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Exploring ChatGPT's Impact on Undergraduate English Learning in South Punjab: Insights from Teachers and Students

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ABSTRACT

This research explores the effects of ChatGPT on English language learning at the undergraduate level in South Punjab, drawing insights from both students and teachers. Data were collected from 300 undergraduate students and 40 English language teachers through structured questionnaires. The responses were analyzed using SPSS version 20, applying descriptive statistics and percentages to identify patterns and trends in perceptions and usage.

Findings show that a significant number of students found ChatGPT helpful in improving their vocabulary, grammar, and writing skills. They appreciated its ease of use, instant feedback, and availability outside the classroom. Teachers also acknowledged ChatGPT as a supportive tool that could complement traditional teaching methods. However, concerns were raised about students becoming overly dependent on the tool and about ethical issues related to plagiarism and originality.

The study concludes that while ChatGPT holds strong potential to support English language learning—especially in resource-limited regions like South Punjab—its use should be guided and monitored by educators. Recommendations include offering teacher training to effectively integrate AI tools in the classroom and updating curricula to reflect the growing role of technology in education. There is also a need for awareness programs to promote responsible and ethical use of AI among students.

Keywords: ChatGPT, English Language Learning, South Punjab, AI in Education, Vocabulary Development, Grammar Support, SPSS, Descriptive Statistics, Student and Teacher Perspectives, Educational Technology

Introduction

The Role of English in a Globalized World

In today's interconnected yet fragmented world, English functions as a vital **lingua franca**—a bridge that transcends geographical, cultural, and political barriers. Its widespread use allows individuals from diverse linguistic backgrounds to engage in meaningful communication, making it a cornerstone of global interaction. Beyond its basic communicative role, English is also the dominant language of education, research, and scientific innovation, enabling the sharing of knowledge and discoveries across borders (Kurniawan, 2023; Atasheva, 2024). Universities and research institutions worldwide rely on English for academic exchange, ensuring that ideas and

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findings reach an international audience. In this way, English not only promotes intellectual collaboration but also strengthens the global pursuit of innovation and problem-solving.

At the same time, the **economic significance of English** cannot be overstated. In the global marketplace, English provides access to international business opportunities, trade networks, and technological advancements. It is the language of multinational corporations, global conferences, and digital entrepreneurship, serving as a key to professional mobility and career advancement (Atasheva, 2024). Moreover, English has become essential in fields such as diplomacy, international relations, and tourism, where effective cross-cultural communication is indispensable. By opening avenues for market expansion and fostering intercultural understanding, English plays a central role in shaping not only economic growth but also the social and cultural exchanges that define globalization.

Importance of English

English is a very important key in international communication as it solves the problem of linguistic barriers thereby ensuring understanding among the peoples of different countries. In international business, diplomacy, and academic collaboration, it is necessary (CPD, 2024).

English is popular on economic grounds because it is used in international business, trade, finance and technology. This allows companies to converse in a global manner and expand in a new market (CPD, 2024) (A, 2023). When comparing access to knowledge, English is the main medium by which most scientific researches, academic materials and technological advancements are shared. It gives a virtual 'sea' of information and learning (CPD, 2024). In addition, English facilitates circulation of literature, films, music and others forms of arts globally. It is helpful to foster intercultural understanding and appreciation (A, 2023). Efficiency in English also increases educational and professional prospects. Seemingly, strong English language skills prerequisites for admissions into many universities and for availability of employment in multinational corporations. English is also a central language in global media, and internet and digital communication. As a tool, it is indispensable in the world today, being the predominant internet and international media platform language (CPD, 2024).

Challenges of English as a Global Lingua Franca

The widespread dominance of English introduces **linguistic inequality**, often leading to the marginalization of minority and indigenous languages—and a loss in cultural diversity (CPD, 2024). Additionally, the prevalence of English can overshadow local traditions, weakening cultural identity in non-English speaking regions (CPD, 2024).

Striking a Balance

To preserve linguistic and cultural diversity, we need to **balance the benefits of English** with strategies that safeguard local languages and identities—thus fostering a more inclusive, equitable global community (CPD, 2024).

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English in Communication, Academia & the Job Market

International Communication

Globalization, digital technologies, and the legacies of British colonialism and American economic dominance have cemented English as the default in media, business, and technology (Xue & Zuo, 2023; LANGUAGE SERVICES BUREAU, 2023; ACADEMIA, n.d.).

Academia and Research

English is the global language of scholarly collaboration, instruction, and academic publication. It attracts international students and researchers and enhances job prospects in multinational environments (ACADEMIA, n.d.; LANGUAGE SERVICES BUREAU, 2023).

English in South Punjab: Role, Challenges, and Educational Landscape

Also, South Punjab, Pakistan, English plays a vital role in the development and educational frontier. Here are some of the main points of its importance:

Global English is a way of acquiring a job and social status of a higher level in Pakistan, especially in South Punjab (n.d., Cambridge Assessment English). It increases employability and leads to a career abroad. English is often a prerequisite for professional jobs, so knowledge of the language is extremely important for a person's career progression (Cambridge Assessment English, n.d.). Communication and research of international essence is mostly done in English. Cambridge Assessment English (n.d.) states that it provides access to a considerable number of educational and professional resources, which is vital for students residing in developing regions. English literacy in Punjab's rural areas remains low in spite of its importance due to outdated resources, limited qualified teachers and bilingual classrooms (Hussain & Amanat, 2021). As such, this discourages students from maximizing the opportunity given to them by English education. There is a problem relating to the lack of an enabling environment in which English can be learnt. In addition, students and teachers are not exposed to English enough in their daily lives that affects learning outcomes.

