The Effects of Chat GPT Technology Use on Enhancing ESP Students' Writing Proficiency. The Case of Master One Students at the Faculty of Economic, Commercial, and Management Sciences at Chadli Bendjedid University, ELTARF

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Abstract

Technological advances have created artificial intelligence writing assistance browsers, like grammar checkers, plagiarism checkers, and Chat GPT, help ESP students improve communication, writing, critical thinking, and creativity, ultimately leading to their domain success and improve their language skills. While there is debate about the use of Chat GPT in academic settings, ESP students can benefit from understanding how AI can save time and enhance writing proficiency. Employing a qualitative research approach, the study utilizes questionnaires to explore the positive and negative impact of Chat GPT use on ESP students' writing proficiency. The research aims to test two hypotheses. Chat GPT aids students in creating writing prompts, receiving feedback, and revising. H2: The conscious use of Chat GPT would improve students' writing skills. This study highlights the significant use of technology in education and uses a questionnaire to provide insights into Artificial Intelligence technology use. It offers actionable recommendations for teachers and students to effectively manage in ESP classrooms.

1. *Introduction*

The emergence of artificial intelligence has had a significant impact on many aspects of life, including the education field. This article investigates how Chat GPT, an AI-powered language browser, can help ESP students improve their writing proficiency by providing specific information through several questions and answers to understand their requested topics, alternative word choices, and auto-suggestions for new content to improve writing. ChatGPT was launched in November 2022 and has received criticism for its writing features, but its educational benefits are undeniable.

Statement of the Problem

Writing is considered one of the most important skills to master English as a foreign language (EFL). It is considered a vital form of Communication that combines words and symbols to express a specific aim. ESP learners must master some structures, vocabulary, and rhetorical patterns to write their assignments successfully and conduct their research when writing in English. Unfortunately, their unconscious use leads to poor writing proficiency and inefficient academic achievement. They needed help producing their personal English texts to perform effectively and successfully. Given such a major issue, the researcher focused on investigating the significant use of ChatGpt, which was created to aid learners in improving their writing proficiency and solve the learners'

linguistic issues such as clarity, vocabulary, syntactic, and grammar.

3. *Significance of the study*

The significance of this study attempts to investigate the use of ChatGpt use in enhancing ESP Master One students' writing proficiency at the Faculty of Economic, Commercial, and Management Sciences at Chadli Ben Djedid University, El Tarf.

4. *Research questions*

While developing the given topic, the researcher raised two main research questions. They are as follows:

RQ1.How do ESP students use Chat GPT to improve their writing proficiency?

RQ2. What is the impact of Chat GPT on ESP students 'Writing proficiency?

5. *Hypotheses*

The researcher formulated the two hypotheses below, reflecting on the research questions.

H1: ESP students would successfully improve their writing proficiency via ChatGpt by receiving feedback on various areas of writing by asking questions and receiving quick responses.

H2: Chat GPT might impact students' writing productivity and enable users to perform their tasks more efficiently and effectively.

6. *Literature Review*

ESP began in the 1960's with the emergence of Business and Technology. Hutchinson and Waters (1987) see ESP as an approach rather than a product, by which they mean that ESP does not

involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP is the simple question: why does learner need to learn a foreign language? The answer to this question relates to the learners, the language required and the learning context, and thus establishes the dominance of need in ESP.

According to Mackay and Mountford (1978) "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose."(p.2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty. English for Specific Purposes refers to teaching or studying English for a particular domain, such as: Economics, technology, law, etc. In this case, there is a specific goal for which English is taught and learned, that is to say learners have a specific aim to be achieved. Learners learn English for specific purposes to get and develop appropriate professional knowledge and skills through English.in other words, their aim at learning English not for desire or prestige of knowing the language because English is the key that helps them to perform a special task in their occupation.

On the other hand, writing skills is very important in ESP classes. It is the hardest skill compared to reading, listening, and speaking. Many ESP students find writing challenging and complex, yet it remains crucial as it enables students to excel academically and express themselves. According to Wahyuni et al. (2021), ESP students may find writing difficult due to a lack of ability in General English (GE), a lack of comprehension of vocabulary and mechanics, the frequent use of translator machines, and a lack of time to practice writing. Since the present research focuses on insightful viewpoints of the main difficulties faced by students when writing in the territory of English for Specific Purposes (ESP) with a sketch of how it is studied, the researcher sheds light on the different ways in which ChatGPT could positively impact students' writing process, and provide illustrations on how it affects the practice of teaching and research. In a study conducted by Zhao (2003), a meta-analysis was performed on a collection of nine prior empirical researches related to the use of technology.

