Perspectives and Opinions on the Application of ChatGPT for English Writing of Thai University Students in Bangkok

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Abstract

This research explores 1) the perspectives and opinions of Thai university students in Bangkok regarding the use of ChatGPT for improving their English writing skills. 2) to compare the perspectives and opinions of Thai university students in Bangkok regarding the use of ChatGPT. The quantitative research was done with a sample of 400 university students. The questionnaire's reliability is 0.89. The statistics used for analysis were mean, percentage, standard deviation, t-test, and one-way ANOVA.

The results found that: 1) 62.75 % of respondents were female, 34.70 % were between the ages of 28-32, 59.90% had a master's degree, and 30.25% had experience using ChatGPT between 7 -12 months. 2) Overall, the opinions were at a very high level of agreement, with a mean of 4.40. When considering each item, Perspectives and Opinions on the application of ChatGPT in English Writing; Using ChatGPT to translate Thai sentences into English was at a very high level of agreement ($\overline{x}$= 4.65), Improved and checking Grammar was at a very high level of agreement ($\overline{x}$=4.53) and improve Vocabulary was at a very high level of agreement ($\overline{x}$= 4.49). 3) In hypothesis testing, the students of different genders had

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statistically significant differences in perspectives and opinions on the Application of ChatGPT in English Writing at the level of .05. (t=5.87, p=.000). Students of various ages and levels of education have perspectives and opinions with statistically significant differences at the level of. 0.5. (F=9.75, p=.000). Students have different experiences using ChatGPT and show statistically significant differences at the .05 level. (F=10.43, p=.000).

Keywords: Opinions, ChatGPT, English Writing

Background of Study

It is well known in educational circles that English plays a crucial role in various contexts, but the most prominent is in interactions between countries, which are often driven by economic interests. However, English also shows linguistic, ideological, socio-cultural, political, and educational meanings. The role of English has therefore pushed itself to become an international language. (Manchoroen, 2024)

However, English has been developed to be more complex and to reach a wide range of communicators around the world quickly and promptly, to the point that it can respond to the communication needs of people worldwide. This has resulted in the classification of English into two main parts: 1) native speakers of English and 2) non-native speakers of English. (Chuenpraphanusorn, Snguayat & Bhulapatna, 2022)

As Rose (2020) and Crystal (2003) argued, English is an important international language used to exchange information, technology, and new knowledge. More than 80 % of the world's population uses this language to communicate in various situations.

For the context of English communication for Thai people, Methedham (2024) stated that from the past until the 21st century, the English teaching circle in Thailand still firmly adheres to the concept or idea of teaching English as a foreign language (English as a Foreign Language or EFL). Although in the past few years there has been a trend to change English to be a second language (English as a Second Language or ESL) of the country, it has not been successful because the meaning

and value of the word ESL are tied to the history of countries and territories that were once colonies of England. This issue is too fragile for many Thais to accept.

In addition, BBC New (2024) detailed that in the 2018 report of the English language proficiency ranking agency, Education First (EF), headquartered in Switzerland, which was released on October 30, it was stated that Thailand was ranked 64 out of 88 countries worldwide that do not use English as a primary language, and scored only 48.54 out of 100 points. Tee (2021) noted that, among ASEAN countries, Thailand ranked 6th out of 8 surveyed, in the following order: Singapore, Philippines, Malaysia, Vietnam, Indonesia, Thailand, Myanmar, and Cambodia.

In addition, at the same year, the Ministry of Education of Thailand announced the standard of the English of Thai students with a Bachelor's degree, Master degree and Doctoral degree must have an appropriate communicative skill beyond the new social context, especially in the listening, speaking, reading and writing in advance both of the structure and contents, especially in academic writing.

However, problems arise because Thai students are not familiar with writing academic papers and conducting research in English, which leads to many obstacles. But at the same time, the evolution of English communication has advanced, so some agencies have developed new language tools for researching knowledge.

In recent years, the use of artificial intelligence (AI) in education has gained significant traction, particularly in the realm of language learning. ChatGPT, an AI language model developed by OpenAI, has been widely adopted as an educational tool for language learners.

Recent studies have explored the use of AI tools in language education. According to studies by Heffernan et al. (2020), AI systems such as ChatGPT can aid language learners by providing personalized feedback and enhancing their learning experience. The ability of AI to generate contextually relevant sentences and offer corrections has been shown to improve both grammar and writing fluency.

