Departments. The departments were very supportive in terms of sharing the survey and encouraging the participants to participate. The survey was administered via university emails and Blackboard, and it was convenient for both the participants and the researcher to gather the required responses. The survey makes it easier to not only gather numerical data for estimating the

frequency of a phenomenon, finding correlations between variables that are being assessed, and making generalizations but also categorical data expressed by the participants (Muijs, 2010). Additionally, collecting data automatically and continuously during a survey saves the researcher time and effort (Wright, 2005).

4. DATA ANALYSIS AND PARTICIPANTS

In order to analyse the responses of the participants about using and integrating ChatGPT in writing courses/classes, descriptive statistics including means, standard deviations, frequencies, significance, correlation and percentages were used. Version 23 of the SPSS program was used to do the statistical analysis. Additionally, qualitative analysis techniques were used to find trends and themes in the categorical data gathered in the form of open-ended questions.

The research gathered 153 replies from students and teachers of English Language at Saudi Shaqra University. Of these, 62 are females and 89 are males. As shown in Table. 1, most respondents, 122 (79.7%), were students, while 31 (20.3%) were teachers. The majority had intermediate technical skills (51.7%), followed by novices (27.8%) and advanced users (20.5%).

Table 1. Number of participants and their roles

What is your role?	Count
Student	122
Teacher	31
Grand Total	153

A significant proportion (66%) of the participants had not attended AI-powered tool training sessions and they just learned to use them on their own. Almost 70% of the respondents had around 2 years of experience in studying and teaching writing, as in Chart 1.

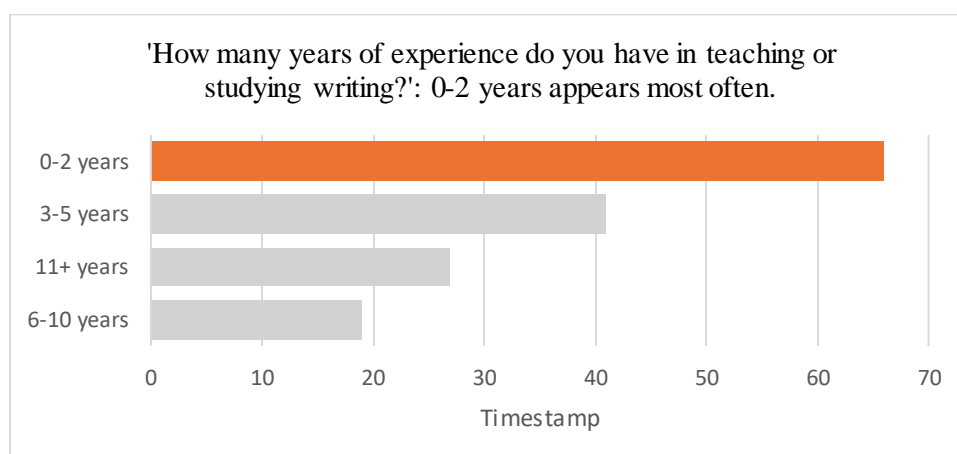


Figure 1. Participants' years of experience in teaching or studying writing

5. RESULTS AND DISCUSSION

The results and discussion section is organized in two parts. Part one: perceptions and experiences, which addresses the perceptions, attitudes and experiences of the participants in using ChatGPT in writing courses. Part two is about the practical considerations and implementation aspects of integrating ChatGPT in writing courses which focuses on factors like training and support needs, ethical concerns, and criteria for assessing the success of ChatGPT integration. However, due to word-limit constraints, some data were not included. Nevertheless, they are included in Appendix 1.

5.1. Perceptions and Experiences

The study explores the perceived benefits and concerns of using ChatGPT in writing courses. First, the study explores the respondents' attitudes towards using ChatGPT in writing courses. On a scale where 1 represents "Strongly Negative" and 5 represents "Strongly Positive," the responses showed a mean of 3.41, which falls between "Neutral" (3) and "Positive" (4). As shown in Table 2, this mean score of 3.41 indicates positive attitudes overall. The data also shows that neutral was the median response as it was most frequently used suggesting that a significant portion of the participants feel neutral on this subject. Finally, data shows a 1.12 standard deviation, which indicates a diverse range of views. These findings indicate that individuals' experiences and opinions vary, yet a general tendency of favourable perception exists towards using ChatGPT in writing.

