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ESL SUPERVISORS' PERCEPTIONS ABOUT THE IMPACT OF CHATGPT ON ESL LEARNERS' RESEARCH WRITING AND CRITICAL THINKING SKILLS

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ABSTRACT

This study examines the perceptions of ESL supervisors about ChatGPT as a threat to critical thinking and research writing skills. Since the inception of ChatGPT, the argumentative and critical thinking skills of ESL learners are adversely affected. Critical thinking skill is an essential and valuable academic skill that a learner needs to master. This study employs a descriptive quantitative research design. Data comprises of a purposive sample of 30 ESL supervisors from various public sector universities of Pakistan. Statistical data is analyzed by SPSS version 25 and tables are drawn to represent statistical findings. Guided by the Technology Acceptance Model (TAM), the study found that while ChatGPT offers benefits such as increased learner autonomy, broader language exposure, and idea exploration, it also presents challenges like over-reliance, content inaccuracies, reduced creativity, and ethical concerns. Consequently, the higher order thinking skills of ESL learners are deteriorating. This study also Recommend balanced use of ChatGPT, along with assessment strategies to evaluate and support critical thinking development in ESL classrooms.

INTRODUCTION

Background of the study

AI is a sub-discipline of computer science. It intends to build computers with human like thought and behavior. UNESCO defined AI as systems that can process data in a way that is similar to intelligent behavior, such as thinking, learning, and planning (Sabzalieva & Valentini, 2023). Artificial intelligence (AI) is permeating more and more in our everyday lives and educational settings, thus it's important to comprehend how these technologies affect cognitive processes. It is increasingly shaping the modern world, with applications across various industries like healthcare and autonomous vehicles. AI systems collect data from their surroundings and make decisions accordingly.

ChatGPT demonstrates various natural language processing capabilities, including answering questions, generating stories, analyzing logic, debugging code, and supporting translation (Ouyang et al., 2022). ChatGPT serves as versatile conversational agents with valuable applications across fields like education, healthcare, software development, business, and customer service (Aljanabi, 2023; Brown, 2020; Gunawan, 2023). Since the advent of computing, National Language Processing (NLP) has been an area of investigation. Electronic computers were

invented in the mid-20th century and since that point of time, computer programs are capable of generating and interpreting human language. So, the roots of AI tools like ChatGPT exist in 1950s and 1960s (Marti, 2022).

ChatGPT is increasingly used in education through tools like voice assistants, smart classrooms, and personalized learning. Educators hold mixed views about ChatGPT: some see its potential to enhance writing, thinking, and learning, while others worry about academic dishonesty and reduced student motivation. If used appropriately, ChatGPT can help teachers design personalized lessons, identify student needs, save time, and reduce educational disparities by offering equal support to diverse learners. Advancements in AI have significantly impacted education, though its use in secondary education and research remains limited.

Critical thinking has been defined by Facione (2011) as focused, self-regulatory judgment which leads to explanation, analysis, evaluation, and inference, as well as description of the conceptual, evidential, methodological, criteriological, or contextual considerations on which that judgment is based upon. Critical thinking skills are widely acknowledged as being extremely important in the field of education since they are required for both academic performance and the development of skills that will be necessary for future professional undertakings (Mahanal et al., 2019). The enhancement of learners' academic and professional successes is often acknowledged to require schooling to foster the development of critical thinking skills. Many teachers have witnessed learners asking ChatGPT to generate an essay question during analytical writing task assigned by teachers. Asking ChatGPT to complete the writing tasks assigned by teachers fall into the domain of academic dishonesty and this can also pose threats to critical thinking and creative problem solving.

ChatGPT recently gained attention among language instructors for its ability to facilitate interactive, real-world communication scenarios. Meniado (2023) highlights ChatGPT's significant contributions to improving English language teaching. It demonstrates how ChatGPT helps teachers create customized lesson plans, facilitate language learning in a variety of contexts, create individualized educational resources, evaluate language ability, and give prompt and individualized feedback. It supports the development of critical thinking, communication, and intercultural skills—key components of language learning (Michalon & Camacho-Zuñiga, 2023; McCallum, 2023). Guiding students to use ChatGPT thoughtfully can further strengthen their critical thinking and decision-making abilities.

