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User Experience of ChatGPT: Insights from Undergraduate English Language and Literature Students in Bangladesh

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Abstract

ChatGPT, a large language model, has become increasingly popular, and students have begun to use it for the purpose of learning. The purpose of this research is to explore the experiences of undergraduate English language and literature students from Bangladesh who are using ChatGPT. Qualitative research methods were utilized for this study and the data were collected using semi-structured interviews. A thematic analysis technique was employed to analyze the data. The study reveals both positive and negative experiences associated with the use of ChatGPT by students from the English Language and Literature department. ChatGPT helps students to practice their reading and writing skills. It aids them to provide literary explanations of their texts and helps students to understand complex literary texts in lucid language. However, it sometimes provides confusing or wrong answers and provides wrong explanations regarding literary texts. As students possess some negative experiences along with many positive experiences, they are inclined to continue using it with heightened awareness of their use. However, users in this study believe that its use should be limited, and it should be used as a complement rather than a primary tool. The findings of this research may provide educators and policymakers with valuable insights that might help them integrate new aspects of artificial intelligence in education.

Keywords: ChatGPT, user experience, undergraduate students, English Language and Literature

The 21st century has been widely recognized as an era marked by major technological progress. Technological improvements have brought about significant change in a broad range of aspects of people's existence over the past century. Technological advancements in the current century have significantly modernized various aspects of human existence (Watts, 2023). Everyday new tools or aspects are being made available. Artificial intelligence (AI) represents a contemporary technological innovation that exhibits an extensive impact on several facets of human existence (West & Allen, 2018). The phrase itself implies its definition since it requires less dependence on human intelligence. One notable recent development in the field of AI is the introduction of ChatGPT. The AI language model known as ChatGPT was publicly unveiled on

November 30, 2022 (Ortiz, 2023) and its inception can be attributed to Sam Altman, the CEO of OpenAI, who is recognized as the founder of this artificial intelligence (Bello, 2023). It possesses a range of capabilities such as creative writing, essay writing, generating language that seems natural, code writing, answering questions, being able to program, interpreting graphics, and analyzing data (Aljanabi, 2023; Quintans-Júnior et al., 2023; Taecharungroj, 2023). As the fastest-growing consumer application in history, it has set a record (Hu, 2023). This chatbot is being widely used by people to find the answers to any question. It is used by students, teachers, educators, and researchers since it offers them plenty of chances. It has advantages and disadvantages for language acquisition (Kohnke et al., 2023), programming (Rahman & Watanobe, 2023), and healthcare education, research, and practice (Sallam, 2023). The opportunities and challenges of ChatGPT in language/English language learning have been analyzed extensively, but implications for English literature courses have not been explored (Agustini, 2023; Baskara & Mukarto, 2023; Bin-Hadi et al., 2023). At the time of writing, such studies had only been conducted in the medical field (Temsah et al., 2023). It is important to analyze ChatGPT's compatibility for literature courses in addition to English language courses because many universities offer bachelor's degrees in English language and literature. However, in recent months, users of the fast-growing language model ChatGPT have dropped (Tong, 2023; Vynck, 2023). In order to utilize the model's effectiveness and the students' intended usage of it, it is crucial to understand user experience.

Literature Review

ChatGPT in Education

For Students

Considerable research has been conducted to examine the opportunities of ChatGPT in the field of education, and scholars express divergent perspectives regarding its utilization. ChatGPT provides many opportunities in the field of education, along with some risk factors. It has been identified as a virtual instructor (Lo, 2023; Sok & Heng, 2023), as it offers personalized instruction (Atlas, 2023; Baidoo-Anu & Ansah, 2023; Kasneci et al., 2023) accompanied by individualized feedback with interactive conversation (Rahman & Watanobe, 2023; Su & Yang, 2023) tailored to meet the specific requirements of the learners (Biswas, 2023). The swift and instantaneous response provided by ChatGPT (Chinoso et al., 2023) can boost students'

motivation in the learning process and promote learner autonomy and also assist students in the process of proofreading and modifying their written work (Biswas, 2023). It provides opportunities in various domains such as language translation (Atlas, 2023), programming, report writing, project management, decision making, problem solving, and critical thinking (Kasneci et al., 2023) and it facilitates student-centered learning environments (Zhai, 2023), but it performs satisfactory to less satisfactory across various subjects (Lo, 2023). However, certain scholars have expressed apprehension that using of ChatGPT can threaten people's critical thinking and decision-making capacities (Rahman & Watanobe, 2023; Sok & Heng, 2023).