While there is a slight positivity towards the tool, most responses are neutral. This means that the participants are undecided or not sure about the benefits and the support the tool can offer. It could also mean that they had an experience with ChatGPT that was not successful. Another argument that supports this view is the diverse range of responses as indicated by the standard deviation (1.12). This finding is not in line with previous research such as Underwood (2017) and Yang and Chen (2023), who found that students exhibit highly positive attitudes towards such AI tools. This can be attributed to different factors like users' familiarity with the tool, personal preferences for using writing assistance or even ethical concerns associated with the tool. Such factors are addressed in this study in the following sections. However, these factors need to be taken into consideration to enhance the acceptance and effective use of AI tools. Such tools are crucial in this generation of rapid technological advancement. To stay relevant and competitive, it's essential to keep up with these innovations; otherwise, there's a risk of being left behind.

Table 2. How much do you enjoy using ChatGPT in your writing?

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
1- Strongly Negative	13	8.5	8.5	8.5
2- Negative	12	7.8	7.8	16.3
3- Neutral	54	35.3	35.3	51.6
4- Positive	48	31.4	31.4	83.0
5- Strongly Positive	26	17.0	17.0	100.0
Total	153	100.0	100.0	

As discussed earlier one factor that could influence the students' and teachers' attitudes towards using ChatGPT is confidence and familiarity with the tool. So, the participants were asked about this. In their response to 'How confident are you in using ChatGPT in writing?', the respondents, as in Table. 3 below, show various levels of confidence with 35.9% feeling neutral, 34% lacking confidence, and only 30% expressing confidence. The mean score on a scale of 1 to 5 where (1 is not very confident and 5 very confident) is 2.92. This suggests that most participants are neutral to slightly less confident. This finding is contradictory to similar studies such as Kiptonui, et al. (2018), who reported that students felt confident in using AI tools to assist them in learning.

The neutrality in terms of confidence indicates hesitation in expressing their view or a need for more experience with the tool. Also, the responses of participants as lacking confidence emphasize the need for more support and resources. However, the participants with confidence (30%) suggest the potential value of the tool in writing. One suggestion that can be made here is to improve the confidence and experience of the participants across the board educational institutions should offer targeted training and recourses. Additionally, confident users could

offer some peer training if needed to help bridge the gap of confidence, which can enhance the effectiveness of ChatGPT in educational settings.

Table 3. ‘How confident are you in using ChatGPT, in your writing practices?’ (Scale: 1 - Not at all, 5 - Very confident)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Not confident at all	26	17.0	17.0	17.0
not confident	26	17.0	17.0	34.0
Neutral	55	35.9	35.9	69.9
Confident	27	17.6	17.6	87.6
very confident	19	12.4	12.4	100.0
Total	153	100.0	100.0	

To deepen the analysis, participants’ perceptions and attitudes were compared across different variables such as level of technological skill and gender using the LSD (Least Significant Difference). First, gender was not an influential factor that impacted the participants’ responses. However, technological skill is an important variable as the confidence in using ChatGPT differed significantly based on the participants’ technological competence level. Participants with advanced skills had considerably higher confidence levels than those with basic skills (mean difference = -1.390, $p < 0.001$). Participants with basic skills reported considerably lower enjoyment of using ChatGPT compared to those with advanced skills (mean difference = -0.727, $p = 0.006$). Additionally, participants with advanced skills reported considerably more years of experience teaching or studying writing than those with basic skills (mean difference = -1.220, $p < 0.001$). These suggest that people with greater technological skills have more confidence, enjoyment, favourable perceptions, and experience in using ChatGPT in writing. This is very understandable as the participants with low technological skills show less enthusiasm and neutrality towards ChatGPT as indicated by the correlation test ($r = 0.524$, $p < 0.01$). This could be because they cannot take full advantage of it or they cannot use it properly to help them. In this case, training sessions or peer assistance could help such users advance their technological skills and be ready to fully utilize the tool.

As shown in Table 4 below, most respondents (1.93) found ChatGPT to be a useful tool for academic aid, with academic support being the most frequently mentioned benefit. It can help improve the learning experience by encouraging critical thinking, exploring different perspectives, and boosting student interaction with course materials. Some users believe ChatGPT promotes creativity by presenting unique ideas or techniques to overcome writer’s block. They also mentioned that ChatGPT can assist them in slicing their writing tasks and saving time, which could be particularly useful in time-constrained academic contexts, which is also in line with Nguyen’s (2023) study.