Despite of the numerous advantages associated with ChatGPT, there are still various concerns about the perceived impacts of ChatGPT on critical thinking skills. Overreliance on ChatGPT in language education may limit students' creativity and hinder the development of their personal writing styles (Barrett & Pack, 2023). It also raises ethical and privacy concerns, including issues related to data accuracy, consent, and security (Akgun & Greenhow, 2022; Nguyen et al., 2023). To address these challenges, institutions and educators should adopt responsible practices—starting with pilot programs, ensuring ChatGPT's transparency and data objectivity, and teaching students how to use ChatGPT effectively while regularly monitoring their progress.

Concerns exist that ChatGPT could replace teachers, but experts such as Hié (2023) and Sims (2023) emphasize that ChatGPT should supplement—not replace—human instruction. Using ChatGPT to support rather than substitute educators can lead to more effective integration in classrooms.

There has been a prominent enhancement in the utilization of artificial intelligence language models in the 21st century. Its prevalence in educational settings cannot be denied. Pakistani research reservoir is deficient in investigating the potential threats of integrating ChatGPT in the educational environments. Mastery over critical and analytical writing skills is inevitable for academic success, particularly at university level. So, it is mandatory to scrutinize that whether the incorporation of ChatGPT will mushroom or hinder the development of analytical writing skills of ESL learners.

If the incorporation of ChatGPT in ESL classrooms is addressed properly, then it can aid in the provision of a supportive platform for creativity and critical thinking of ESL learners. This study also highlights the necessity of caution while integrating AI technology in ESL

instruction because ChatGPT might impede the development of cognitive skills of ESL learners. The results of the study will aid in the revision of existing pedagogical approaches to ensure the proper development and nurturing of critical thinking skills of ESL learners. Moreover, the results of the study have implications for the field of artificial intelligence in academia because it can guide the policy makers to refine AI-powered tools so that they can align with educational goals. The findings of the study will guide the developers to foster a more harmonious incorporation of digital writing tools in ESL classrooms. This research strives to mitigate the gap between the burgeoning use of ChatGPT and its integration into ESL writing contexts. So, this study aptly addresses the necessity of optimally utilizing these tools to enhance the critical thinking skills of ESL students.

Statement of the Problem

Many ESL learners use ChatGPT to complete assignments without critical engagement, often copying outputs without reflection or editing. This behavior, fueled by convenience and accessibility, may lead to reduced analytical thinking, misinterpretation of content, and disengagement from traditional learning methods.

Research Objectives

The researcher has devised following research objectives:

a) To find out ESL supervisors believes about the influence of ChatGPT on critical thinking skills of ESL learners.

b) To explore ESL supervisors perceptions about the effect of ChatGPT on research writing skills of ESL learners.

Research Questions

Following research questions are proposed by the researcher.

a) What are ESL supervisors' beliefs about the influence of ChatGPT on critical thinking skills of ESL learners?

b) What is the perceived effect of ChatGPT on research writing skills of ESL learners?

Significance of the Study

This study is important as it guides the effective integration of ChatGPT in education—especially for language learning. Teachers, ESL learners, and other researchers will benefit from this study as it sheds light on the benefits, challenges, and ethical concerns of using ChatGPT, emphasizing how over-reliance can weaken learners' critical and cognitive abilities. The findings offer educators practical insights for designing AI-enhanced curricula that foster critical thinking. Additionally, it addresses key ethical issues like bias and privacy, advocating for responsible ChatGPT use to help learners develop both critical thinking and moral awareness.

Literature Review

Within last few years, massive amount of research has been conducted on how ChatGPT influences critical thinking skills of ESL learners. Researchers hold different point of views on this stance. Some studies advocate that adoption of ChatGPT can aid in improving critical thinking skills of ESL learners while other studies have shown its concerns about the threat to originality and creativity of learners due to over-dependency it.

Research shows that ChatGPT can enhance key skills like communication, problem-solving, and critical thinking (Shidiq, 2023). However, some studies caution that its easy access to vast information may hinder students' independent critical thinking (Choi, 2023).