In South Punjab, English is used to a great extent as a symbol of modernity and respectability. English is perceived by students as a skill that can build their social rank. Sometimes, emphasizing in English can lead to neglect of one's own native language, thus imbalances in culture and education. However, there have been efforts to improve the English education in South Punjab with the aim to train teachers to use modern teaching methodologies. This is an attempt to improve the gap between urban and rural education standards (n.d.).

Policy and Initiatives

The Government of Punjab is promoting Urdu as the instructional language while teaching English as a subject to bridge learning gaps (British Council). PEELI, supported by the British Council, this initiative enhances primary teachers' English instruction skills via child-centered and tech-enabled approaches (Naz et al., 2020).

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Persistent Challenges

These include limited exposure to English outside classrooms (Asian Research Index, n.d.), low teacher competency, insufficient parental and institutional support (Yasmeen et al., 2024), outdated teaching aids, unreliable technology infrastructure (Hussain & Amanat, 2021), and grammar-focused pedagogy that neglects communicative competence (Shahid et al., 2023; Helendoron English, n.d.; Billabong High, 2024).

Need for Innovation in English Teaching

Emerging Technologies

Digital platforms—such as gamified apps (e.g., Duolingo, Memrise), AI-powered adaptive systems, virtual/augmented reality, authentic media, and collaborative tools—are transforming English education by enhancing engagement, personalization, and inclusion (Finsmes, 2023; Bridge Education Group, n.d.; Corone, 2023).

Benefits

These technologies support varied learning styles, motivate learners, foster cultural awareness, and democratize educational access, even in under-resourced contexts.

Limitations

Nonetheless, obstacles remain—such as inadequate teacher training, limited resources, and unequal technological access (Rintaningrum, 2023).

Potential of AI Tools like ChatGPT

1 In Education

AI tools, notably ChatGPT, offer personalized and adaptive learning, helping students understand complex topics and supporting educators in curriculum design (Medium, 2025).

About ChatGPT

Launched by OpenAI in November 2022, ChatGPT generates coherent, context-aware responses and continues to evolve—introducing features such as voice interaction and media generation in GPT-4o (ZDNET/Innovation, 2024; Coursera, n.d.).

Language Learning Applications

ChatGPT excels at enhancing writing, grammar, vocabulary, and conversational settings through feedback, custom word lists, and real-life dialogue practice (Language Learning, 2023; International Center for Language Studies, 2023).

Accessibility Benefits

In regions with limited resources, ChatGPT's affordability and availability on basic internet devices make it an effective educational ally, offering tutoring and personalized feedback without extra costs (Klimova et al., 2024; Vo & Nguyen, 2024).

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Bridging Educational Gaps

ChatGPT compensates for the lack of in-person instruction and native-speaker interaction by providing simulated, culturally relevant practice and tailored content (R. & Horn, 2024). Though some learners have neutral perceptions, its impact in promoting educational equity is substantial (Vo & Nguyen, 2024).

Problem Statement

Integration of AI technology in classroom has been increased on larger scale. Chat GPT has been credited with a valuable resource for learning across all the disciplines of which language is no exception. This striking increase of AI in classrooms in region like South Punjab is still under explored. Chat GPT as an interactive tool for learning has greater influence on learning process. There is a dire need to know the influence of Chat GPT on both teaching and learning process. The current study aims to examine the effects of Chat GPT on teaching and learning process at undergraduate level.

Significance

The study is significant for students and teachers of language in South-Punjab. This study will help teachers to adapt their teaching style by integrating ChatGpt and other AI tools. It will help to make learners more efficient and impactful. It will also provide guidelines to policy makers to to keep the pace with evolving world of education by integrating AI based learning in curricula.

Research Objectives

Explore teachers' and students' perspectives in South Punjab on ChatGPT as an English learning tool.
Evaluate ChatGPT's effects on students' English language skills.

Objectives

What are these stakeholders' views?
How does ChatGPT influence students' learning?

Ethical Considerations

Participants will give informed consent, remain anonymous, and withdraw at any point with no consequences. Data will be used solely for academic purposes. Ethical research practices will ensure no harm, falsification, or plagiarism.

Limitations & Delimitations

The study faced certain limitations that may have influenced its outcomes.
One limitation was the relatively narrow participant pool, which reduces the generalizability of the findings.
In addition, inconsistent internet access among students occasionally disrupted their engagement with ChatGPT.
A further challenge was the varying baseline levels of English proficiency, which may have affected learners' performance and progress unevenly.

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The short duration of the study also posed a limitation, as it may not have fully captured long-term learning outcomes.
Delimitations were intentionally set to narrow the focus to undergraduate students in South Punjab, ensuring a manageable scope.
Moreover, the research concentrated specifically on writing, vocabulary, and grammar, while excluding areas such as pronunciation or the integration of broader educational technologies.

Literature Review

Introduction

This chapter critically reviews the existing scholarship on English language learning and the influence of artificial intelligence (AI), particularly ChatGPT, in educational contexts. It explores the global role of English as a lingua franca, the specific challenges of English language learning in Pakistan and South Punjab, and the growing integration of digital and AI-based tools in pedagogy. The discussion is anchored in theoretical frameworks such as Sociocultural Theory (Vygotsky, 1978), Communicative Language Teaching (Richards & Rodgers, 2001), and Computer-Assisted Language Learning (Warschauer, 2000; Chapelle, 2001). By synthesizing existing studies, this chapter establishes the empirical and theoretical background for the current investigation and highlights gaps in research.