Table 4. The Benefits Mentioned by Students and Teachers

Benefit	Students	Teachers	Total
Increased creativity	15	2	17
Improved learning experience	11	4	15
Academic support	7	3	10
Time effectiveness	8	2	10
Increased productivity	5	2	7
Independent learning	5	1	6

In a specific comparison between students and teachers, the above table shows the frequency of all benefits mentioned by each group. Students mentioned increased creativity more frequently than teachers did. Both students and teachers recognized improved learning

experience as a significant benefit of using ChatGPT in writing courses. Academic support, time effectiveness, and increased productivity were also acknowledged benefits, albeit mentioned less frequently. Students valued independent learning particularly, indicating a desire for autonomy and self-directed learning. Overall, these findings highlight the perceived benefits of integrating ChatGPT into writing courses and the varying degrees of emphasis placed on different benefits by students and teachers.

To provide a more comprehensive analysis, let's calculate the percentages and means for each benefit mentioned by students and teachers, see Table 4 below.

Table 5. Percentages and Means for each benefit.

Benefit	Students	Teachers	Total	Percentage (Students)	Percentage (Teachers)	Mean
Increased creativity	15	2	17	88.2%	11.8%	10.9
Improved learning experience	11	4	15	73.3%	26.7%	7.5
Academic support	7	3	10	70.0%	30.0%	5.6
Time effectiveness	8	2	10	80.0%	20.0%	6.7
Increased productivity	5	2	7	71.4%	28.6%	4.7
Independent learning	5	1	6	83.3%	16.7%	5.0

The study found that students generally perceive ChatGPT as a tool that enhances creativity, learning experience, time effectiveness, productivity, and independent learning. Teachers also acknowledge these benefits to a lesser extent, with a stronger emphasis on improved learning experience and academic support. Students highlighted increased creativity more frequently than teachers, with 88.2% mentioning it more frequently. Both students and teachers recognized the improved learning experience, with 73.3% of students mentioning it more frequently than teachers with just 26.7%. Academic support was acknowledged by 70.0% of students and 30.0% of teachers, although it was mentioned less frequently overall. Time effectiveness was more frequently mentioned by students, with 80% stating it as a positive perception of saving time with ChatGPT usage. Most students saw increased productivity, with 28.6% expressing a moderate perception. Independent learning was also seen as a positive benefit by 83.3% of students. However, it is crucial to consider the varying perspectives between students and teachers and address any concerns or challenges associated with its usage. Another benefit that was stated quite frequently by students that was not among the options was ‘doing assignments and homework’ for them. This is considered a huge benefit for the student, but on the other hand for teachers, it is not. It is seen as cheating. A future study is recommended to investigate this finding further to explore the students’ perspective and insight on this specific phenomenon. In the meantime, the following section will discuss some concerns about using ChatGPT and such ethical consideration is one essential point to be discussed.

The participants of this study highlighted some concerns and challenges in using ChatGPT. One of these was ChatGPT's lack of tailored feedback and human engagement, which raises questions about its potential impact on interpersonal skill development and the quality of instructor-student relationships. Concerns about plagiarism were raised and they emphasised the need for clear guidelines for integrating AI tools into the curriculum without compromising educational achievements. Guidelines like allowable percentages of using ChatGPT in writing could help control its use. Also, encourage students to use it as a supplementary tool to help them with some tasks in the writing process such as brainstorming, creativity, writing structure, referencing etc. These could help them become less dependent on the tool and not permit the

tool to complete the tasks for them. However, implementing ChatGPT into writing courses presents challenges such as technical support, ethical considerations, resource allocation, student anxiety, and adapting to technological advancements.

Table 6. Concerns or challenges associated with the use of ChatGPT in writing

Concern or Challenge	Students	Teachers	Total
Absence of personal touch	22	8	30
Plagiarism issues	11	8	19
Limited students understanding	12	3	15
Ethical Considerations	8	3	11
Students Anxiety	12	5	17
Technical Difficulties	8	3	11
Adaptation to Change	4	3	7
Resource Constraints	8	4	12

One of the concerns that is highlighted in the literature, and also by the participants in this study, is ethical considerations. When the participants were asked about how freely ChatGPT should be used. As can be seen in Table 7, 52.3% of the respondents supported the unrestricted use of ChatGPT to assist with writing activities, demonstrating a good attitude toward using in an educational setting. This finding indicates an understanding of the potential benefits of incorporating ChatGPT into writing courses and advocating for responsible usage standards and ethical considerations. However, the study reveals a significant difference in opinions between teachers and students regarding using ChatGPT in writing courses. Teachers, with 25.8% of respondents believing ChatGPT should be used freely, supported its usage with constraints, while students, with 59.0% supported free usage. The chi-square and linear-by-linear association tests show a significant relationship between respondents' roles and their opinions on ChatGPT usage. Teachers are more inclined to support the usage with constraints, while students are more likely to support the free usage. This was also expressed by studies like Nguyen (2023) that most teachers are concerned with how ethically the students use the tool. Some suggestions to control this are the use of AI-detecting software and allowable percentages of ChatGPT in writing.