ChatGPT offers valuable support for college students by aiding in writing and research tasks while enhancing problem-solving and critical thinking skills (Kasneci et al., 2023). For ESL learners, its ability to provide immediate feedback helps improve writing structure, grammar, vocabulary, and overall language use (Xiao & Zhi, 2023; Lingard, 2023). Minh (2024) also emphasizes its effectiveness in developing university students' writing and critical thinking abilities.

While ChatGPT can support critical thinking and language learning, its overuse may hinder ESL students' independent thinking and problem-solving abilities, especially in tasks like essay writing. Relying too heavily on ChatGPT can weaken critical thinking development (Biesta, 2015), and the content it generates is not always accurate or appropriate (Chiu et al., 2023;

Baidoo-Anu & Ansah, 2023). Additionally, Birenbaum (2023) notes that although chatbots assist with writing, they may also limit students' creativity.

ChatGPT and other AI systems provide instant feedback that is crucial for ESL learners (Xiao & Zhi, 2023). Grammar, vocabulary, syntax, semantics and general writing structure may all be improved with the help of this quick feedback system (Lingard, 2023). It has been discovered that ChatGPT's interactive features boost motivation and student engagement (Nazari et al., 2021). English language learners may benefit from AI technologies' exposure to different dialects and cultural subtleties of the language (Baskara, 2023; Farrelly & Baker, 2023). Different studies show that ChatGPT improves language fluency by offering tailored and relevant language exercise. Problem solving method is helpful in learning process. Students' writing and speaking abilities are enhanced by the model's real-time feedback and realistic dialogue simulations (Ho et al., 2020).

The use of ChatGPT in the classroom raises ambiguities about unethical or dishonest activities (Qadir, 2023). Students' critical thinking abilities may suffer as a result, especially when it comes to writing essays. According to Lee et al. (2024), language learners may experience difficulties developing their critical thinking and problem-solving abilities if they become overly reliant. Learners must adopt such activities for solving problems. Additionally Mohammad et al. (2023) also highlighted ChatGPT' creation of false information, biases, the ability to impair critical thinking abilities, ethical difficulties including cheating, and privacy concerns. The development of autonomous critical thinking abilities may be hampered by an over-reliance on ChatGPT for learning tasks (Biesta, 2015).

Critical Thinking: One of the Major Goals of Education

While teaching students to think critically is not a particularly novel idea. No doubt, the idea of critical thinking has grown deeply embedded in the educational system in recent decades. Since they are crucial for both academic success and the development of skills that will be necessary for future professional endeavors, critical thinking abilities are widely accepted as being particularly significant in the field of education (Mahanal et al., 2019). More strongly, Siegel (1980) argued that it would be immoral to teach in any other way, so we ought to teach in accordance with the critical manner. One of the primary objectives of a college education is still to help students develop their critical thinking skills (Gelder, 2005). Colleges and universities, as bastions of knowledge, are well aware of the need to provide students with subject- specific information. They also recognize the philosophical necessity of educating pupils to be autonomous thinkers who are able to think intricately in a variety of contexts.

Potential Merits and Demerits of ChatGPT on Learning

ChatGPT can significantly enhance education by saving teachers time through personalized content creation, offering students support wherever they need it, promoting effective learning strategies like repetition, and fostering a fear-free, engaging learning environment. Its non-judgmental nature can also reduce student anxiety, encouraging more relaxed and effective learning.

While ChatGPT offers educational benefits, it also presents several drawbacks. Overreliance on ChatGPT can weaken students' memory, motivation, and critical thinking skills. The tool often lacks authenticity and contextual understanding, which may lead to misinformation and hinder deep learning. Its instant responses can discourage thorough subject comprehension and reduce opportunities for meaningful peer and teacher interaction. This may lead to cognitive decline and reduced engagement in the learning process.