Global Significance of English

English has been described as the "global language" due to its dominance in international communication, higher education, science, technology, and diplomacy (Crystal, 2003; Kurniawan, 2023; Atasheva, 2024). It is the medium through which most scholarly publications are disseminated, making it indispensable for academic success worldwide (Swales, 1990; Hyland, 2015). In the global economy, English proficiency provides access to international markets, career advancement, and cross-cultural exchange (Atasheva, 2024).
Yet, scholars caution against viewing English only as a tool of opportunity. Phillipson (1992) argues that the global spread of English perpetuates "linguistic imperialism," privileging English-speaking nations while marginalizing local languages and identities. Pennycook (1998) similarly stresses that English can reproduce inequalities by aligning with global economic hierarchies. Thus, while English eliminates linguistic barriers (CPD, 2024), it also creates socio-cultural tensions by homogenizing linguistic landscapes.

English Language Teaching in Pakistan and South Punjab

In Pakistan, English carries symbolic and practical prestige, serving as both a subject and a medium of instruction (Mansoor, 2004; Rahman, 2006). Despite its official status, outcomes often fall short due to structural and pedagogical challenges.
In South Punjab, research highlights persistent disparities between rural and urban learners (Shahid et al., 2023). Urban students may benefit from better-trained teachers and access to digital resources, while rural students face poor infrastructure, outdated methodologies, and limited English exposure outside classrooms (Rahman, 2004). Teachers often emphasize rote learning and grammar translation rather than

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communicative competence (Khan, 2011), leaving students ill-prepared for real-life language use.

Government initiatives such as the Punjab Education and English Language Initiative (PEELI) aim to train teachers and modernize methods, but studies suggest their impact remains uneven (British Council, 2016). The socio-economic divide means that English proficiency continues to reinforce inequality, especially in marginalized regions like South Punjab.

Theoretical Frameworks for Language Learning

Several theoretical models provide insight into how learners acquire English.

Sociocultural Theory:

Vygotsky (1978) stresses the role of social interaction and scaffolding within the Zone of Proximal Development (ZPD). Language learning occurs most effectively when learners are guided by more knowledgeable peers or teachers.

Constructivism

Piaget (1972) emphasizes learner-centered approaches, where knowledge is actively constructed rather than passively absorbed.

Communicative Language Teaching (CLT)

CLT, grounded in Hymes' (1972) concept of communicative competence, promotes real-life communication over rote grammar drills (Richards & Rodgers, 2001).

CALL (Computer-Assisted Language Learning)

CALL research underscores the role of technology in enhancing autonomy, motivation, and language exposure (Warschauer, 2000; Chapelle, 2001).

Technology in English Language Learning

The integration of technology into language education has reshaped traditional pedagogies over the last two decades. Computer-Assisted Language Learning (CALL) provided learners with opportunities for independent practice, authentic materials, and interactive engagement (Warschauer, 2000; Chapelle, 2001). Multimedia resources, online platforms, and mobile applications such as Duolingo and Memrise have become powerful supplements to classroom instruction, offering flexible learning opportunities that suit diverse learner needs (Godwin-Jones, 2011).

In Pakistan, however, access to technological resources is uneven. Rahman (2004) and Mansoor (2004) observed that many rural institutions lack the infrastructure to implement ICT effectively. Although technology has been shown to improve vocabulary acquisition, writing fluency, and listening comprehension (Stockwell, 2007), inadequate training of teachers often limits its pedagogical impact (Khan, 2011). Warschauer and Healey (1998) stress that technology is not inherently effective; it becomes valuable only when integrated into coherent teaching strategies. This insight remains relevant in contexts such as South Punjab, where technological adoption is constrained by socio-economic realities.

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Artificial Intelligence in Education

Artificial Intelligence (AI) represents a more advanced stage of technology-enhanced learning. Unlike earlier digital platforms, AI tools adapt to learners' individual needs, offering automated feedback, personalized exercises, and data-driven insights (Luckin et al., 2016). AI has been employed in intelligent tutoring systems, language recognition software, and adaptive testing platforms, demonstrating its potential to democratize education (Holmes, 2022).

Nevertheless, concerns persist regarding AI's role in higher education. Susnjak (2022) warns that AI-generated text can challenge academic integrity, making plagiarism detection more difficult. Similarly, Holmes (2022) emphasizes that AI lacks human empathy and critical judgment, which are central to effective pedagogy. Moreover, biases embedded in training datasets can lead to cultural and linguistic misrepresentations. These debates underline the need for a **balanced approach**: AI can serve as a powerful supplement but cannot substitute the nuanced guidance of teachers (Zawacki-Richter et al., 2019).

ChatGPT in Language Learning

Among AI innovations, ChatGPT has generated particular attention since its release in 2022. Scholars note its utility in providing instant feedback on grammar, style, and vocabulary (Kasneci et al., 2023). It allows students to engage in simulated conversations, thereby fostering communicative competence in low-stakes environments (Dwivedi et al., 2023). ChatGPT also democratizes access to English learning, as it is freely available on devices with internet connectivity (Qadir, 2023).