Table 7. Participants' opinions on the free use of ChatGPT for writing assistance

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	80	52.3	52.3	52.3
No	11	7.2	7.2	59.5
Yes, with constraints like allowable percentages	62	40.5	40.5	100.0
Total	153	100.0	100.0	

The students and teachers of this study were asked 'How often should a writing course make use of ChatGPT?' to have a full understanding of their experiences and attitudes towards the tool. The data shows that 34% of the respondents preferred regular use and 37.3% as a supplementary tool. This shows that most respondents acknowledge the potential value of ChatGPT in writing courses. However, many participants also value the traditional methods while still recognizing the benefit of ChatGPT for writing. This is also shared by the 28.8% who prefer the occasional utility of the tool but not as central to the writing instruction. These

participants might view or feel that the tool is only a resource that can improve some specific aspects of writing instructions but not primary. Overall, this particular finding shows that ChatGPT is seen as an important tool in writing courses with many participants advocating for its use in writing courses. This view is also supported by previous research like Ajlouni et al. (2023).

All in all, results from the survey for the first research question ‘What are the perceived attitudes, benefits, and challenges of using ChatGPT in writing courses?’ have shown a mixed but cautiously optimistic view of using ChatGPT in writing courses. Although an overall positive attitude toward realizing the benefits of the tool is shown, there are other concerns raised by the participants such as the loss of personal touch, plagiarism and limited students understanding. The main benefits highlighted by the participants include increased creativity, improved learning experience and academic support. Additionally, the respondents showed a mixed confidence level towards ChatGPT, which could be the reason behind the slight lack of positive attitudes and the significant neutrality in using the tool. The significant neutrality across the questions indicates that more needs to be done in terms of engaging and educating to drive up the knowledge of the capacities and limitations of ChatGPT. The next part of the study will describe the practical considerations and integration of ChatGPT in writing courses/classes.

5.2. Practical Considerations and Implementation

This section addresses the participants' perspective on integrating ChatGPT into the writing instructions and how it can be successfully done. It also discusses the criteria that need to be met and what concerns the participants have about the integration of the tool into writing courses/classes.

The results demonstrate a varied perception of integrating ChatGPT into writing courses/classes. Most of the responses with a mean of 3.12, (on a scale where 1 represents ‘Strongly negative’ and 5 ‘Strongly positive’) show marginally positive attitudes, as in Table 8 below. However, both median and mode are ‘Neutral’, which implies that a big proportion of the respondents’ feelings are neither positive nor negative. Again, this neutrality might be because of their lack of familiarity or confidence, as discussed earlier, or it could mean that it is a balanced view of the tool’s pros and cons. This finding of neutrality and slight positivity towards the tool is not in line with previous research like Firat (2023), which reported that students and teachers expressed positive attitudes towards ChatGPT implementation. However, contrary to these findings of Firat (2023) and in support of our findings is Iqbal, et al. (2022, p. 105) who reported similar data of unfavorability ‘citing concerns about the potential for misuse, lack of trust in the technology, and potential complications with student privacy’.

Interestingly, the data shows a quiet spread in the views as suggested by the standard deviation of 1.117. This finding demonstrates that while the most common response is neutral, other notable segments with both negative and positive views are expressed. What this highlights is that enthusiasm and scepticism within the population is clearly existing. Addressing such negative attitudes is important and educators and course designers should pay attention to it. While this should be investigated further to understand where the doubts stem from in the future, a need for targeted support and communication is advisable at this time to show the potential benefits of such a tool to help shift the negative perception and help in a smooth integration. Another important aspect that can guide further engagement and integration efforts is to understand the reasons behind the neutrality in most of the respondents’ views – is it because of indifference, lack of information, familiarity and confidence or balanced judgement? These insights overall highlight how important a tailored approach is in the integration of the tool into the curriculum, providing that ChatGPT is recognised as valuable and effective.