Conversely, due to the widespread use of AI writing tools and English in contemporary society, instructional approaches for teaching the language are tailored to accommodate the specific needs of learners to meet the 21st century. Their underlying conference repertoire influences the language proficiency of ESP students. Kroll (2001) highlighted the significance of writing skills among these proficiencies, and emphasized that writing is the most challenging skill to succeed. Likewise, suggestions have been drawn to find relevant ways to teach writing using specific AI tools to improve writing proficiency. Producing a successful piece of writing can be accomplished on the condition that one has concurrent control in language systems (Kroll, 2001). According to Hinkel (2006), to achieve proficiency in second language (L2) writing, learners must receive specific instruction in grammar and have a solid understanding of vocabulary. Hinkel adds

that L2 writing instruction programs need to have consisted of grammar and vocabulary. Learners must recognize the significance of form in order to enhance their writing skills (Frodesen, 2001). Going through these details, the researcher developed a questionnaire to investigate the impact of Chat Gpt use on ESP students in enhancing their writing proficiency.

Arguably, Chat GPT has recently become a powerful AI writing tool to provide researchers and learners with more information and auto-suggestions of ideas and convincing sentences using Natural Language Processing (NLP) for researchers (Rahman et al., 2023). According to Marche (2023), there still needs to be a clearer understanding of application essays than Chat GPT essays. It is created to update the learners' knowledge and enhance their writing skills and critical thinking (Stokel-Walker, 2023). Steven Minz (2023) found it advantageous AI support that could assist educational goals like making reference lists, producing first drafts, and answering research questions as it may change the learners' minds with the way they work (Derek, 2023) to improve their writing skills either inside or outside the classroom. Correspondingly, given the significant role of the ChatGpt, ESP students should benefit from it to improve their writing skills in learning or work. Accordingly, teachers should encourage, control, and allow their learners to ethically use this large language model (LLM) and provide them with various tasks or exercises to help students develop their writing skills. learning a purpose-

related language requires simulations and exercises to prepare them for real-life job tasks. Furthermore, to impart teaching via structure, Warschauer (2007) also highlighted that computers can teach new types of writing, considering the online age we live in today. Warschauer (2010) stated that new technologies can help us teach writing in a second language.

7. Methodology

7.1. Participants

The participants selected for this study were Master One Students of Monetary Policy and Banking at the Faculty of Economic, Commercial, and Management Sciences (Chadli Bendjedid University, Eltarf). They were 60 students. They were selected purposefully to check whether they use the ChatGpt AI tool to enhance their writing proficiency.

7.2 Research Tools

To proceed with the present study, the researcher chose a quantitative research approach using a questionnaire to collect relevant data. The questionnaire is composed of 20 questions. It goes around questions on English usage and proficiency, the positive and negative impact of Chat GPT use in improving ESP texts, etc. To ensure the collection of relevant and reliable data, the questionnaire was translated into French to make respondents comfortable with their answers using the language they mastered.

9. Results and discussion

To develop both research questions and validate hypotheses concerning improving ESP students' writing proficiency via

ChatGpt by receiving feedback on various areas of writing, the researcher analysed 40 answered copies of the questionnaire out of 60 distributed copies, with a reply rate of 80%. She went through three main points in three analysis steps:

1- The students' use of ChatGpt

Figure 1 below shows that most ESP students (80%) use ChatGpt in their writing assignments and research works. By using ChatGpt as a supportive AI tool, they can write good essays with new suggested ideas and alternative use of words and submit their work on time. The remaining participants (20%) do not rely on ChatGpt because they think using it is unethical and might make them encounter plagiarism problems. So they avoid using it.
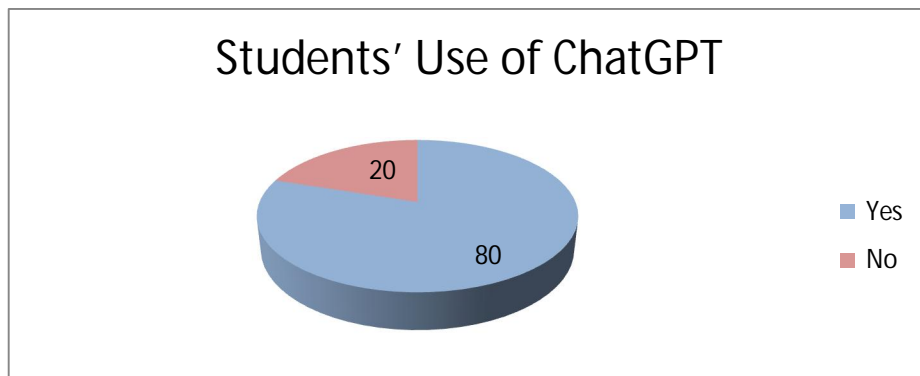

Figure one: **Students' Use of Chat GPT**

2- Difficulties and Challenges ESP Students Face with Writing Skills

While conducting the research study, the researcher focused on the table below, which depicts ESP Students' problems with writing skills.
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Writing Skills
- Spelling mistakes
- Grammar mistakes
- Making a sentence
- Tenses use
-Translation problems with finding the exact Words

Table One: ESP Students' Problems with Writing Skills

Figure two below shows that 29% of the participants find problems with spelling mistakes, grammar mistakes, making sentences, tenses use, and appropriate use of words in written tests, 27% of participants find problems in answering the questions, 22% of participants find

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problems with spelling mistakes and tenses used when doing online written assignments 10% of participants find difficulties and challenges in their daily Flash Cards use, and 12% participants did not reply.
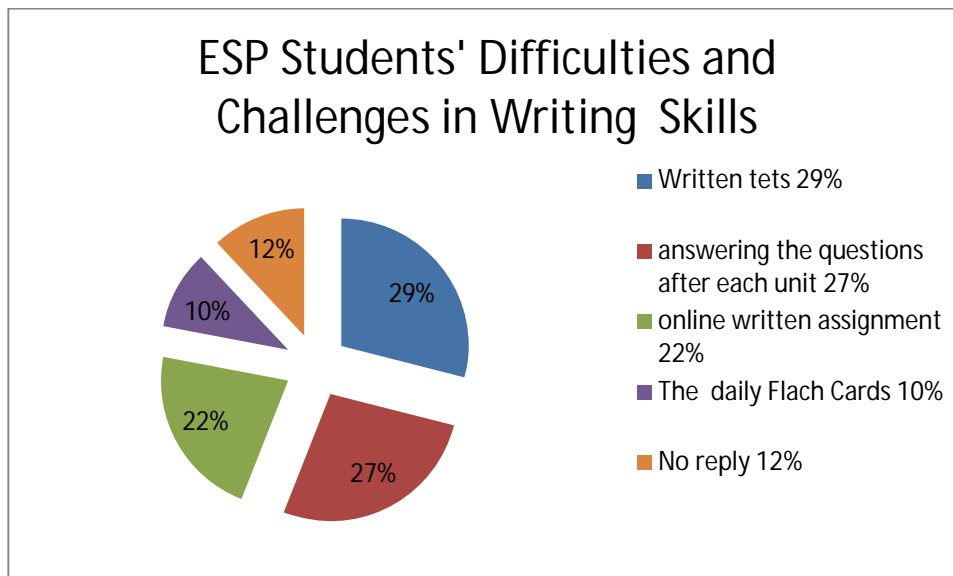

ESP Students' Difficulties and Challenges in Writing Skills

- Written tets 29%
- answering the questions after each unit 27%
- online written assignment 22%
- The daily Flach Cards 10%
- No reply 12%