In the Pakistani context, ChatGPT can help overcome limitations such as poorly trained teachers and lack of resources in rural regions (Shahid et al., 2023). By providing alternative explanations and examples, it enables learners to explore language patterns beyond the classroom. However, its limitations must be acknowledged. ChatGPT occasionally generates inaccurate or misleading information (Kasneci et al., 2023). It cannot assess pronunciation or prosody, limiting its role in oral proficiency development (Dwivedi et al., 2023). Moreover, scholars caution that uncritical reliance on ChatGPT risks reducing learners' ability to think independently (Susnjak, 2022).

Thus, while ChatGPT holds promise for enhancing vocabulary, grammar, and writing, its pedagogical integration must be carefully scaffolded by teachers (Holmes, 2022).

Teachers' and Students' Perspectives

Teachers' attitudes toward ChatGPT are ambivalent. On the one hand, they recognize its usefulness in preparing teaching materials, generating prompts, and providing quick feedback (Qadir, 2023). On the other hand, they emphasize the need for professional development to guide students' ethical use of AI tools (Holmes, 2022). Teachers argue that while ChatGPT can supplement instruction, it cannot replace the cultural, emotional, and contextual guidance provided by human educators (Rahman, 2006).

Students, in contrast, often find ChatGPT engaging and motivating. Its conversational interface encourages experimentation without fear of judgment (Dwivedi et al., 2023).

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Learners report improved confidence in writing and vocabulary tasks, aligning with findings from other studies on digital tools in language learning (Stockwell, 2007). Yet, there are concerns that students may misuse ChatGPT to bypass learning processes, relying on AI for ready-made answers rather than developing critical and creative skills (Susnjak, 2022).

Both groups highlight the importance of integrating ChatGPT responsibly: as a **supportive resource**, not as a substitute for authentic learning experiences.

Ethical and Pedagogical Considerations

The rise of ChatGPT has amplified debates surrounding academic integrity and ethics. Holmes (2022) and Susnjak (2022) note that AI-generated texts can facilitate plagiarism, raising questions about originality and authorship. Universities worldwide are rethinking assessment strategies to address these challenges. In contexts such as Pakistan, where awareness of digital literacy remains limited, the risks may be even greater (Rahman, 2004).

Pedagogically, ChatGPT can foster learner autonomy if used critically, but it can also encourage surface-level engagement if students copy outputs uncritically. Scholars such as Warschauer (2000) emphasize the importance of scaffolding in technology integration, ensuring that tools enhance deeper learning rather than replace it. Teachers thus play a critical role in modeling responsible use, guiding learners to question, adapt, and evaluate AI-generated content.

Another important consideration is cultural representation. Since ChatGPT is trained primarily on global (and often Western) data, it may overlook local linguistic nuances or reinforce cultural biases (Kasneci et al., 2023). This highlights the need for contextual awareness when adopting AI in linguistically diverse regions like South Punjab.

Research Gaps

Although global scholarship on ChatGPT is expanding rapidly, the Pakistani context remains underexplored. Few studies have examined its use in South Punjab, where infrastructural and socio-economic challenges shape learners' experiences differently from those in urban or Western settings (Shahid et al., 2023). Moreover, existing research often isolates single skills such as writing or vocabulary, while neglecting an integrated view of grammar, reading, and speaking.

Another gap lies in perspectives: most studies examine either students or teachers, rarely combining both. Addressing these gaps is critical, as teacher and student perceptions together determine how effectively ChatGPT can be integrated into pedagogical practice. Finally, long-term impacts of ChatGPT on learner independence, academic honesty, and teacher roles remain under-researched (Zawacki-Richter et al., 2019).

Conclusion

The literature underscores English's global significance, the structural and pedagogical challenges of English language teaching in Pakistan, and the growing impact of AI in reshaping educational practices. English functions as a bridge to international opportunities but also reinforces inequalities through linguistic

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imperialism (Phillipson, 1992; Pennycook, 1998). Technology and AI have proven transformative, yet their adoption in contexts like South Punjab is hindered by infrastructure and training limitations (Rahman, 2004; Shahid et al., 2023).

ChatGPT emerges as a powerful yet contested tool: it offers instant feedback, vocabulary support, and conversational practice (Kasneci et al., 2023; Dwivedi et al., 2023), but also raises ethical, cultural, and pedagogical concerns (Holmes, 2022; Susnjak, 2022). Literature thus converges on one point: ChatGPT must be integrated **critically and responsibly**, with human teachers retaining a central role in guiding ethical and contextualized use.

The current study contributes to this body of knowledge by exploring both student and teacher perspectives on ChatGPT in South Punjab, addressing a gap in localized, skill-integrated research.

Chapter 3: Research Methodology

Introduction

Artificial Intelligence (AI) has transformed traditional approaches to language learning, with tools such as ChatGPT offering interactive practice, instant feedback, and 24/7 access. These features are particularly relevant in South Punjab, where access to quality instruction is often limited. This study investigates the impact of ChatGPT on the linguistic competencies of undergraduate students—focusing on grammar, vocabulary, and conversational fluency—and examines educators' perspectives on its pedagogical viability. By addressing challenges such as resource scarcity and varying proficiency levels, the research evaluates how AI can complement traditional teaching in underserved contexts.

A mixed-method design was adopted to provide a holistic view of ChatGPT's role in English language learning. Quantitative data were gathered through pre- and post-assessments and student surveys, while qualitative insights were obtained from semi-structured interviews with instructors. This approach allowed triangulation, ensuring a more comprehensive understanding of ChatGPT's effectiveness.

