



BANE OR BOON: CHATGPT IN LEARNING ENGLISH LANGUAGE IN PAKISTAN

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Abstract

The research article entitled 'Bane or Boon: ChatGPT in Learning English Language in Pakistan' is about the perceptions of learners of English language in higher education institutions of Pakistan, about the use of ChatGPT in enhancement (or otherwise) of learning of a second language, which, in the Pakistani context, is English. It has been generally observed by the researcher that although ChatGPT is not officially used in an academic scenario in Pakistan, yet students do use this Artificial Intelligence software to take help in their learning. The aim of the study was to find out the opinions of the learners about the use of ChatGPT in learning English. It was concluded by the empirical data that the majority of the English language learners in the higher education institutions of Pakistan find the use of ChatGPT effective for their learning. Hence, the study is significant in a way that by looking at the positive features of ChatGPT in learning English, proven through the analyzed data, the use of ChatGPT can be regularized in a language classroom to yield beneficial results. The positive perception about the use of ChatGPT in a language learning can pave the way for future researchers to conduct experimental research by using ChatGPT as a tool to enhance the English language skills of the learners. Similarly, research can be done to help the language instructors to make their lesson plans and materials through ChatGPT.

Key Words:

Artificial Intelligence ,ChatGPT ,English Language Learning, Higher Education Institutions of Pakistan

Introduction

ChatGPT is an Artificial Intelligence (AI) based chatbot, which enables the users to hold a conversation with the language-based model of the AI. The conversation with ChatGPT is in the form of dialogues where the software interacts with the users in a seemingly natural and responsive way (King and ChatGPT, 2023). The software was launched in November, 2022, and it appealed to a 100 million users in just the first two months of its introduction (Niu and Mvondo, 2024). It has been attracting a wide range of audience, like engineers, users of social media, business holders, and specially the students of various disciplines (Haleem, Javaid, and Singh, 2022). Initially, ChatGPT faced a backlash by the educators, and other stakeholders, as it was perceived that the students are using/will use the software as an unfair mean to get good grades in their assignments, they will over-rely on ChatGPT, and their creativity will be affected negatively (Hasanein, 2023). The role of ChatGPT in education is still a matter of debate, but

with the passage of time, perceptions about the use of ChatGPT are being changed to some extent, as it has sparked an interest among the educators and education institutions because of its various revolutionizing innovations (Montenegro-Rueda et. al., 2023). Educators and organizational leaders at colleges and universities have started to view ChatGPT as a positive influence in education (Heaven, 2023). Higher education institutions, like University of Cambridge (<https://www.cambridgeinternational.org/support-and-training-for-schools/artificial-intelligence/>) and Stanford University (<https://uit.stanford.edu/service/techtraining/class/getting-started-chatgpt>), have started offering courses and trainings in the use of ChatGPT. Furthermore, educators from the University of Cambridge have talked about the effectiveness of ChatGPT in education, but have said that the use of this AI should be regularized (Kirk, 2023). Various studies have been done worldwide, like Xio and Zhi (2023), Fuchs (2023), Kim, Shim, and Shim (2023), and many more, where ChatGPT has been recognized as a useful resource to be used in the teaching/learning process, despite its challenges.

By a general observation, it can be seen that, despite the proposed efficacy of artificial intelligence (AI) in empowering the learners (Ng et. al., 2022), the use of ChatGPT in Pakistan is still synonymous with cheating, laziness of the students, or just pure wastage of time. Various research studies have been conducted in the previous year to look at the use of ChatGPT in teaching and learning scenario in general, and language teaching and learning in particular, as referred earlier, but hardly any study has been conducted in Pakistan, even after 1 year of the launch of the software. The researcher feels the need to fill this gap by exploring the use of ChatGPT by the university students of Pakistan. Therefore, this research paper has looked at how the students in higher education institutions of Pakistan utilize and perceive ChatGPT in their learning process, especially in English language learning. The researcher aims to record the awareness of the student users of ChatGPT if they consider it a helper or an adversary, so that if the use of this particular AI is considered beneficial by Pakistani students too, as it is considered by various users and researchers all over the world (as already discussed and referred above), its use can be regularized in the language classrooms in order to utilize its benefits in Pakistani teaching and learning context too.

Objective:

The objective of the proposed study is

- To find out the perception of the learners of English as a second language towards the use of ChatGPT, in the context of Pakistan

Research Question:

To realize the objective, the study will aim to find the answer of the following research question:

- How do learners perceive the role of ChatGPT in English language learning?