PRIMARY CHALLENGES ASSOCIATED WITH THE USE OF CHATGPT

The Use of Chatgpt in Education Presents Several Key Challenges. It Can Sometimes Generate Inaccurate, Biased, Irrelevant, Or Misleading Content Due to Its Reliance on Flawed or Uncited Training Data. Overdependence On Chatgpt May Weaken Learners' Critical Thinking and Problem-Solving Skills. The Model Also Struggles with Maintaining Context in Long Conversations, May Respond Slowly at Times, And Can Lack Depth In Domain-Specific Knowledge. Its Outputs May Reinforce Cultural or Linguistic

Biases, And It Can Produce Offensive or Harmful Content. Additionally, Chatgpt's Complex and Opaque Internal Processes Make It Difficult to Detect Errors or Understand Its Reasoning. Privacy Concerns and The Need for Clearer Safety, Accuracy, And Ethical Guidelines Further Highlight the Importance of Responsible Integration and Ongoing Improvement.

Materials and Method

This study is descriptive quantitative in nature. Data was gathered through a close-ended questionnaire comprising of 15 items designed on 5 point Likert Scale (i.e. strongly disagree, disagree, neutral, agree, strongly agree). The questionnaire items were adapted with modifications from a study conducted by Shakil and Siddiq (2024) in their article "ESL Teachers' Perceptions about ChatGPT as a Threat to Analytical Writing Abilities of ESL Learners at Graduate Level". Moreover TAM (Technology Acceptance Model) chosen as theoretical framework of the study also served as an inspiration for construction of questionnaire items.

In order to ensure the validity of questionnaire items, the research instrument was examined by senior subject specialists of public sector universities. The panel of professors and experts deemed the questionnaire as authentic. A pilot study was conducted with 5 ESL supervisors and reliability statistic (Cronbach's Alpha Value) turned out to be 0.864 which is regarded as normal and above average.

The sample of the study consisted of 30 ESL supervisors from various public sector universities of Pakistan. The sampling strategy used by researcher was purposive sampling because the researcher distributed the survey questionnaire to ESL supervisors of researcher's acquaintance who possessed the required expertise. ESL supervisors from following public sector universities took part in the study:

i. The Islamia University of Bahawalpur
ii. Bahauddin Zakariya University, Multan
iii. University of Narowal
iv. National University of Modern Languages, Islamabad

The questionnaire was designed on Google Forms and link was shared to supervisors via WhatsApp and email. The researcher explained the rationale and objectives of the study to the supervisors and did not persuade them to participate in the survey. In fact, she provided them the liberty to quit from the study anytime and researcher also kept their secrecy intact. The researcher also considered ethical values by taking their consent.

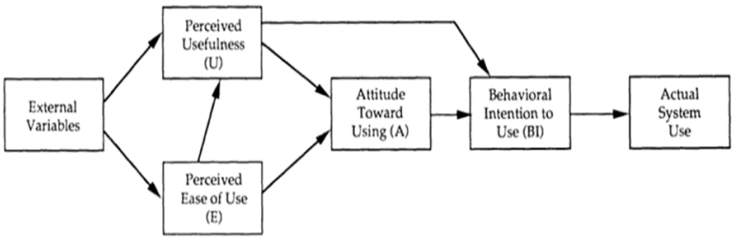
Data was analyzed by statistical package of social sciences (SPSS) version 25. This statistical software is used in various disciplines to analyze complex, numerical data. Tables are drawn in upcoming section to illustrate the values of percentage, frequency, valid and cumulative percent. The statistically significant values calculated in the study speak about the perceptions of ESL supervisors regarding the potential threats of ChatGPT on critical thinking research writing skills.

The researcher has chosen a model for the study in which she has tried to conceptualize the foundations of the study. The chosen theoretical framework has aided the researcher in defining the rationale of the study and constructing the questionnaire items of the study. Additionally, after gaining insights from this model, the researcher has tried to explicate the practical utility of the study.

Theoretical Framework

Fred Davis created the Technology Acceptance Model (TAM) in 1985. This model seeks to explain and forecast an information technology's adequacy by assessing and evaluating the variables that affect an information technology's adequacy. Particularly in educational settings, TAM is essential for assessing how pupils view and interact with technology (Davis et al., 1989).

Figure 1.1: Technology Acceptance Model (TAM).