Research Design and Framework

The study was grounded in Technology Acceptance Model (TAM) and Sociocultural Theory. TAM helped explain students' willingness to adopt AI tools based on perceived usefulness and ease of use, while Sociocultural Theory (Vygotsky, 1978) framed ChatGPT as a scaffolding resource within learners' zones of proximal development. These frameworks guided both the design and interpretation of findings.

A mixed-method research design was chosen to integrate numerical evidence with experiential insights. Quantitative surveys captured measurable patterns in student use and perceptions, while qualitative interviews with teachers explored pedagogical implications, ethical concerns, and contextual challenges. Together, these approaches provided a fuller picture than either could achieve alone.

Population, Sampling, and Participants

The population comprised undergraduate students and English faculty members from six public universities in South Punjab, ensuring representation from both rural and urban areas. Using stratified random sampling, 300 students and 40 teachers were

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selected.

Student inclusion criteria:
Enrolled in an undergraduate program.
Had used ChatGPT at least once for English learning.
Willingness to participate voluntarily.

Teacher inclusion criteria:
Minimum experience in teaching English at the undergraduate level.
Familiarity with ChatGPT or related AI-assisted learning tools.
Willingness to participate in structured interviews.
This selection ensured diversity while remaining relevant to the study objectives.

Data Collection Procedures
Data were collected in two phases:

Quantitative Phase
A structured questionnaire was distributed among 300 students. Items employed a Likert scale to measure frequency of ChatGPT use, perceived effectiveness, and contribution to skill development in vocabulary, grammar, writing, and overall proficiency.

Qualitative Phase
Semi-structured interviews were conducted with 40 teachers. Questions explored benefits, drawbacks, and uncertainties surrounding ChatGPT integration. Teachers discussed challenges such as AI accuracy, ethical concerns, and overreliance by students. By combining survey and interview data, the study ensured triangulation and enriched interpretation of results.

Data Analysis
Quantitative Analysis
Survey responses were analyzed using descriptive statistics (mean, standard deviation, frequency distributions, and percentage analysis). These tools highlighted student perceptions, usage trends, and areas of consensus or divergence. SPSS software was used to enhance accuracy and consistency.

Qualitative Analysis
Teacher interviews were transcribed verbatim and analyzed using thematic analysis. Coding identified recurring themes such as benefits (instant feedback, learner engagement, resource accessibility), limitations (accuracy, ethical concerns, plagiarism risks), and pedagogical adjustments (teacher mediation, contextual adaptation). Cross-validation with student survey findings further strengthened reliability.

Integration of Findings
Quantitative and qualitative results were synthesized, ensuring that statistical evidence was contextualized through teachers' lived experiences. This methodological

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triangulation increased the depth and credibility of the study.

Ethical Considerations

Ethical integrity guided every stage of the study. Approval was obtained from institutional review boards of participating universities. Informed consent was secured from all participants, with assurances of confidentiality, anonymity, and voluntary participation. Respondents retained the right to withdraw at any stage. Data were anonymized and securely stored. To minimize bias, peer debriefing and triangulation were employed. These measures ensured compliance with global standards for educational research ethics, especially in AI-related studies.

Conclusion

This chapter outlined the methodological framework for investigating the role of ChatGPT in undergraduate English language learning in South Punjab. By adopting a **mixed-method design** grounded in TAM and Sociocultural Theory, the study combined quantitative evidence from 300 students with qualitative insights from 40 teachers. The research design ensured both breadth and depth: capturing measurable trends in student perceptions while exploring nuanced pedagogical implications.

Through robust sampling, data collection, and ethical protocols, the study provides a credible foundation for analyzing how ChatGPT can enhance grammar, vocabulary, and conversational fluency, while also addressing challenges of accuracy, ethics, and contextual integration. This methodology ultimately supports the study's goal of contributing actionable insights for policymakers and educators in Pakistan and beyond.

Chapter 3: Analysis

This section presents the perspectives of undergraduate students (N=300) and English language teachers (N=40) in South Punjab regarding the use of ChatGPT for English language learning. Data were analyzed through descriptive statistics and thematic interpretation.

Students' Perspective

Findings reveal overwhelmingly positive attitudes toward ChatGPT as a learning tool. Across multiple indicators—ease of use, efficiency, explanation clarity, and skill support—the majority of students agreed that ChatGPT contributes to their English learning process.

Ease of Use and Efficiency

84.7% agreed that ChatGPT is easy to use.

91.7% reported it saves time by providing quick explanations.