By answering this question, the research aims to open new horizons for ChatGPT to be optimally used in the English language classrooms in Pakistan (Chohan, M. N., & NasimTalib, S. A. (2022). It is imperative for the teachers in today's world to become proficient in the use of digital resources (Alexander, 2020). Keeping the importance of technology in view, the research can also be utilized to train teachers to use the software efficiently in designing their teaching material, devising language tasks, and taking assessments, as ChatGPT can be used as a tool by the teachers (Rudolph et. al., 2023). The teaching can become more engaging for the learners, and they become more focused and enthusiastic, if modern technology and software are used by the teachers (Sartor, 2020).

In today's world, digital literacy is an extremely important skill to be attained in all disciplines of life (Bandura and Leal, 2022). With the advancement of technology, consumers have to be skilled in its use in their respective fields, be it occupational therapy (Hamilton, 2015), business (Irfan, Ali, and Sabir, 2022), or any other area. But a very significant use of technology is pedagogical, as the use of information and communication technologies (ICTs) not only help the students in enhancing their learning, but also helps the teachers to inculcate sustaining skills in the learners which help them cope up with the ever-changing demands of work and life (Shopova, 2014).

In a teaching/learning scenario, various kinds of technology have been used at various levels (Kinshuk et. al., 2013). This technology has not only included different hardware and software, but in recent times, AI has also become a substantial part of the pedagogical set-up (Ng, et. al., 2022). Artificial intelligence technology has a promising thrive in education, as it provides assistance to learners, like providing customized learning, offering dynamic assessments, and to enable meaningful interactions in online, mobile or blended learning experiences (Zhang and Aslan, 2021). AI is not only helpful for the learners, but teachers can get benefit from it too. For example, AI can help in marking students' assessments (Mandernach, 2018), and teachers' routine tasks can be automated by AI, and their saved time can be dedicated to higher-value work (Goel and Polepeddi, 2016).

Among many others, ChatGPT is an artificial intelligence model, that generates text responses to student queries, feedback, and prompts (Gilson et al., 2023). Software based on language-models, like ChatGPT, have the potential to transform teaching and learning in higher education because of personalized learning, on-demand support, and other innovative approaches (Odden et al., 2021). Biswas (2023) has given six ways; tutoring and assistance, research assistance, essay and paper reviewing, class scheduling and reminders, personalized learning, and student engagement, through which ChatGPT can enhance the learning experience of the students.

In addition to general education, ChatGPT is said to have a positive impact on language teaching and learning as well. Teachers have used ChatGPT to devise syllabus and lesson plans for teaching English (Sunyoung et. Al., 2023). Learners have also taken ChatGPT as a positive impact on the learning of any language, such as Arabic (Lelepary, 2023). Kostka and Toncelli (2023) have explored the use of ChatGPT in language classroom to teach speaking skills in English, with mostly positive outcomes in terms of learner engagement. Similarly, Shaikh et. al. (2023) have assessed the usability of ChatGPT for formal English language learning with promising results.

As apparent from the studies discussed above, AI and ChatGPT has positive impacts on education in general and language learning in particular. But on the other hand, this advancement in technology is not without potential challenges and risks. The use of AI is said to result in dehumanizing of the learning experience, making it less fulfilling (Pazmino, 2023). ChatGPT is a challenge for integrity of assessments and online tests especially (Rahman and Watanobe, 2023). ChatGPT has also been discussed as being responsible for the lack of creativity in the writing skills of learners of the English language (Shidiq, 2023; Chohan N. & Maldonado Garcia, M. I., 2019). Also, as it is a machine-based learning, so the language learnt through ChatGPT may not possess the cultural awareness and appropriateness which is required for the use of an L2 (Atlas, 2023; Susnjak, 2022). But despite the threats posed by ChatGPT, it is not recommendable to ban it entirely in an academic setting and hence overlook the its assets. The need of the day is

to adjust the teaching methods accordingly and to strengthen the examination procedures (Baidoo-Anu & Ansah, 2023), and to raise the awareness to treat ChatGPT as a friend, and not as a foe (Mahmood, 2023).

The research, which has been done about ChatGPT since its launch in 2022, explores its potential, challenges, and risks in the teaching/learning process. Its use has also been studied with regards to learning of English as a second language. But hardly any research has been done in the context of Pakistan. Therefore, this research has aimed to focus on the opportunities, challenges, and experiences of using ChatGPT by language learners in higher education institutions (HEIs) of Pakistan.