For Teaching and Research

ChatGPT has opened new possibilities for educators. It offers advantages such as the ability to create assessment items that require a significant amount of time, lesson plans and preparation in more engaging ways to teach complex concepts, presentations and evaluation of students' work, and the creation of a syllabus and quiz (Atlas, 2023; Kasneci et al., 2023; Rahman & Watanobe, 2023; Sok & Heng, 2023). It also allows instructors to employ the flipped learning strategy in the classroom (Rudolph et al., 2023). As a result, it reduces instructor workload (Farrokhania et al., 2023; Grassini, 2023).

ChatGPT demonstrates its efficacy in the realm of academic inquiry as well. The software has the capability to generate outlines for various types of written works, such as articles, and may also facilitate idea generation (Sok & Heng, 2023). Additionally, it can provide support in conducting research and engaging in academic writing (Atlas, 2023; Kasneci et al., 2023).

Threats and Opportunities Associated With ChatGPT

In addition to offering opportunities, ChatGPT presents many challenges within the realm of education. Occasionally, it has been observed that the generated information may be inaccurate (Lo, 2023; Sok & Heng, 2023). Academic misconduct, a consequence of such behaviour, might result in a dearth of creativity and diminished decision-making capabilities (Farrokhnia et al., 2023; Sok & Heng, 2023). The issue at hand prompts inquiries pertaining to the precision and dependability of information (Grassini, 2023), the occurrence of academic dishonesty in online examinations, the development of text generation systems that mimic human writing (Rahman & Watanobe, 2023), and the potential undermining of the essay as an evaluative tool (Rudolph et al., 2023).

Elbanna and Armstrong (2023) argue, however, that incorporating ChatGPT into the classroom can automate mundane chores and improve students' educational experiences, leading to more productivity and efficiency as well as a more flexible learning environment. Montenegro-Rueda et al. (2023) and Neumann et al. (2023) both see potential in using ChatGPT in higher education because of the good effect it has on both teaching and learning. Halaweh (2023) suggested strategies and techniques of using ChatGPT in education.

ChatGPT for Language Learning

According to Bin-Hady et al. (2023), the use of ChatGPT has the potential to enhance the language proficiency of learners. It facilitates the acquisition of language skills by promoting genuine interactions. The ability to ascertain the contextual meaning of a term and rectify and elucidate linguistic errors has been seen (Kohnke et al., 2023). According to Ali et al. (2023), there is a common motivation among learners to enhance their reading and writing abilities. According to Hong (2023), there are significant prospects for second/foreign language instruction. Additionally, Yan (2023) asserts that it enhances students' effectiveness in the process of writing composition. Baskara and Mukarto (2023) and Klyshbekova (2023) argue that the integration of conversational practice in higher educational institutions may provide students with real language exposure and opportunities to enhance their language abilities. According to Su et al. (2023), the incorporation of ChatGPT into the context of argumentative writing instruction is proposed as a means to support students in several aspects, including the development of outlines, content revision, proofreading, and post-writing reflection. However, it is important to note that this approach also has certain drawbacks. Abdullayeva and Muzaffarovna (2023) report that the University of Michigan has created an AI writing instructor named M-Write, which utilizes ChatGPT technology to provide students constructive criticism on their written work.

In addition to several advantages in the domain of second/foreign language learning, ChatGPT also presents certain limitations. The overreliance of students on ChatGPT may potentially hinder the development of their critical thinking abilities and impede their creative expression in writing. (Abdullayeva & Muzaffarovna, 2023; Shidiq, 2023).