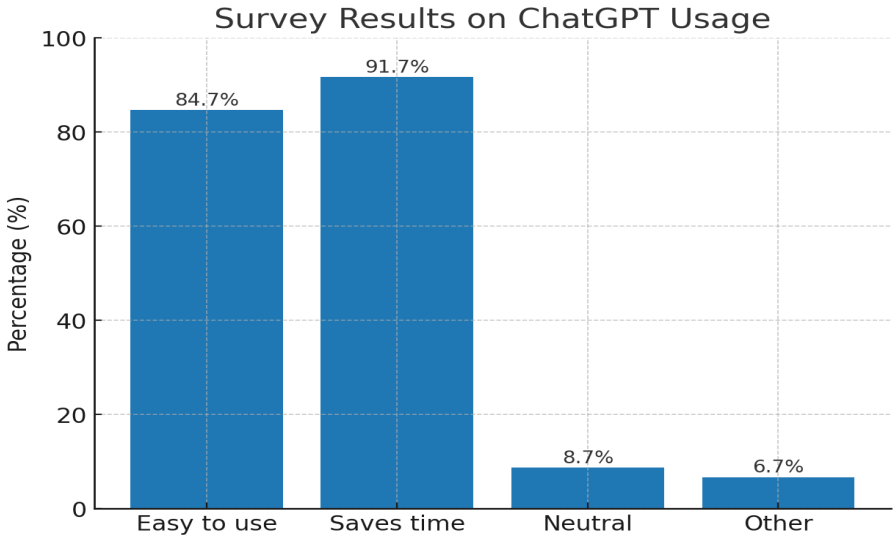
Statement	Agree + Strongly Agree (%)	Neutral (%)	Disagree + Strongly Disagree (%)
Easy to use	84.7	8.7	6.6
Saves time	91.7	6.7	1.6

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Chart 1: Usability & Efficiency of ChatGPT

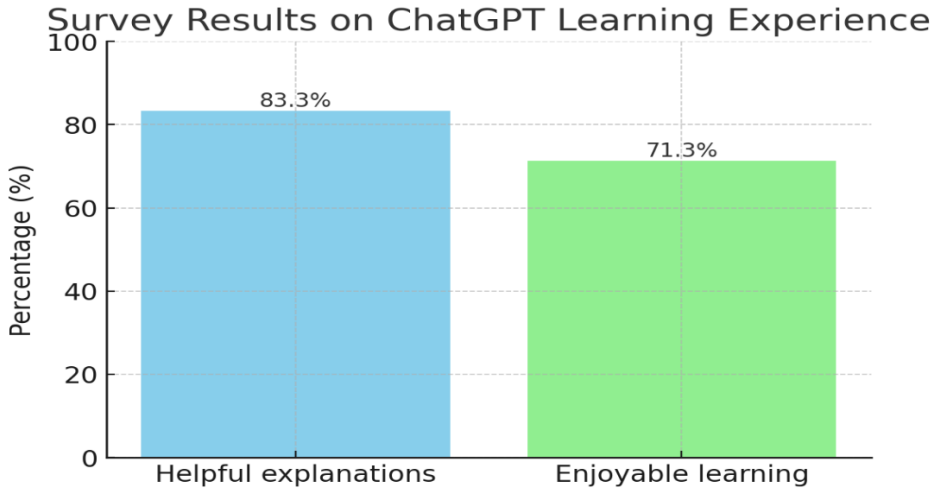


Explanations and Enjoyment

83.3% found ChatGPT's explanations of grammar/vocabulary helpful.
71.3% reported that it makes learning more enjoyable.

Statement	Agree + Strongly Agree (%)	Neutral (%)	Disagree + Strongly Disagree (%)
Helpful explanations	83.3	12.3	4.3
Makes learning enjoyable	71.3	22.3	6.0

Chart 2: Explanatory Power & Enjoyment



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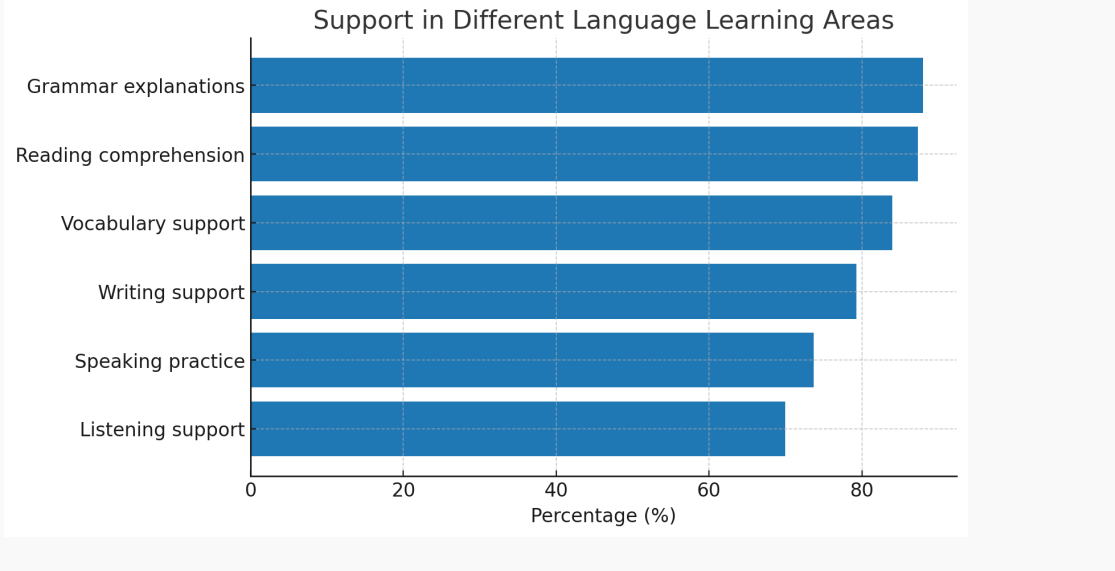
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Trust and Supplement to Lessons
68.0% expressed trust in ChatGPT's information.
72.3% considered it a valuable supplement to regular lessons.