Research Methodology

The current study is an exploratory research to look at the learners' perceptions and experiences regarding the use of ChatGPT in language learning in a Pakistani context.

Participants

The learners of English language in HEIs of Lahore were the population of this study. It was conducted on the students of three major universities of Lahore, Pakistan. These universities were Government College University (GCU), National University of Modern Languages (NUML), Lahore Campus, and Riphah International University, Lahore Campus. As discussed earlier, the use of ChatGPT in an authorized context is certainly not the norm in Pakistan. But students have been observed to take help of the free version of ChatGPT in their various academic tasks. So, the focus of this study was the views and practices of the students regarding the free version of ChatGPT; either the web or the mobile app. The sample number was 110 students from the above-mentioned universities. 10 students more than a hundred were asked to fill in the questionnaire so that if a few students do not use ChatGPT, even then the data will not be affected by them.

Data Collection Tool

The study has utilized quantitative paradigm. Data was collected with the help of a questionnaire with Likert scale. Apart from demographic information, the questionnaire consisted of 25 items. These items were adapted, based on the theoretical review of ChatGPT conducted by Kohnke et al. (2023). Three key issues were addressed in the questionnaires:

- (1) Students' knowledge and understanding of ChatGPT
- (2) How students utilize ChatGPT in language learning
- (3) Students' awareness of handling the drawbacks and challenges associated with the use of ChatGPT

The questionnaire was distributed among the sample through Google Forms and responses were collected through the same medium.

Data Analysis Procedure

The data collected through questionnaires was analyzed with the help of Statistical Package for the Social Sciences (SPSS). The frequency of the responses was calculated in the form of percentages. It was tabulated to help in generating discussion. Bar graphs were also made to represent the analyzed data in a visual form.

Results and Discussion

The study aims to pave the way for the use of ChatGPT in the language classroom, as a support for not only the learners, but the teachers also. Its objective is to clear the negativity around the use of ChatGPT, or any other AI based language model, and to utilize the advancements in technology to the fullest in the teaching/learning situation. For this purpose, the main focus of

the current research was to study the use and perceptions of ChatGPT by English language learners of HEIs in Pakistani context. For this purpose, a questionnaire was used as the research tool, as discussed earlier. The responses obtained from the questionnaire will be discussed in this section.

Demographic Survey

The first part of the questionnaire was made to obtain demographic data of the participants. It contained three questions; (1) if the respondents have used ChatGPT prior to the survey, (2) in which context (academic or non-academic) have they used it, and (3) whether they have used ChatGPT on web or the mobile app. The following table illustrates the responses about the demographics of the respondents.

Table 1: Demographic Summary

Have you ever used ChatGPT for any purpose prior to this survey?	Frequency	Percent	Valid Percent
No	9	8.2	8.2
Yes	101	91.8	91.8
Total	110	100.0	100.0
If you have used ChatGPT before, please specify the context	Frequency	Percent	Valid Percent
Non-Academic	7	6.4	6.4
Academic	40	36.4	36.4
Both	63	57.3	57.3
Total	110	100.0	100.0
Which platform have you utilized for ChatGPT?	Frequency	Percent	Valid Percent
Website	72	65.5	65.5
Mobile App	38	34.5	34.5
Total	110	100.0	100.0

Out of 110 respondents, 91.8% have used ChatGPT, while 8.2% have not. The rationale to have a hundred and ten respondents have been discussed earlier also; to have maximum number users of ChatGPT respond to the questionnaire, to have a clear idea of the perceptions of the users about ChatGPT. For those who have used it, 36.4% utilized ChatGPT in academic settings, 6.4% in non-academic contexts, and 57.3% in both. So it can be inferred that majority of the users have used ChatGPT for academic purposes. This makes the responses more applicable to an academic setting, hence making it feasible to propose (or not) the use of ChatGPT in a teaching/learning situation according to the findings. In terms of platforms, 65.5% respondents have accessed ChatGPT through the website, while 34.5% have used the mobile app. The mobile app has some features, like voice commands and responses, which are not available on the website, hence affecting the utility of ChatGPT. Overall, the majority of users have engaged with ChatGPT, with a significant portion utilizing it in both academic and non-academic scenarios, primarily through the website.