For Thai university students in Bangkok, where English is taught extensively as a foreign language, ChatGPT offers an opportunity to enhance writing skills, provide instant feedback, and support independent learning. However, the effectiveness of ChatGPT in improving English writing skills depends on students' attitudes, understanding, and the challenges they face when using this AI tool.

Therefore, the researchers interested in studying the benefits, precautions and limitations of the technology of using ChatGPT as a tool to facilitate the creation of academic articles and research writing in English for Thai university students in Bangkok. This report seeks to inform educators and policymakers about the potential role of AI in language learning, that ChatGPT is useful and what are the precautions to use to create awareness among university students in writing academic works in the future.

Objectives of Research

1. To analyze the perspectives and opinions of Thai students in Bangkok regarding the use of ChatGPT for improving their English writing skills.

2) To compare the perspectives and opinions of Thai students in Bangkok regarding the use of ChatGPT for improving their English writing skills.

Hypothesis

The respondent, who differs in personal status, will have differed in perspectives and opinions on using ChatGPT for improving their English writing skills.

Conceptual Framework

Independent Variables

Dependent Variable

Personal Status
- Gender
- Age
- Education level
- Experience using

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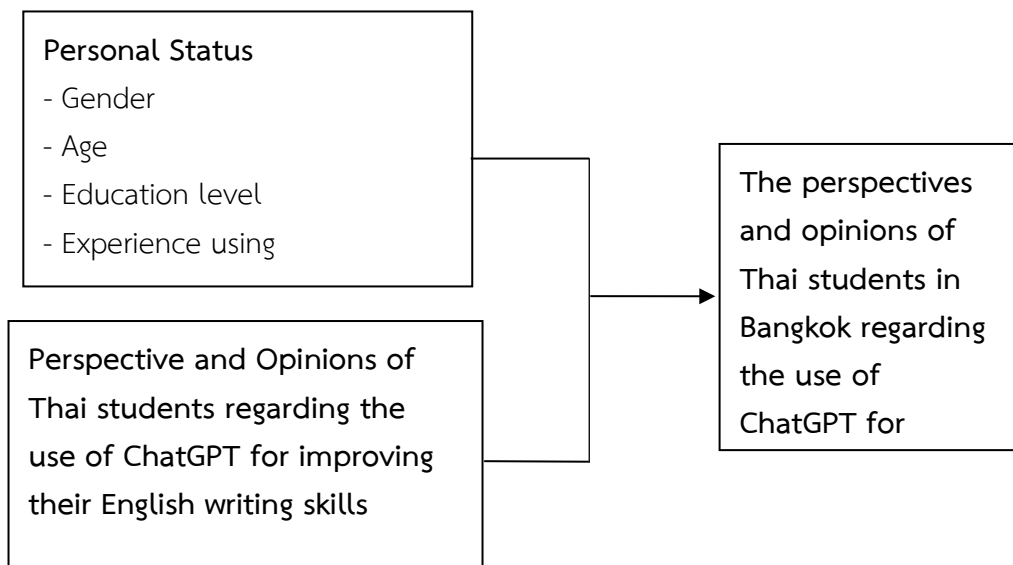
Methodology

1. Population and Sampling

The population in this research is a Bachelor degree student, Master degree student and Doctoral degree student in Bangkok, which is not an exact number. Therefore, the researcher calculated the sample size using W.G. Cochran's formula (Cochran, 1963) at a confidence level of 95%, with the proportion of the population of 0.05. So, the size of the group that collects data is 385 people and to prevent errors in data collection, **a total of 400 people were sampled.**

2 Research instruments and instrument quality control

The instruments used in this research were questionnaires presented to 3 experts with knowledge and expertise in English Teaching to check the content validity. The IOC value obtained from the content validity check by the experts was over 0.5, which means that the questions

are valid in terms of content and were adjusted according to the experts' suggestions to be appropriate. The reliability was tested by taking the revised questionnaire and testing it (Try-Out) with 30 samples close to the real population to find the reliability of the questionnaire. The reliability of the whole questionnaire was 0.93.