Table 8. How positively or negatively the participants perceive the integration of ChatGPT in writing courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Negative	17	11.1	11.1	11.1
Negative	19	12.4	12.4	23.5
Neutral	62	40.5	40.5	64.1
Positive	38	24.8	24.8	88.9
Strongly Positive	17	11.1	11.1	100.0
Total	153	100.0	100.0	

To move from the participants' views and perceptions on the integration of the tool in general, this section surveys how easy or difficult it would be for the respondents themselves to integrate ChatGPT into writing courses. As in Table. 9, the mean score for the question "How easy would it be to integrate ChatGPT into writing courses/tasks?" is around 3.18 (on a scale from 1 to 5), where 1 is "not at all easy" and 5 is "very easy". This shows that most responses are 'neutral'. However, the median response is shown in the "Positive" category, which suggests that there is a slight bias towards positive responses. The standard deviation is around 1.78, which is moderately large in comparison to the range from 1 to 5, indicating that the responses are somewhat variable about the mean.

As we can see, the responses are quite mixed. Although the majority of the participants gave it a thumbs up, with some being extremely enthusiastic, there is also a significant number of those who are against the technology and even sceptical about it. The variance is moderate, suggesting that the opinions may have been influenced by several factors such as the participants' familiarity with AI technologies, their perceived usefulness, concerns regarding authenticity and originality, as well as teaching philosophy, which is in line with Iqbal, et al. (2022). Regardless, it seems that ChatGPT may have its place in writing courses/tasks, at least to some extent.

Table 9. Responses to how easy is it for the participants to incorporate ChatGPT into their current writing courses/tasks

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Negative	14	9.2	9.2	9.2
Negative	17	11.1	11.1	20.3
Neutral	70	45.8	45.8	66.0
Positive	32	20.9	20.9	86.9
Strongly Positive	20	13.1	13.1	100.0
Total	153	100.0	100.0	

Referring to the question 'In your writing courses, how do you plan to balance the use of ChatGPT with traditional methods, see Table 10, a majority (56.2%) of the respondents chose the balanced approach for using ChatGPT, followed by the mostly traditional (27.5%). A smaller portion (15%) of the respondents opted for the mostly ChatGPT end of the spectrum. The distribution of the responses suggests that teachers in the community have different views on the use of AI-driven tools in the writing classroom. More detailed analyses are displayed in the statistics below. The mean rating is around 2.26 (on a scale of 1 to 3), which falls in the balanced approach between ChatGPT and traditional methods. The median, as shown in the figure, is in the balanced category as well. However, the standard deviation, around 0.77, is relatively large. This indicates variability in the responses and suggests the need to be flexible to cater to different preferences.

The results imply that when using ChatGPT in writing classes, a majority of the teachers prefer to use it in a balanced way along with the traditional approaches. This moderate use resonates with the blended learning philosophy, which involves the thoughtful integration of technology as well as traditional instruction methods (Graham, et al., 2013). With this balanced approach, teachers can take advantage of the capabilities brought by AI-driven tools like ChatGPT while not losing the merits of the traditional methods.

Table 10. How the participants plan to balance the use of ChatGPT with traditional methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mostly traditional methods	42	27.5	27.5	27.5
	Balanced use of ChatGPT and traditional methods	87	56.9	56.9	83.7
	Mostly ChatGPT	23	15.0	15.0	98.7
	I may consult ChatGPT to prepare some assignments and topics for my classes.	1	.7	.7	100.0
	Total	153	100.0	100.0	

In asking the participants about the assistance or material they think could help incorporate ChatGPT successfully into writing courses/classes. The results are quite varied as in Figure 1. Mean percentages indicate strong interest in full training modules (30.7%), example assignments (30.4%), and pre-made lesson plans (24.7%), suggesting that educators are seeking extensive and structured learning experiences as well as concrete examples. Other high-sought-after support includes handbooks for best practices (25.7%) and technical support (27.8%), perhaps to ensure optimal uses of ChatGPT and minimize implementation barriers (Rane, 2023). While less but still a notable portion of participating educators asked for regular updates (19.5%) and a handbook for integrating ChatGPT into existing learning management system (17.4%), they are still valuable, suggesting educators' awareness of the need for continuing support to adapt instructional practices effectively (Pavlik, 2023).