Statement	Agree + Strongly Agree (%)	Neutral (%)	Disagree + Strongly Disagree (%)
Trustworthiness	68.0	19.7	12.3
Supplement to lessons	72.3	18.0	9.6

Skill-Specific Support
Reading: 87.3% reported improved comprehension of passages.
Writing: 79.3% benefited from vocabulary/sentence suggestions; 77.0% from grammar/spelling corrections.
Vocabulary: 84.0% valued synonyms/definitions.
Speaking: 73.7% agreed ChatGPT helps simulate conversations.
Listening: 70.0% agreed it aids listening comprehension.
Grammar: 88.0% agreed it clearly explains rules; 84.0% agreed it helps practice exercises.

Chart 3: Skill Development via ChatGPT



Teachers' Perspective
Teachers expressed both enthusiasm and reservations regarding ChatGPT in classrooms.
100% agreed it is a helpful tool and increases engagement.
90% felt confident using ChatGPT and stressed the need for teacher training.
70% highlighted access challenges.
90% warned of student misuse, while **60%** flagged plagiarism risks.

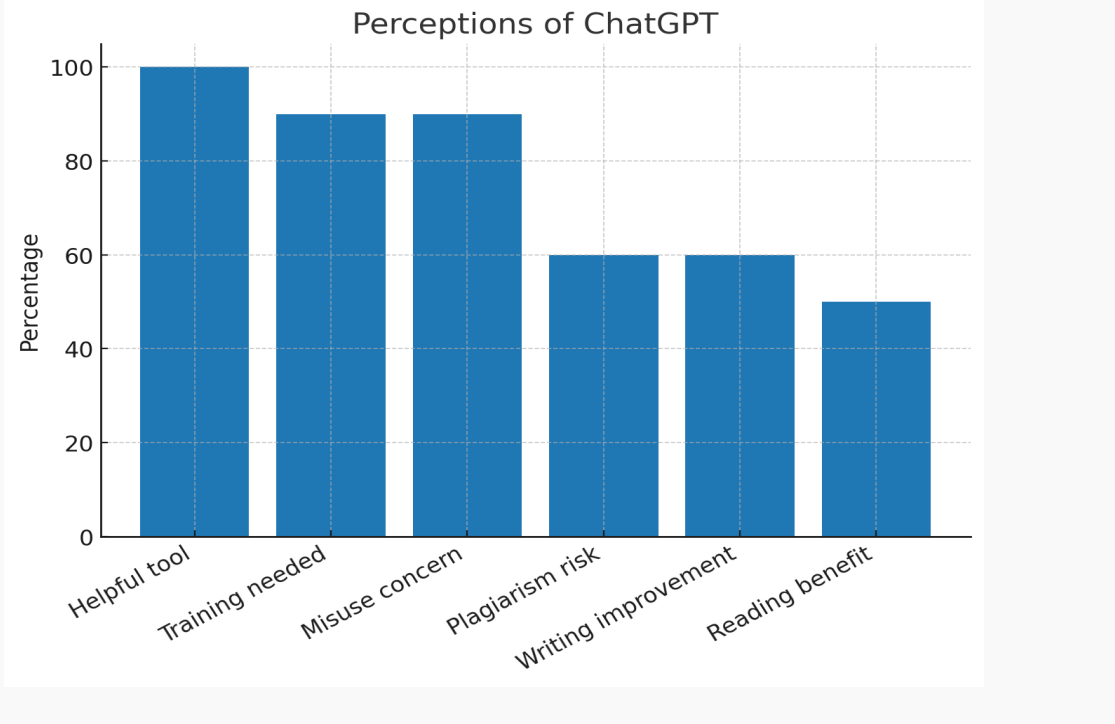
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Theme	Teacher Agreement %	Key Concern
Helpful tool, increase engagement	100	Strong optimism
Training needed	90	Need professional development
Improves vocabulary/grammars	70	Accuracy concerns
Enhances writing skills	60	Over-dependence risk
Reading comprehension	50	Mixed results
Speaking/listening	60	Text-only limitation
Promotes independent learning	60	Risk of misuse
Misuse by students	90	Shortcut learning
Plagiarism risk	60	Academic integrity

Chart 4: Teachers' Perceptions of ChatGPT



Synthesis of Findings

Students perceive ChatGPT as highly effective in grammar, vocabulary, and reading, moderately useful in writing and speaking, and less so for listening. Trust is generally high, but concerns remain regarding accuracy and over-reliance.

Teachers are optimistic about integration but stress the need for structured training, institutional policies, and ethical safeguards against misuse and plagiarism.

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Conclusion

The results suggest that ChatGPT holds strong potential as a **supplementary tool** in English language learning across South Punjab. While students appreciate its usability, efficiency, and support for key language skills, teachers emphasize that successful adoption requires **institutional support, teacher training, and ethical guidelines** to ensure meaningful and responsible integration.

Chapter 5: Conclusion, Findings, and Recommendations

Introduction

The integration of artificial intelligence (AI) into education has significantly influenced language learning practices. This study investigated the perceptions of undergraduate students and English language teachers in South Punjab regarding the use of ChatGPT in English language education. The primary focus was to examine its usability, perceived effectiveness in the development of core language skills (grammar, vocabulary, writing, speaking, and listening), and the ethical and pedagogical concerns associated with its implementation.

Summary of the Study

The research adopted a mixed-methods approach, combining quantitative data obtained through surveys administered to 300 undergraduate students with qualitative insights derived from semi-structured interviews conducted with 40 English language teachers. Student responses were categorized under the themes of usability, skill development, and trust, whereas teachers' interviews were thematically analyzed with a focus on pedagogical value, accessibility, and ethical issues.