      3. Data collection

        The researcher took the validated questionnaire and created a Google form to collect data from the sample group of 400 people. The researcher checked the accuracy and completeness of the answers received from the Google form and analyzed the data using a ready-made program.

      4. Data Analysis

        1.4 Basic statistics to find basic information, including mean, percentage and standard deviation.

        2.4 Statistics used to test hypotheses and compare opinions include Independent-Samples t-test to analyze the difference in the mean of 2 independent sample groups, One-Way ANOVA to analyze the difference in the mean of more than 2 sample groups, and Correlation Analysis to find the correlation coefficient using Pearson's method or simple correlation.

Results

      The general data of the sample were mostly female 251 people (62.75%), 139 people were between the ages of 28-32 (34.70%),240 people study at the master degree (59.90%) and 121 people had an experience using ChatGPT between 7 -12 months (30.25%) that can be seen on the table no. 1.

Table 1 Student's personal status

Personal status	Total (n=400)	Percentage
1. Gender		
-Male	149	37.25
-Female	251	62.75
2. Age		
-18-22	71	17.75
-23-27	67	16.80
-28-32	139	34.70
-more than 32	123	30.75
3 Education level		
-Undergraduate	68	17.12
-Master Degree	240	59.90
-Doctoral Degree	92	22.98
3. Experience using ChatGPT		
-Never	79	19.75
-between 1-6	102	25.5
months	121	30.25
-between 7-12	98	24.5
months		
-More than 1 year		

1) Perspectives and Opinions on the Application of ChatGPT in English Writing. Overall, the opinions were at a very high level of agreement, with a mean of 4.40 and a standard deviation of 0.97. When considering each item, it was found that all items were at a very high level of agreement. Using ChatGPT to translate Thai sentences into English ranked first with the highest average score, followed by Improved and checking Grammar and improving Vocabulary, respectively. Details are as shown in Table no. 2.

Table 2 Result of Perspectives and Opinions

Perspectives and Opinions	$\overline{x}$	S.D.	Level of Opinion	Rank No.
1. Using ChatGPT to assist with their English writing	4.37	1.03	Very high	4
2. Using ChatGPT to translate Thai sentences into English	4.65	0.98	Very high	1
3. Using ChatGPT to generate ideas	4.28	1.05	Very high	6
4. Improved and checking Grammar	4.53	1.06	Very high	2

Table 2 (Cont'd)

Perspectives and Opinions	$\overline{x}$	S.D.	Level of Opinion	Rank No.
5. Improved Contextual Understanding	4.22	1.04	Very high	7
6. Improve Vocabulary	4.49	0.98	Very high	3
7. Improving sentence structure	4.29	0.98	Very high	5
Total	4.40	0.97	Very High	

4. The Comparison of Perspectives and Opinions on the Application of ChatGPT in English
Writing classified by personal status

The results of the comparison of perspectives and opinions on the application of ChatGPT in English writing classified by gender by t-test found that: students of different genders had overall perspectives and opinions on the application of ChatGPT in English writing that were

significantly different at the .05 level (t=5.87, p=.000). When considering each item, it was found that perspectives and opinions on the Application of ChatGPT in English Writing were significantly different at the .05 level.

The researchers conducted a comparison of perspectives and opinions on the application of ChatGPT in English writing classified by age using a one-way analysis of variance (One-way ANOVA). It was found that students of different ages had overall perspectives and opinions on the application of ChatGPT in English writing that were significantly different at a statistical level of .05 (F=9.75, p=.000).

From the results of the One-way ANOVA, it was found that students of different ages had perspectives and opinions on the application of ChatGPT in English writing. Overall and in each item, there were statistically significant differences at the .05 level. The researchers compared the mean values in pairs using the Scheffe method and found that;

Overall, students aged 18-22 had significantly different perspectives and opinions on the application of ChatGPT in English writing from students aged 23-27, -28-32 and more than 32 at a statistical significance level of .05.

The researchers conducted a comparison of perspectives and opinions on the application of ChatGPT in English writing classified by Education level using a One-way ANOVA. It was found that students with different Education levels had perspectives and opinions on the application of ChatGPT in English writing that were significantly different overall at a statistical level of .05 (F=10.43, p=.000).