Figure Two: ESP Students' Problems with Writing Skills

Moreover, using Chat GPT to complete ESP students' written assignments and research work helps them increase their writing skills by learning new words and new and correct ideas for new content. It enhances their language skills by exposing them to different sources and fields, offering them varied information sources, citations, and time-consuming activities such as exchanging assignments, sharing projects, and doing homework with teachers. The figure below displays the students' opinions on the ChatGpt use and benefits to enhance the student's writing proficiency.
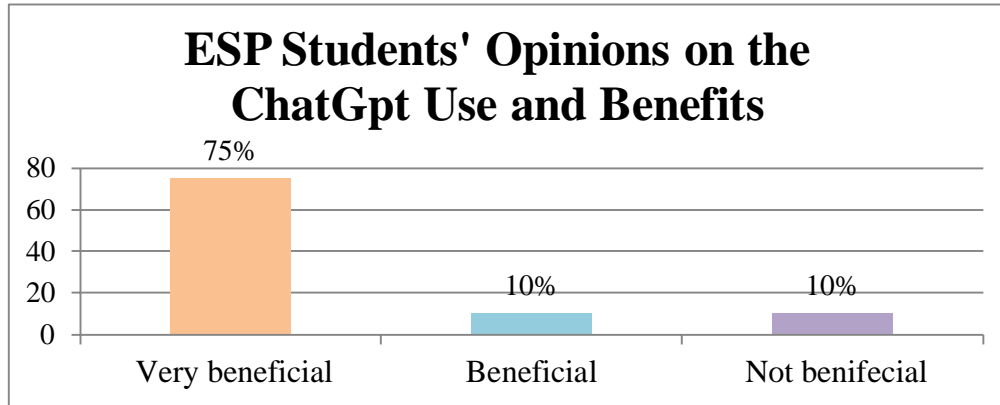
ESP Students' Opinions on the ChatGpt Use and Benefits

Figure three: **ESP Students' Opinions on the ChatGpt Use and Benefits**

From the participants' answers, the researcher has noticed that 75% of participants find that using ChatGpt is very beneficial with its ability to answer any questions, offer new vocabulary and opinions about their requested topics, increase their level of writing, and provide them with positive feedback and quick responses, 10% of participants find it beneficial in receiving feedback, improving interactions and providing updated references, and 10% of participants find it not helpful because they see it unethical tool in terms of plagiarism. It puts their users in problems of intellectual property theft. For them, using ChatGpt is a risk to take. It will generate inaccurate, biased, or even offensive answers because it relies on using large amounts of textual data from the Internet with no references.

As a result, most participants found Chat GPT beneficial in creating new content and prompt writing, receiving feedback, and revising. Thus, the conscious use of ChatGPT improves ESP students' writing skills. The students' responses suggest that conscious exposure to ChatGPT content can contribute to intercultural awareness, knowledge, attitudes, and language learning outcomes. However, further research is needed to explore these aspects more comprehensively and to reinforce the validated hypotheses more conclusively. The findings regarding the benefits and challenges of using ChatGPT align with previous research on the advantages and limitations of other AI tools for intercultural learning such as the works of (Kramsch, 2014; Yildiz, 2019). The reported benefits of learning vocabulary, improving writing skills, and engaging in conversations resonate with the positive outcomes of using authentic media materials for language learning. However, the mentioned challenges, such as the need for content selection are in line with personal beliefs and the potential for negative influences, echo the importance of critical thinking skills and responsible media consumption.

10. Conclusion

The findings of this study provide valuable insights into the role of Chat GPT in enhancing ESP students' writing proficiency and language learning outcomes. The high level of exposure to the Chat GPT tool content among the participants indicates a significant tool for engaging with diverse content narratives and perspectives. Exposure to diverse content will likely contribute to developing ESP students' awareness, knowledge, and attitudes. Moreover, the study findings highlight the positive impact of exposure to foreign languages in Chat GPT content on students' language learning outcomes. Participants reported improved vocabulary, writing, and communication skills, indicating that this AI tool can be valuable for ESP learning in different fields.

The study also identified the potential benefits and challenges of leveraging Chat GPT as a valuable resource for developing students' evaluation. Students appreciated the opportunity to learn vocabulary, improve writing skills, and engage with different research sources ethically through this AI tool. However, the need to select content aligned with the specific field and the potential for negative influences highlight the importance of critical thinking and wise content selection when using ChatGPT for language skills development. Based on the study findings, the following recommendations can be made for future research:

•Integrate Chat GPT as an evaluation technique in ESP teaching to promote students learning competence. It could be used ethically to respond to questions and understand topics and subjects and accordingly come up with its own questions. It could be used effectively as a supportive tool to practise questions and prepare for written exams and tests.

• Select diverse content from various teaching backgrounds when incorporating ChatGpt into educational settings.

•Promote open-mindedness among ESP students and guide them in responsible and critical engagement with ChatGpt content.

•Incorporate activities encouraging discussions and reflections on ESP themes, allowing students to deepen their learning experiences.

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