Numerous scholarly investigations have been conducted to examine the potential benefits and risks of integrating ChatGPT into educational settings (see Atlas, 2023; Baidoo-Anu &

Anash, 2023; Biswas, 2023; Chinoso et al., 2023; Farrokhania, 2023; Grassini, 2023; Kasneci et al., 2023; Lo, 2023; Rahman & Watanobe, 2023; Rudolph et al., 2023; Sok & Heng, 2023; Su & Yang, 2023; Zhai, 2023). Numerous scholarly investigations have been undertaken to examine the impact of ChatGPT on language acquisition, as well as its associated limitations (e.g., see Abdullayeva & Muzaffarovna, 2023; Ali et al., 2023; Bin-Hady et al., 2023; Hong, 2023; Kohnke et al., 2023; Shidiq, 2023; Yan, 2023). Several researchers have argued for including ChatGPT in academic and language-learning settings (Baskara & Mukarto, 2023; Elbanna & Armstrong, 2023; Halaweh, 2023; Klyshbekouva, 2023; Montenegro-Rueda et al., 2023; Neumann et al., 2023; Su et al., 2023). Though research has been conducted on language/English language learning through ChatGPT, little research has examined students' experiences of language learning with ChatGPT, and no research has been carried out to learn about the experiences of undergraduate students studying English language and literature with ChatGPT. Hence, the current study aims to address the existing void by highlighting students' voices from the perspective of English language and literature in Bangladesh. As a result, the goal of this study is to investigate the ChatGPT experiences of undergraduate English language and literature students. The following questions are in line with the research's goals, and the researchers hope to find solutions through this study.

1. How do students perceive the usefulness and simplicity of the use of ChatGPT in the context of English language and Literature (ELL)?
2. What are their current uses, and how do they intend to use it in the future?

The Technology Acceptance Model (TAM) was chosen as the theoretical basis for this investigation (Venkatesh & Davis, 1996). The theory is commonly employed in order to figure out an individual's acceptance of a technology. The model consists of two primary components: perceived usefulness and perceived ease of use. However, perceived usefulness and perceived ease of use are subject to the effect of external factors such as individual variances, system attributes, societal impact, and enabling circumstances (Diamond et al., 2018; Portz et al., 2019). Perceived usefulness and perceived ease of use are the two factors that influence one's intention to use a particular technology and its actual use. In the context of this study, it was considered the most suitable framework to explore English Language and Literature undergraduates' experiences of using ChatGPT. This framework was also employed in previous research to

explore the user experience (Diamond et al., 2018; Portz et al., 2019). This theoretical framework works as a guiding principle for this study.

Methodology

The purpose of this study is to investigate the user experience of ChatGPT from the perspective of English Language and Literature students in Bangladesh who are at undergraduate level.

Method

As this is an exploratory study, the researchers chose to conduct this examination using a qualitative method. The main objective of employing the qualitative method is to give complete and descriptive data that allows for a thorough understanding and analysis of the numerous factors associated to the topic under investigation (Queirós, et al., 2017).

Sampling

Participants for this study were selected through snowball sampling. Snowball sampling is a method commonly employed in research, whereby researchers initially identify a small group of participants who meet specific study requirements and are prepared to take part. These initial participants were then requested to suggest more individuals who also meet the research criteria, thereby expanding the sample size (Parker et al., 2019). Consequently, the researchers employed this sampling methodology to conduct this study.

Participants

Ten students from the department of English Language and Literature who are studying for a bachelor's degree participated in this study. Initially, one male and one female participant from the department of English Language and Literature were queried on their utilization of ChatGPT. Upon confirming their usage, and with their informed agreement, they were chosen for the study. Subsequently, they were requested to provide recommendations for other participants who were doing their bachelor's degree in English Language and Literature and who were using ChatGPT and expressed a willingness to partake in this research endeavor. Therefore, the criteria for selecting participants were:

- a) Students from the Department of English Language and Literature,

- b) At the undergraduate level,
- c) Using ChatGPT,
- d) Willingness to participate.