From the results of the One-way ANOVA, it was found that students with different Education Levels had perspectives and opinions on the application of ChatGPT in English writing in the overall picture and in every aspect that were statistically significantly different at the .05 level. The researchers compared the mean values in pairs using the Scheffe method and found that:

Overall, undergraduate students had significantly different perspectives and opinions on the application of ChatGPT in English writing than master's and doctoral students at the .05 level.

The researchers compared perspectives and opinions on the application of ChatGPT in English writing, classified by experience, using a one-way analysis of variance (One-way ANOVA). It was found that students with different usage patterns had significantly different perspectives and opinions on the application of ChatGPT in English writing at the .05 level (F=7.32, p=.000).

From the results of the One-way ANOVA, it was found that students with different experiences using ChatGPT in English Writing had significantly different overall scores and scores across all aspects at the .05 level.

Overall, students who had never used ChatGPT had significantly different perspectives and opinions on the application of ChatGPT in English writing, at a statistically significant level of .05.

Conclusion and Discussion

As English proficiency remains a vital skill for Thai students, especially in the globalized world, technological advancements like AI-based writing assistants have become significant tools. This report provides insights into how students perceive ChatGPT's application in enhancing their English writing abilities, along with the benefits and challenges it may present.

The findings suggest that ChatGPT could be a valuable resource for enhancing Thai students' English writing skills in Bangkok. The tool provides immediate feedback, improves grammar and vocabulary, and encourages students to think creatively. However, challenges such as over-reliance, contextual accuracy, and the quality of responses need to be addressed to maximize its effectiveness. Educators should consider integrating ChatGPT into the curriculum while promoting critical thinking and independent writing practices to ensure that students benefit from the technology without becoming overly dependent.

Moreover, Additional suggestions the Thai university students also recommended that the key benefits of using ChatGPT for English writing can support them1) to improved grammar and vocabulary: they indicated that ChatGPT helped them correct grammar mistakes and expand their vocabulary, enabling them to write more accurately and fluently. Additionally, it also 2) immediate feedback: they appreciated the instant feedback provided by ChatGPT, allowing them to make real-time improvements to their writing without waiting for a teacher's correction. 3) idea generation and writing support: they found that the ChatGPT useful for brainstorming ideas and creating drafts, particularly when they felt stuck or uninspired. Nevertheless, they also mentioned the benefits of ChatGPT in positive feedback, but it also had a several challenges in contrast as; 1) sometime ChatGPT lack of contextual understanding, the students felt that ChatGPT sometimes provided suggestions that were not contextually appropriate or natural, particularly when the writing required cultural or contextual sensitivity. 2) Over-Reliance on Technology, the students expressed concerns about becoming too dependent on AI tools, potentially hindering their ability to think critically and independently in writing. 3) quality of responses, the students noted that the quality of responses could vary, with occasional errors in grammar or inappropriate vocabulary choices and 4) overall students' sentiment, they expressed a positive attitude towards using ChatGPT for English writing, especially it was a useful tool for improving their writing skills. However, they emphasized that ChatGPT should be used as a supplementary tool rather than a primary source for writing tasks.

In contrast, AI-based tools like ChatGPT have the potential to offer significant advantages. This research highlighted that Thai students are increasingly open to using AI tools for language learning, though challenges remain in terms of motivation and understanding the limitations of these tools. Moreover, AI can foster critical thinking and creativity in writing, as students can explore alternative expressions and vocabulary, which are essential components of mastering a second language

However, concerns about over-reliance on AI tools for writing have also been noted. Some researchers argue that while AI can provide useful feedback, it may discourage students from developing independent thinking and problem-solving skills Furthermore, issues related to the quality of AI-generated content and the risk of students misusing the technology for tasks like plagiarism have been raised.

Recommendations

Based on the findings, the following recommendations are made:

1) Integrating ChatGPT into Language Curricula: Teachers should consider

incorporating ChatGPT as part of an interactive and diverse teaching approach, where students use the tool for drafts and receive personalized feedback.

2) Encouraging Balanced Use: Students should be encouraged to use ChatGPT as a

supplementary tool rather than a crutch for all writing tasks. Educators should emphasize the importance of independent writing practices.

3) Improving AI Technology: AI developers should continue refining the contextual

Understanding of ChatGPT to better serve language learners in non-native contexts, ensuring more accurate and appropriate writing suggestions.

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