Technology Acceptance Model has two key variables.

i.Perceived usefulness

ii.Perceived ease of use

The degree to which we believe that using a technology would enhance our performance or assist us in achieving our goals is known as perceived usefulness, while the degree to which we believe that using a technology will be straightforward and easy is known as perceived ease of use. According to TAM, these two factors have the biggest effects on our intention to use a technology, which in turn affects how we actually use it.

This model is used as theoretical framework in this research determining the acceptance and continued use of technology in educational contexts. If the participants find ChatGPT easy to use, adoptable to their individual learning and needs, and helpful in enhancing their autonomy, language learning proficiency, making the learning process more enjoyable and less intimidating, then acceptance and use of ChatGPT will increased among them. This ease of use encouraged them to engage more deeply with the tool, experiment independently, and take more responsibility for their learning outcomes. On the other hand, if students find that content of ChatGPT is inaccurate, biased, and find themselves over-reliant on ChatGPT, and when concerns about data privacy and ethical use arise then this could negatively impact their overall perception of the tool's usefulness in the learning process. Consequently, it can diminish their trust in the tool and they may be less inclined to fully engage with it, affecting its overall.

Results and Discussion

The data gathered from survey questionnaire was analyzed through Statistical Package for the Social Sciences (SPSS) version 25 and following numerical results were obtained. The description of numerical findings is given below the tables. This statistical description intends to address the research questions of the study.

Q.1 ChatGPT is impacting the research skills of students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	1	3.3	3.3	6.7
	Agree	15	50.0	50.0	56.7
	Strongly Agree	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

43.3% ESL supervisors strongly agreed and 50% agreed that ChatGPT is impacting the research skills of students. 6.7% respondents remained neutral while only a minor proportion of 3.3% respondents disagreed.

Q.2 ChatGPT reduces students' need to engage in critical thinking.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	1	3.3	3.3	6.7
	Agree	15	50.0	50.0	56.7
	Strongly Agree	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

When respondents were asked whether ChatGPT reduces students' need to engage in critical thinking, then 50% ESL supervisors agreed, 43.3% strongly agreed while 3.3% remained neutral and only 3.3% disagreed.

Q.3 Students heavily rely on ChatGPT for thesis writing tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	3	10.0	10.0	16.7

	Agree	13	43.3	43.3	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

In response to over-reliance of learners on ChatGPT for thesis writing tasks, a large percentage of ESL supervisors strongly agreed and agreed (40% and 43.3% respectively). 10% respondents remained neutral and only 6.7% disagreed.

Q.4 ChatGPT-generated content often lacks depth and analytical insight.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	2	6.7	6.7	13.3
	Agree	14	46.7	46.7	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

ChatGPT-generated content often lacks depth and analytical insight, this statement was affirmed by 86.7% ESL supervisors. Out of which 46.7% respondents agreed and 40% strongly agreed. Only 6.7% did not agree.

Q.5 The use of ChatGPT hampers students' ability to develop original arguments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	1	3.3	3.3	10.0
	Agree	16	53.3	53.3	63.3
	Strongly Agree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

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53.3% respondents agreed and 36.7% strongly agreed that use of ChatGPT hampers students' ability to develop original arguments, while disagreeing supervisors were only 6.7%.

Q.6 ChatGPT encourages surface-level understanding rather than deep learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	5	16.7	16.7	23.3
	Agree	11	36.7	36.7	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

When respondents were asked whether ChatGPT encourages surface-level understanding rather than deep learning, then 40% supervisors strongly agreed and 36.7% agreed. Only 6.7% disagreed while 16.7% remained neutral.

Q.7 Students who use ChatGPT demonstrate weaker referencing and citation skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	1	3.3	3.3	6.7
	Agree	18	60.0	60.0	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Most of the ESL supervisors agreed that students who use ChatGPT demonstrate weaker referencing and citation skills, while only a minor proportion disagreed.

Q.8 ChatGPT limits students' engagement with scholarly literature.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	4	13.3	13.3	20.0
	Agree	14	46.7	46.7	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

46.7% and 33.3% respondents agreed and strongly agreed respectively that ChatGPT limits students' engagement with scholarly literature, while 6.7% disagreed and 13.3% remained neutral.