Using the prescribed methodology, 10 participants who actively engage with ChatGPT were carefully chosen. All participants in this study were undergraduate students from Bangladesh who are enrolled in the English Language and Literature department. Participants' demographic information is given in Table 1.

Table 1

Participants' Demographics

Participant	Gender	Semester	Mode of Interview
S1	Male	1 st	Telephonic
S2	Female	8 th	Face-to-Face
S3	Female	8 th	Telephonic
S4	Female	2 nd	Telephonic
S5	Male	2 nd	Face-to-Face
S6	Male	4 th	Face-to-Face
S7	Male	4 th	Telephonic
S8	Female	6 th	Face-to-Face
S9	Male	6 th	Telephonic
S10	Male	3 rd	Telephonic

Instrument

Data from these participants were collected through semi-structured interviews. Initially, a set of six questions was prepared. Six interviews were conducted through telephone, while four interviews were conducted through face-to-face meetings, scheduled at the participants' convenience. Due to the inability of all participants to coordinate their schedules for an in-person meeting, six interviews were conducted via telephone.

Ethical Considerations

To maintain the confidentiality of their names, participants were labeled as S1, S2, S3...S10. The interviews were taped after obtaining informed consent from the participants. Strict measures were implemented to guarantee the confidentiality of their information and interviews.

Data Analysis

The data were transcribed using the transcription tool otter.ai. The transcriptions yielded several codes, which were further organized into specific thematic categories. The TAM theoretical framework acted as the guiding principle to select themes for this study. Therefore, the data were presented using a thematic analysis technique, and the findings, then, were analyzed in light of several themes. The following form the study's main themes:

- a) Introduction to ChatGPT
- b) Perceived usefulness
- c) Perceived ease of use
- d) External variables
- e) Intention to use ChatGPT
- f) Actual use of ChatGPT

Results

The results of this study have been analyzed according to the listed themes:

Introduction to ChatGPT

The majority of the participants reported that they first heard about ChatGPT from social platforms like Facebook, Instagram. Some students heard about it from their friends.

I got familiar with ChatGPT from Instagram reels that popped up in my feed (S5).

I heard about ChatGPT from Facebook (S2).

One day we (me and my friends) are gossiping. During that time one of my friends said that a new thing in AI field has been launched that can have answers of anything and everything (S10).

They were introduced to it as a new aspect of artificial intelligence and when they signed in first to use this AI, it seemed to them like a magical element that could answer all the questions. One participant remarked it as *Aladiner Cherag* (Aladin's Lamp) (S6). They all heard many interesting stories about Chat GPT that can write poems, stories, and more, and they started using it as a fun element. S6 reported:

At first, I used ChatGPT as a fun element only. One day my little sister asked me to write an email for her and I was in a rush at that time. So, at that time I used ChatGPT to write an email for my sister and I was amazed that it wrote the email by following all my clues. And from that point I started using ChatGPT.

S9 remarked:

The first thing that I heard about ChatGPT is that it can write poem. I sometimes write poem. So, I commanded it to write a poem on Childhood and I gave some clues what things to be incorporated. I saw that it wrote a beautiful poem for me. Then I said to rewrite this in Shakespearean style and Dickinson style. I was amazed. From then on, I started using ChatGPT. It became my full-time friend (S9).

S2 remarked:

The first thing I knew about ChatGPT that it will replace human from many kinds of jobs, as it can produce any writing within a very short amount of time. So as a student of English Language and Literature, a little bit of fear arose in my mind about my future (S2).

Perceived Usefulness of ChatGPT

Perceived usefulness refers to the evaluation made by an individual regarding the subjective value or benefit of something. However, usefulness of anything can be divided into two categories: opportunities and drawbacks. This section, therefore, highlights students' voices regarding merits and demerits of using ChatGPT.

Merits of Using ChatGPT

According to the perception of all the students, ChatGPT provides several benefits in the field of English Language and Literature. The merits of ChatGPT include: 1) time savings, 2) idea generation, 3) 24/7 tutoring, and 4) personalized feedback.