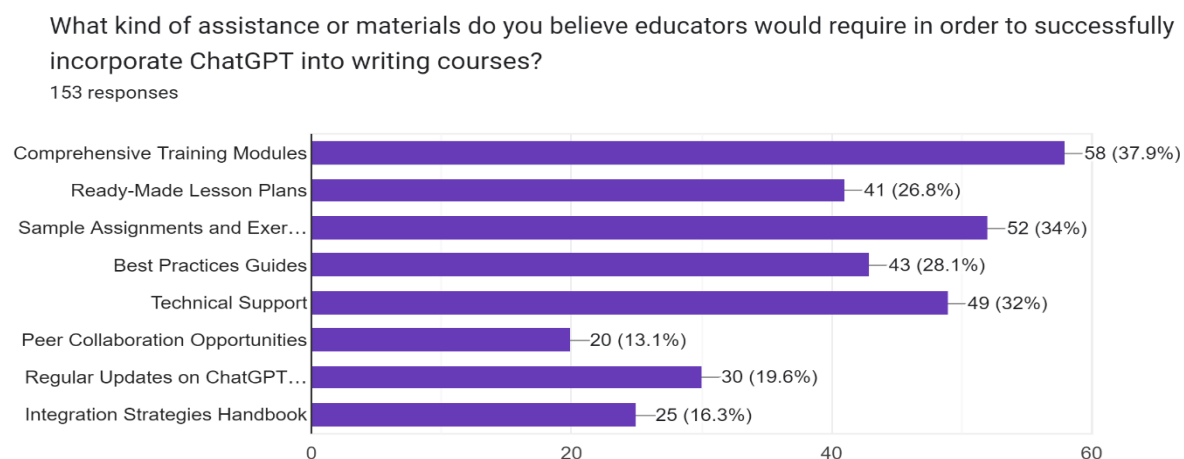


Figure 2. Assistance or Materials Needed to Incorporate ChatGPT into Writing Courses/ Classes

After discussing what the participants think about what is needed for a successful integration of the tool, they were asked about ‘how can students be ready for the integration and use of ChatGPT’. The analysis reveals that more than half of the educators, at 51.0% and 46.4%, respectively, find the practical methods in the form of Sample Exercises and Training Sessions

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effective for preparing students (see Figure 3). The breezy percent for Sample Exercises suggests the most effective method of familiarizing the students with AI tools is hands-on practice, reflecting educational theories that underscore experiential learning (Kolb, 1984).

The necessity of working Training Sessions was also evident, in which clear, instructor-led sessions need to be in place to train students to use ChatGPT in a helpful way. This is in line with Johnson and Aragon (2003), who state that direct instruction can undoubtedly play an essential role in helping to facilitate successful technology integration. Guidelines and Expectations (39.3%) provide clear direction that teachers must give in outlining with ChatGPT how it should be used, and this is a typical best practice for instructional design (Morrison, et al., 2010). This is evidence that a phase-in of the rollout of ChatGPT would help reduce resistance to new technology among students by 26.2% and thus ultimately support the Diffusion of Innovations Theory by Roger (2005). However, students may still show some resistance to the integration of new changes as suggested by Johnson (2016). Thus, this study in the next question investigates how possible resistance or hesitation can be overcome.

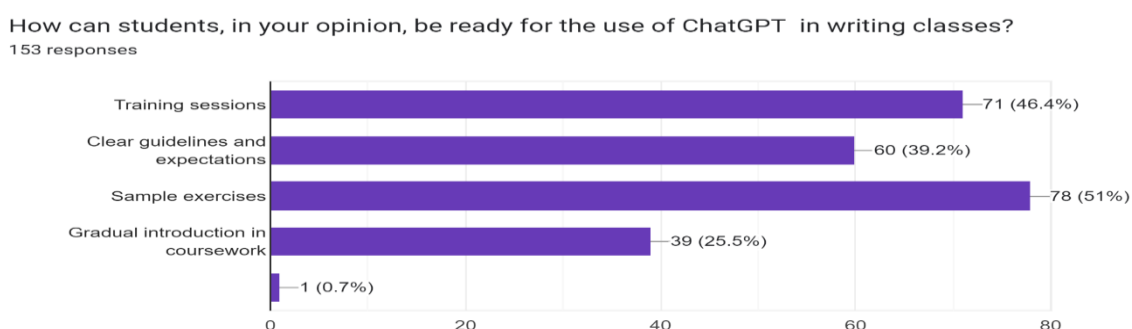


Figure 3. Responses for ‘How can students, in your opinion, be ready for the use of ChatGPT in writing classes?’

Earlier in this study, participants showed a lot of neutrality in their views and experience with ChatGPT. They indicated some lack of confidence and hesitation towards it. To address this effectively, the participants were asked ‘How would you respond if you see signs of discomfort or hesitation when integrating ChatGPT in writing?’. As in Figure 4, a majority of them, 51.6%, suggested providing more help or support to the students to bridge the gap in case they become uncomfortable with ChatGPT; this is in line with Nguyen (2023). This should help to prepare the student for becoming confident and competent while in a technology state. Other strategies included peer support at 32.7% and Q&A sessions at 28.8%, which are closely grouped; this stresses the utility of community and communication in allaying concerns. These are pretty suitable learning strategies which blend well with Vygotsky's social development theory based on the model that social interaction plays a pivotal role in learning. Showcasing success stories (29.4%) is a motivational strategy whereby the students are shown tangible evidence concerning the practical utility of ChatGPT. It helps in reducing the quantum of anxiety by showing that the results may be helpful.