Use of ChatGPT for Language Learning

The first three questions of the main questionnaire were about the use of ChatGPT in language learning activities. The responses to these questions have been tabulated in the following table:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
1. I frequently use ChatGPT in my language learning activities.	7.3	9.1	27.3	39.1	17.3	100
2. I find ChatGPT effective in facilitating language learning.	2.7	6.4	19.1	50.9	20.9	100
3. ChatGPT has positively impacted my language learning experience.	4.5	9.1	25.5	45.5	15.5	100

For the first question, a significant number of respondents (39.1%) agreed with the statement, while 17.3% strongly agreed. Similarly, for the second question, the majority (50.9%) of the respondents agreed, with 20.9% strongly agreeing. In the same way, for the third question, a substantial number (45.5%) chose the agree option, while 15.5% strongly agreed. The percentage of the respondents disagreeing to the statement in all the three questions was significantly less than those agreeing to it. Hence, it can be seen that a majority of the respondents use ChatGPT effectively in enhancing and facilitating the learning of English.

Use of ChatGPT for Enhancement of Language Skills

The questionnaire contained a number of items regarding the enhancement of the four language skills; reading, writing, listening, and speaking. In addition to these, there were items pertaining to grammar and vocabulary. There was one question related to a sub-skill of speaking (pronunciation) too. These questions were asked to see how much ChatGPT helps in developing certain areas of English. The responses to these questions have been shown in the table below:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
4. ChatGPT has improved my vocabulary acquisition.	3.6	7.3	28.2	40.9	20.0	100
5. ChatGPT has enhanced my understanding of grammar.	3.6	10.0	28.2	42.7	15.5	100
6. ChatGPT has boosted my speaking	6.4	23.6	30.0	30.9	9.1	100

skills.						
10. I use ChatGPT to facilitate my writing skills.	4.5	7.3	19.1	50.0	19.1	100
11. I use ChatGPT to learn pronunciation of various words.	5.5	32.7	23.6	27.3	10.9	100
12. I ask ChatGPT to provide me with reading passages according to my language proficiency level.	5.5	16.4	23.6	37.3	17.3	100
13. Voice responses of ChatGPT help in improving my listening skills.	5.5	14.5	40.0	31.8	8.2	100

For the question about vocabulary acquisition, the majority (40.9%) agreed, with 20.0% strongly agreeing, that ChatGPT has enhanced the acquisition of their vocabulary. In response to the question about ChatGPT’s help in enhancing the understanding of grammar, a considerable number (42.7%) agreed, while 15.5% strongly disagreed. With regard to the question about ChatGPT boosting speaking skills, responses were varied, with 30.9% agreeing and 23.6% disagreeing. For the question about ChatGPT facilitating writing skills, a response pivoting towards agreement could be observed, with 50.0% agreeing and 19.1% strongly agreeing. But, for the question regarding use of ChatGPT to learn pronunciation of various words, a varied opinion, with 32.7% disagreeing and 27.3% agreeing, was seen. When asked the question *I ask ChatGPT to provide me with reading passages according to my language proficiency level*, the respondents gave a positive response, with 37.3% agreeing and 17.3% strongly agreeing. Lastly, for the statement about voice responses of ChatGPT helping in improving listening skills, a significant portion (40.0%) chose the neutral option, while 8.2% strongly agreed. Overall, it can be concluded that the majority of the respondents gave a positive reaction towards the role of ChatGPT in advancing multiple aspects of their language, including the four skills, some of their sub-skills, and grammar and vocabulary. A disagreement or neutral response was observed in statements regarding speaking, listening, and pronunciation. This was evidently because majority of the respondents use the web version of ChatGPT (as shown in the demographic data), and the web version does not have the voice-related functions, which can enhance speaking, listening, and pronunciation. These functions are available in the mobile app of ChatGPT which is not used by the majority of the respondents. But apart from that, it can be safely concluded that ChatGPT is extremely useful to improve the language skills of the learners of HEIs of Pakistan.