Time savings. Findings from all the students suggest that ChatGPT responds to their queries anytime. As it can produce any response within seconds, it saves students time. Students do not need to spend time searching for answers through Google. Therefore, this tool is a time saver that helps students to utilize their time well.

Idea generation. ChatGPT generates ideas on unknown topics. Therefore, it works as a helpful tool to generate ideas and students can take ideas from it.

Answers to many questions cannot be found on Google. We do not have access to them even we find them on Google. In all those cases we can take idea from ChatGPT (S5).

24/7 tutoring. All the students suggest that ChatGPT is like their full-time teacher. They can ask ChatGPT any question at any time. Therefore, this AI tool works as a 24/7 tutor for students.

Asking teachers something over and over again can get annoying, but ChatGPT never gets bored (S9).

Personalized feedback. ChatGPT provides personalized feedback to students. It caters to anything according to the needs of the students. As S3 states:

Sometimes it happens that the answer that ChatGPT provides is written in a complex way. At that time when we ask ChatGPT to write the answer in a lucid way according to the standard of undergraduate students, it can do so.

Demerits of Using ChatGPT

Findings from all the participants suggest certain drawbacks or demerits of using ChatGPT for English language and literature. These demerits are: 1) diminishing students' cognitive faculty, 2) providing confusing answers, and 3) limiting students' knowledge acquisition.

Diminishing cognitive faculty. According to the findings of the majority of students, too much dependence on ChatGPT is reducing students' writing ability and creative faculty. As students can readily get answers without thinking, their creative faculties are not developed, and as a result, students suffer from a variety of challenges such as word block, difficulty finding the perfect word while writing, and many more. Also, ChatGPT makes the learners lazy, and they do not study much. In this regard, S10 stated, "Sometimes in exam hall it happens that I have many ideas in my mind, but I cannot articulate them in need of applying right words, and my brain

does not work proper properly to use appropriate words.” The problem appears to be the result of overreliance on ChatGPT.

Confusing or wrong answers. ChatGPT sometimes proposes complex grammar solutions and provides explanations for incorrect replies. In this regard, S1’s remark is noteworthy:

Once I asked ChatGPT to change some sentences from active to passive and vice versa. I was confused a bit seeing the provided answers. I could not understand whether I don’t know or ChatGPT is providing the wrong answer. To clarify my query, I asked ChatGPT to change voice of the sentences: “I have a pen” and “I am sleeping,” Answers provided by Chat GPT was “A pen is possessed by me” and “Sleeping is being done by me.” Then it becomes clear to me that ChatGPT provided me wrong answers (S1).

The majority of the students faced various situations while analyzing poems and prose. A student asked ChatGPT to provide some explanations of “Heart of Darkness”, but ChatGPT showed some explanations that are not actually true and completely unrelated to the text. Therefore, a minimum knowledge of the topic is very important when using ChatGPT because ChatGPT might provide wrong answers. If users do not have any idea about the topic, they can be deceived.

In the last semester some of our friends were completely dependent on ChatGPT to prepare notes for various literary questions and they used no other reference books. One day after, coming out of the exam hall we were discussing who wrote the answer how. I was surprised to hear their answers because the answers were out of context. Then I asked them if they read them from ChatGPT and they read everything from only ChatGPT(S6).

Limiting knowledge acquisition. Responses from a significant number of students indicate that they are not reading many reference books in order to find the answers to their literary questions. Instead, they are copying ideas from ChatGPT. They are limiting the amount of knowledge they can gain by doing this. For example, S2 stated, “One of our questions was ‘Characteristics of King Arthur of Lenval,’ Many have written, the characteristics of King Arthur of England copied from ChatGPT.”

Perceived Ease of Use

Findings from all of the students suggest that ChatGPT is very easy to use. A person can sign in to ChatGPT very easily, and ChatGPT can remember previous questions. However, perceived ease of use is influenced by one external variable: clear articulation of prompts.