Another flexible approach for student comfort and learning paces is to allow paced integration (16.3% of total use) and optional use for some assignments (18.3% of total). Differentiated instruction has been regarded as theoretically flexible about the paced integration and optional use of tools. The low support percentage of just 0.7% toward presenting ChatGPT as a tool in productivity shows that this type of approach might not be so favored for mitigating initial discomfort but is valuable for being an auxiliary approach. In summary, structured support, peer interaction, and the flexibility allowed students, along with the use of motivational success

stories, go a long way in providing multifaceted support to address student discomfort and make successful the integration of ChatGPT in the writing courses.

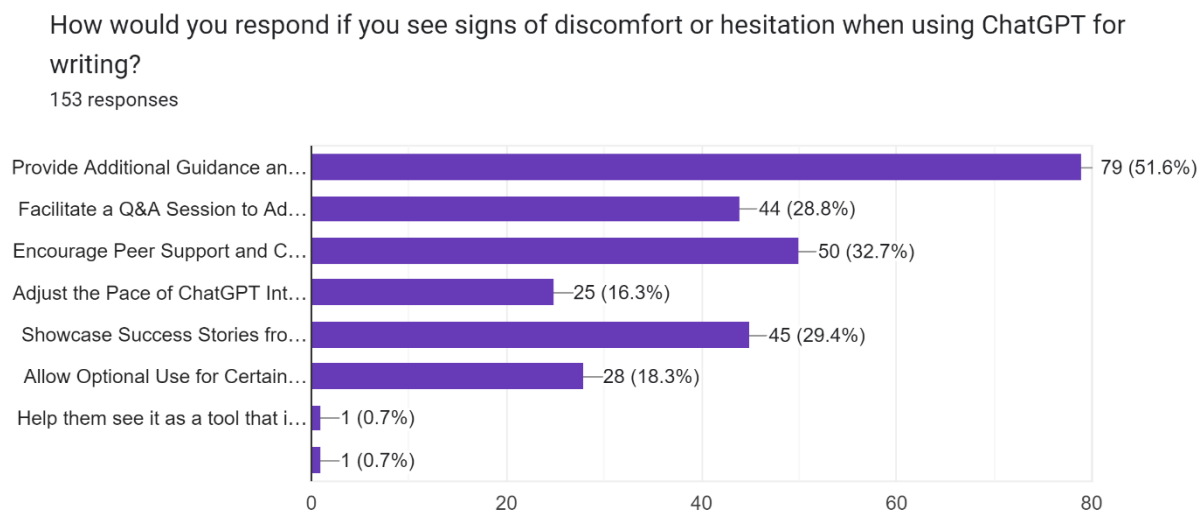


Figure 4. Responses of ‘How would you respond if you see signs of discomfort or hesitation when integrating ChatGPT in writing?’

Finally, the last question (In the next five years, how do you see ChatGPT's role in writing education evolving?) was open for the participants to write what they want and was designed to provide potential understanding of the dynamic of the use of ChatGPT in writing education in the next five years. It was answered by 153 participants, thus reflecting a variety of concerns and viewpoints regarding the issue.

One common response was the belief that ChatGPT is likely to occupy a more critical position in furthering education in the future, and most of the respondents held positive about its potential benefits for effective teaching and learning. For instance, one participant was very optimistic about the prospects of ChatGPT when they said ‘I believe it will have a big role in education.’ (Participant 1). This idea is in tune with the ongoing move to incorporate AI systems in enhancing teaching and learning processes that are within the classroom (Nguyen 2024).