Personalized Utility of ChatGPT

In addition to the items about language skills, the questionnaire also included items which targeted the utility of ChatGPT in providing personalized tutoring and feedback. The following table illuminates the responses to those questions:

Question				Agree	Strongly	Total
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	Strongly Disagree (%)	Disagree (%)	Neutral (%)	(%)	Agree (%)	(%)
7. ChatGPT provides me personalized tutoring based on my language learning needs.	3.6	10.9	32.7	37.3	15.5	100
8. ChatGPT provides me with prompt feedback.	2.7	3.6	30.0	44.5	19.1	100
14. ChatGPT has helped to enhance my language learning keeping in view my personal requirements.	5.5	10.0	24.5	45.5	14.5	100

Looking at individual items, the item regarding ChatGPT providing personalized tutoring based on language learning needs, generated positive opinions, with 37.3% agreeing and 15.5% strongly agreeing. Similarly, looking at the item about ChatGPT helping to enhance language learning, while keeping in view the personal requirements of the users, generated responses in which 45.5% agreed and 14.5% strongly agreed to the statement. When asked about ChatGPT providing prompt feedback, the majority (44.5%) chose the neutral option, while 19.1% strongly agreed. In addition, the item about ChatGPT generating reading passages according to the language proficiency level of the learners, which was discussed above, can be included in this category also, as it also gave an insight about the personalized assistance of ChatGPT. Looking at the numerical data, it can be said that ChatGPT does not give random help to the users to facilitate their language learning, but provides targeted support, which results in better enhancement of language learning.

Efficacy of ChatGPT

The researcher added statements in the questionnaire to study the perceptions of the learners about the efficacy of ChatGPT. These items included elements of motivation, ways of aiding the learning of L2, time-saving aspect, and more. The individual items and the responses to them have been shown in the following table:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
9. I use ChatGPT to translate language learning materials into my native language, making them easy to	10.0	13.6	28.2	32.7	15.5	100

understand						
17. ChatGPT saves time as it is easily accessible.	1.8	2.7	13.6	51.8	29.1	100
18. I find use of ChatGPT motivating in my language learning as I don't have a fear of using English in front of any human being	6.4	10.0	27.3	43.6	12.7	100

When asked if the English language learners of HEIs of Lahore use ChatGPT to translate language learning materials into their native language, making them easy to understand, mostly a positive response was generated, with 32.7% agreeing and 15.5% strongly agreeing. With regards to ChatGPT saving time as it is easily accessible, a substantial number (51.8%) agreed, while 29.1% strongly agreed. For the question *I find use of ChatGPT motivating in my language learning as I don't have a fear of using English in front of any human being*, again a positive response, with 43.6% agreeing and 12.7% strongly agreeing, was shown. Hence, it can be seen that ChatGPT is an efficient tool to assist language learners, in terms of motivation and accessibility. It can also provide help in the users' native language, making the language learning materials easy to understand.

Challenges of Using ChatGPT

Despite various proposed advantages of ChatGPT in education, there are also some challenges to its use, like lack of understanding of the meaning of the words that it processes, lack of understanding of the context of words, and many more (Farrokhnia et. al. 2023). In order to access whether the English language learners of HEIs of Lahore faced these challenges or not, certain related items were made a part of the questionnaire. The items and their responses are depicted in the table below:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
19. I am confident about the accuracy of language output generated by ChatGPT.	4.5	11.8	30.0	37.3	16.4	100
20. I have always found ChatGPT to use appropriate words and idioms.	1.8	9.1	31.8	41.8	15.5	100
21. In writing tasks, I sometimes find ChatGPT to give	0.9	14.5	25.5	45.5	13.6	100

weak responses.						
22. While using ChatGPT, I sometimes feel that a friend is better to interact with for my language learning needs.	2.7	15.5	25.5	36.4	20.0	100
23. While using ChatGPT, I sometimes feel that a friend is better to interact with for my language learning needs.	1.8	10.9	27.3	40.0	20.0	100

When asked about the accuracy of language output generated by ChatGPT, 37.3% of the respondents agreed and 16.4% strongly agreed to the statement that they were confident about the accuracy. Similar was the response to the use of appropriate words and idioms by ChatGPT. 41.8% of the respondents agreed to it and 15.5% strongly agreed. However, the respondents were not so confident about the responses of ChatGPT in writing tasks. 45.5% respondents agreed and 13.6% strongly agreed that ChatGPT sometimes gives weak responses for writing tasks. Thus it can be said that ChatGPT does offer some challenges for the users in terms of weak responses, and the users are aware of it. Furthermore, another challenge of ChatGPT, that was perceived, was of lack of human interaction. Although L2 can be learnt without the presence of a partner, yet social interaction facilitates language learning in adults (Verga and Kotz 2013). It is indeed a challenging factor in the use of ChatGPT for language learning. 36.4% respondents agreed and 20.0% strongly agreed that they sometimes feel, while using ChatGPT, that a friend is better to interact with for their language learning needs. Similarly, 40.0% respondents agreed and 20.0% strongly agreed that they sometimes feel the need of a teacher, to better understand various language-related concepts, while using ChatGPT. So, lack of social interaction is definitely a challenge in the use of ChatGPT for learning English.