Q.9 Students use ChatGPT as a shortcut rather than a support tool in research.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	4	13.3	13.3	16.7
	Agree	16	53.3	53.3	70.0
	Strongly Agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Students use ChatGPT as a shortcut rather than a support tool in research, this statement was affirmed by majority of respondents (53.3% agreed and 30% strongly agreed). 13.3% respondents remained neutral.

Q.10 ChatGPT affects students' ability to write with a personal academic voice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	3	10.0	10.0	13.3
	Agree	14	46.7	46.7	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

When the respondents were asked whether ChatGPT affects students' ability to write with a personal academic voice, then 40% supervisors strongly agreed and 46.7% agreed while 10% remained neutral.

Q.11 Supervisors find it challenging to detect AI-generated content in thesis.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Neutral	3	10.0	10.0	20.0
	Agree	12	40.0	40.0	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

A large proportion of ESL supervisors agreed (40% strongly agreed and 40% agreed) that they find detection of AI-generated content in thesis challenging. Only a small proportion disagreed and remained neutral.

Q.12 ChatGPT contributes to uniformity and lack of originality in student writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	1	3.3	3.3	6.7
	Neutral	4	13.3	13.3	20.0
	Agree	13	43.3	43.3	63.3
	Strongly Agree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

36.7% respondents strongly agreed and 43.3 % agreed that ChatGPT contributes to uniformity and lack of originality in students writing. Only 6.6% respondents disagreed and 13.3% remained neutral.

Q.13 ChatGPT can aid in brainstorming and idea generation for thesis topics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	1	3.3	3.3	6.7
	Neutral	1	3.3	3.3	10.0
	Agree	16	53.3	53.3	63.3
	Strongly Agree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

When respondents were asked whether ChatGPT aids in brainstorming and idea generation for thesis topics, then 53.3% supervisors agreed and 36.7% strongly agreed. 3.3% of them were neutral and the proportion of strong disagreement and disagreement is also 3.3%.

Q.14 Students need proper training to use ChatGPT ethically in academic writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.3	3.3	3.3
	Agree	11	36.7	36.7	40.0
	Strongly Agree	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

60% supervisors strongly agreed and 36.7% agreed that students are in dire need of proper training to use ChatGPT ethically in academic writing. Only a minor proportion of 3.3% were neutral.

Q.15 ChatGPT has changed the traditional supervisory role in guiding thesis writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Neutral	1	3.3	3.3	6.7
	Agree	13	43.3	43.3	50.0
	Strongly Agree	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

ChatGPT has changed the traditional supervisory role in guiding thesis writing, this statement was affirmed by 93.3% supervisors, out of which 50% strongly agreed and 43.3% agreed. Respondents who remained neutral are 3.3% and the proportion of disagreement is also 3.3%.

Conclusion

Many ESL supervisors have observed an excessive use of ChatGPT by students in ESL classrooms. Students' critical thinking, argumentative, academic writing, citation and referencing skills are being threatened due to over-reliance on ChatGPT for accomplishment of analytical writing tasks. Malpractices of plagiarizing content, copy-pasting and using ChatGPT to circumvent plagiarism detectors have been increased which contributes to lack of originality in students' writing and difficulty in detecting AI-generating content in thesis. Students use ChatGPT as a complementary rather than supplementary tool to accomplish assigned tasks. ChatGPT also has potential benefits, like it can help in brainstorming for thesis topic, so the study recommends cautions while using ChatGPT in academic writing contexts. Infact, students should be guided and trained to use ChatGPT ethically to make it a productive tool in academic realm.

Recommendations

ESL teachers and supervisors should hold regular workshops, seminars and webinars in order to raise awareness among students about ethical, legal and just use of ChatGPT and inculcate values of critical thinking and academic writing skills. Originality in writings and critical thinking skills of students should be evaluated through different assessment tasks. An academic environment should be fostered by practitioners that values and rewards creativity. Different plagiarism detecting tools should be implemented by institute to hamper copy-pasting and plagiarizing practices.

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