The findings indicate that students largely welcomed ChatGPT as an accessible and effective supplementary tool, while teachers acknowledged its pedagogical potential but emphasized the necessity of structured training, institutional support, and ethical guidelines for its meaningful and responsible integration.

Key Findings

Students' Perspectives

Usability and Efficiency

A substantial proportion of students (84.7%) reported that ChatGPT was easy to use, and 91.7% valued its efficiency in saving study time through quick explanations. These findings underscore ChatGPT's potential as a user-friendly and time-efficient tool for autonomous learning.

Skill Development

88% of students affirmed improvement in grammar comprehension, and 82.7% found ChatGPT effective in building vocabulary. 79.3% reported enhanced writing ability through vocabulary suggestions and sentence modeling, although a minority expressed concern regarding excessive reliance on AI-generated text. While 73.7% utilized ChatGPT for conversational practice, only 70% reported improvement in listening comprehension. The text-based design limited its effectiveness in oral and aural proficiency. Between 12% and 20% of students were ambivalent, often citing

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generic or contextually irrelevant responses. Approximately 7–10% expressed dissatisfaction, highlighting the absence of personalized feedback compared with human instruction.

Teachers' Perspectives

Pedagogical Utility

Teachers recognized ChatGPT's value as a supplementary instructional aid. Ninety percent expressed confidence in using it, particularly for grammar and vocabulary instruction, and acknowledged its potential to support classroom teaching through additional practice opportunities.

Skill-Specific Observations

Teachers observed tangible improvements in grammar and vocabulary acquisition (70%) and moderate gains in writing (60%). However, concerns were raised about plagiarism and originality. Improvements in reading and speaking were reported by 50–60% of teachers, though many remained skeptical due to the lack of oral interactivity.

Concerns and Challenges

90% of teachers reported encountering instances where students submitted AI-generated assignments without engaging in authentic learning. 70% highlighted challenges such as poor internet connectivity and inadequate institutional support. 70% stressed the need for explicit policies addressing plagiarism, ethical use, and academic integrity in AI-assisted learning.

Discussion

Alignment with Existing Literature

The findings corroborate previous scholarship which emphasizes AI's role in promoting autonomous learning (Zhai, 2023), providing support for grammar and writing development (Koltovskaia, 2020), and raising concerns regarding plagiarism and academic dishonesty (Cotton et al., 2023).

Contextual Insights from South Punjab

The study contributes unique insights specific to South Punjab:
Poor connectivity remains a significant barrier to equitable AI integration. ChatGPT's text-based interface restricts its utility in listening and speaking skill development. Although enthusiasm was evident, the lack of formal training hinders systematic implementation. Thus, while ChatGPT demonstrates strong potential, its effectiveness in this context is constrained by socio-technical challenges and institutional readiness.

Recommendations

For Educators

Purposefully integrate ChatGPT into lesson plans as a supplementary aid, particularly for grammar, vocabulary, and writing practice.
Maintain a balance between AI-mediated learning and **teacher-led instruction** to foster critical engagement.

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Design assessments resistant to AI misuse, such as oral presentations, in-class essays, and reflective journals.
Promote **AI literacy**, equipping students with skills in prompt formulation, critical evaluation, and ethical use.

For Institutions
Implement structured **teacher training programs** on AI pedagogy.
Invest in **digital infrastructure** to ensure equitable access, including reliable internet and AI resource laboratories.
Establish **monitoring mechanisms** to regulate AI usage and mitigate academic dishonesty.

For Policymakers
Formulate **context-sensitive AI ethics policies** defining acceptable academic use and boundaries of plagiarism.
Provide **funding for pilot projects and longitudinal studies** examining AI's educational outcomes.
Integrate **AI literacy and responsible use** into national and provincial curricula.

For Students
Employ ChatGPT as a **learning support tool**, not as a substitute for independent academic work.
Supplement ChatGPT use with peer collaboration and teacher guidance, particularly for oral proficiency.
Engage in **self-reflection** to evaluate the benefits and potential over-dependence on AI.

Limitations and Directions for Future Research
The study was region-specific, focusing solely on South Punjab, thereby limiting the generalizability of its findings. Being cross-sectional, it does not account for long-term outcomes. Future research should:
Conduct **comparative studies** of ChatGPT and other AI platforms.
Employ **longitudinal designs** to track learning outcomes over extended periods.
Investigate ChatGPT's role in **multilingual contexts** where translation is frequent.
Explore the potential of **multimodal AI platforms** that incorporate text, audio, and video for holistic language skill development.

Conclusion
The findings indicate that ChatGPT holds substantial promise as a supplementary tool for English language learning in South Punjab. Students widely valued its usability and effectiveness in grammar, vocabulary, and writing, while teachers recognized its pedagogical benefits but expressed concern regarding ethical risks, infrastructural barriers, and limitations in speaking and listening support.
Successful integration of ChatGPT requires institutional backing, structured teacher training, ethical guidelines, and critical student engagement. If these conditions are met, ChatGPT can enrich English language education in resource-constrained

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contexts by enhancing interactivity and accessibility.

In conclusion, the study underscores the necessity of a balanced and context-sensitive approach to AI adoption in education, ensuring that such tools augment rather than replace human instruction. Continuous research, policy development, and teacher preparedness will be essential in leveraging ChatGPT as an effective, ethical, and inclusive learning resource.

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