However, in addition to appreciating the advances made by ChatGPT, some concern was also expressed about the prospects of this technology affecting creativity and critical thinking abilities. A few participants expressed concern concerning the use of AI wherein the use of such technology reduces creativity in writing. Thus, it is natural that the use of AI-based assistance on the one hand and the focus on maintaining the learning process from manipulation, on the other hand, creates certain tensions that should be taken into consideration in terms of integration and regulation of AI technologies into educational processes. On this aspect, one participant stated, ‘It will also become difficult to recognize individual talent as the machine will gradually impose its writing style(s) on learners'/writers' linguistic preferences.’ (Participant 8) This idea echoes some of the findings highlighted in the literature (Lund and Wang, 2023)

In addition, questions of ethics when it comes to implementing AI were found to be a significant theme in the responses. The following are the responses gathered from the participants; Participants highlighted the need to maintain prudence to guarantee quality and sanctity of the AI tools in writing education. This could be viewed more broadly as a growing

recognition that ethical dimensions are now inherent to many AI systems and it behoves educators to manage these features in the best way possible. According to one of the participants, they said, 'Discretion must always be exercised to ensure accuracy' (Participant 8); this aligns with the current calls from the literature pointing towards the urgent need for the proper evaluation, guidance and regulation of AI in learning (Putra, 2023).

All in all, regarding the second research question, both students and teachers view the integration of the tool positively and they think it has a promising future in writing education, while a significant of them have mixed feelings and mostly express neutrality. It could be that the participants showing positive attitudes of integration have a successful experience with the tool, while other participants have a less successful one or they really have a balanced view of the tool's pros and cons. This is supported by Iqbal et al. (2022, p. 105). However, on how the integration should be done, teachers think that there should be clear guidelines in terms of the extent to which ChatGPT can be used, and how ethically it should be used. They stress that it should not foster dependency as the students can develop over-reliance on it. Additionally, teachers emphasized that it should be used as a supplementary tool and not to replace traditional methods and the integration should be done gradually in stages. Students on the other hand ask for more improvement and accuracy with the tool, they mentioned that lack of context and false citation are common drawbacks of ChatGPT.

The findings of the study should be considered in the process of incorporating ChatGPT into the curricula by educators and administrators. All the misgivings and apprehensions need to be allayed, and there has to be proper training on the benefits that could accrue from the tool so that a more positive and confident attitude can be harnessed while using the tool. Recommendations include creating thorough guidelines and training programs for teachers and students on how to use ChatGPT ethically and responsibly in writing courses, addressing concerns, launching educational programs to enhance understanding of ChatGPT's potential and limitations, evaluating the success of incorporating ChatGPT into writing classes continuously and collaborating with educators, AI developers, and industry professionals to explore novel ways to use AI technology in education and address concerns and challenges proactively. By implementing these recommendations, educational institutions can maximize the potential of ChatGPT to improve writing courses while reducing associated risks, resulting in a more inclusive, engaging, and effective learning environment.

6. CONCLUSION

The study's data provide an analysis of students and teachers from Saudi universities to offer a nuanced landscape of attitudes, experiences, and considerations of using and integrating ChatGPT into English writing courses. Overall, the participants showed a slightly positive attitudes and perceptions towards the tool with a significant portion of them leaning towards neutrality. Lack of confidence and unfamiliarity with the tool could be the reason behind this. While a lot of them find such benefits as being more creative, having a better learning experience, and being much more effective in writing, concerns regarding plagiarism, technical problems, and the possible loss of personal touch are also popular ones. A few teachers further reported that overreliance on ChatGPT would leave the writing style homogeneously controlled by the machine and deprive students of autonomy in the writing process. However, this very setting up of a dichotomy in the expression of benefits and concerns brings out the necessity of an all-encompassing approach balancing AI technology's advantages and pedagogical integrity simultaneously.

This way, meeting the challenges and realizing the full potential benefits of integrating ChatGPT in writing education will be achieved through several combined efforts. First and foremost, the use of training and professional development programs for practitioners should be adopted to equip them with the requisite skills and knowledge to integrate the AI tools in

their teaching practices effectively. Secondly, set clear guidelines and ethical frameworks to ensure the responsible use of ChatGPT and minimize the risk of plagiarism. In addition, a collaborative environment—one that values dialogue and does not penalize experimentation with AI-based writing assistance—will mitigate anxiety while encouraging innovation within the culture of the writing classroom. By presenting the success stories and real benefits in terms of improvement, educators can build confidence and enthusiasm for other faculty and students. What is ultimately needed for the integration of ChatGPT into writing classes is a strategy that is well thought out and comprehensive in the processes required to meet students' learning outcomes, bring out creativity, and maintain ethics in carrying out the class. With a well-planned strategy and approaches, institutions can utilize AI technology to enhance writing instruction better and prepare students for success in a digital epoch.

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Appendix 1: The survey data.

https://docs.google.com/spreadsheets/d/1IUsx-ohNXXJZwNye_aNTh48euOLLPPIMdLZqY-gnPK4/edit?usp=sharing

Appendix 2



Ethical Approval.pdf