Problem of Integrity

Ever since its launch, the use of ChatGPT in academic settings is a contentious issue, as it raises concerns of academic integrity and AI-assisted cheating (Bin-Nashwan et. al. 2023). With the purpose of exploring this issue in English language learners of HEIs of Lahore, Pakistan, the following questions were asked:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
15. I copy answers directly from ChatGPT.	17.3	24.5	22.7	26.4	9.1	100
16. I use materials	6.4	8.2	16.4	49.1	20.0	100

produced by ChatGPT as a resource to create my own materials.							
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A varied response for both these questions was produced. About 35.5% of the respondents blatantly accepted that they copy answers directly from ChatGPT. But 41.8% disagreed to this statement, while a significant 22.7% chose to remain neutral. But on the other hand, a strong majority (49.1%) agreed, while 20.0% strongly agreed that they use materials produced by ChatGPT as a resource to create their own materials. So, the numerical data gives evidence in favour of the integrity of the learners that they do not take ChatGPT as a foundation to build their own materials, and do not always use ChatGPT as an unfair mean by copying answers directly from it.

Future Use of ChatGPT

In order to explore the perception of learners about the use of ChatGPT in academic scenario, the following items were asked:

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total (%)
24. I believe ChatGPT can be utilized in classroom activities, especially for language related facilitation.	1.8	10.0	23.6	45.5	19.1	100
25. I recommend ChatGPT to my peers to help them in various academic tasks, especially to help them in language related matters.	4.5	5.5	25.5	49.1	15.5	100

For both the statements, a vast majority of the respondents agreed to the them. 45.5% respondents agreed and 19.1% strongly agreed that ChatGPT can be utilized in classroom activities, especially for language-related facilitation. Similarly, the majority (49.1%) agreed, and 15.5% strongly agreed that they recommend ChatGPT to their peers to help them in various academic tasks, especially to help them in language-related matters. Hence, it can be concluded that according to the perception of the users of ChatGPT in HEIs of Lahore, Pakistan, ChatGPT is an effective tool to be used by teachers and learners to help facilitate them in language-learning.

Conclusion

The study aimed to investigate the perceptions of English language learners of HEIs of Lahore, Pakistan. It was observed that the introduction of AI based software, ChatGPT, raised some concerns among the academicians regarding academic integrity, negative effect on students' creative skills, and the like. But despite these apprehensions, the learners were seen to use ChatGPT inside and outside of the classroom. The research revolving around the use of ChatGPT in education was also of a mixed nature, addressing both the assets and liabilities of the software. Therefore, it was the objective of the current research to determine how the learners of HEIs in Pakistan perceived the use of ChatGPT. The unstated hypothesis was that if the learners perceived its use to be beneficial for their learning, especially in the learning of a second language, that is (in Pakistan) English, then further exploration of the software can be done to be used by the teachers and the learners in a language classroom. As discussed above, the review of the literature showed a varied tendency towards ChatGPT in a teaching/learning situation. So, in order to determine the inclination of Pakistani English language learners towards the use of ChatGPT, a questionnaire was devised. The questionnaire consisted of 25 items regarding the use of ChatGPT in language learning; specifically, in enhancing skills and sub-skills of English, the efficacy of ChatGPT, the challenges of using ChatGPT, the risks involved in academic integrity, and the future use of ChatGPT in language classrooms. As discussed in the section of data analysis, the responses to the questionnaire yielded mostly positive predisposition towards the use of ChatGPT in language learning. The analysis of the quantitative data has shown that learners of HEIs of Lahore, Pakistan think that the use of ChatGPT has helped in enhancing their language learning, despite some challenges. ChatGPT does have some challenges, but the learners are aware of them. The awareness shows that the learners have not turned a blind eye towards these challenges, and might be able to overcome these in the future. In spite of the encountered challenges, the learners recommended the use of ChatGPT in language learning. Therefore, it can be safely concluded, on the basis of the data collected and analyzed, that ChatGPT is an effective tool to be used in language learning and teaching in HEIs of Pakistan. Furthermore, its use can be regulated to avoid plagiarism, complete dependency of the learners on the software, negative effect on the creative and critical cognitive abilities of the learners, and the like.

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