Easy Sign in

If someone has a Gmail address, they can easily use ChatGPT. S10 said, “When I first heard about it, I thought that I have to complete several stages to log in and I overlooked to sign in as I am a bit technophobic. But later I found it super easy.” One has to articulate the question well and, depending on the prompt, it provides an answer. But prompts are very important here. “The clearer the prompt is, the more organized the answer is” (S9).

Remembering Previous Questions

ChatGPT does not forget the previous questions. So, within a chat, one does not have to write the same question repetitively. ChatGPT can remember the previous questions within a conversation session. Therefore, it is not necessary to write the previous question again and again. As a result, it makes the conversation easy. S3 also made the same observation: “When we search something on Google, we have to write our question again and again, but searching answer in ChatGPT is like chatting with a man who can remember what I have said a while ago.”

External Variables

Clear Articulation of Prompts

Clear articulation refers to the act of expressing thoughts, ideas, or information in a concise and easily understandable manner.

Participants who can articulate prompts well get concise answers and get the answers they wanted. Students might not get clear-cut answers if they cannot ask their questions in an understandable manner. S10 highlighted, “For the same question sometimes me and my friends get different answers. We thought why. Later we found that actually because of wording our answers differ.”

Intention to Use ChatGPT

Students' intentions to use ChatGPT were influenced by perceived ease of use and usefulness of ChatGPT. Findings from all students highlighted their negative experiences regarding their answers that are mentioned in the 'demerits of using ChatGPT' section. Findings from students highlighting their positive experiences have been highlighted in the section on 'actual use and merits of using ChatGPT.'

Analyzing positive and negative experiences S1 remarked "I lost my faith in ChatGPT". They expressed affirmation about their intention to use it in future. They do not want to stop using it completely; rather they want to minimize their exposure to ChatGPT. They show their highest concern on ChatGPT because many students are extensively using it without thinking of their own development.

Actual Use of ChatGPT

Actual use refers to the real-life use of ChatGPT as observed in a student's academic setting. Students use ChatGPT both for their language and literary courses.

For English Language

Findings suggest that the majority of the students use ChatGPT for their English language learning. Mainly they use this language model for developing their reading and writing skills.

Developing reading and writing skills. When students ask any query and get the answers from ChatGPT, they are introduced to a lot of vocabulary that they are not familiar with. Then, they again ask ChatGPT the meaning of this certain word. Thus, they enrich their vocabulary.

It is my common attitude that when I get any answer from ChatGPT and get any unknown word, I ask the meaning. If I don't understand, then again, I ask to make me understand the meaning with examples. Thus, I repetitively continue my asking until I grasp the full idea of the certain word. Thus, my word stocks get enriched (S1).

They practice paragraph writing and essay writing through ChatGPT. They command ChatGPT to write a paragraph or essay on certain topics. They read this writing and take ideas how sentences are connected, how coherence, cohesion and unity have been maintained. S8 remarked:

Writing an argumentative essay appears to be a difficult task for me. However, ChatGPT has helped me overcome my dread on argumentative essay. Because of ChatGPT, I was able to practice argumentative essays and received high grades in exam (S8).

S9 remarked:

At school and college levels we memorized paragraphs on certain topics, and we used to get paragraphs in exams from those selected topics. But at university level, there is no certain topic for paragraph writing. There are also principles for writing paragraphs. However, I always faced difficulties articulating topic sentences. So, I used ChatGPT to practice writing topic sentences for my paragraph and now I think I can a well-constructed topic sentence of any paragraph (S9).

The findings suggest that all of the students use ChatGPT to conduct grammatical dissection. For example, they provide a text and ask ChatGPT to identify parts of speech, tense, etc., from the text. S1 remarked:

There is a topic in my final exam “same words as different parts of speech” and it seems a bit confusing to me. I have to find out the same words from the text and name them different parts of speech according to sentences. I practice this item through ChatGPT and still I am using it. Perhaps I am doing better day by day (S1).

A few students use ChatGPT to increase their comprehension skill as well. They copy a passage from the book and ask ChatGPT to make true/false, fill in the gap, short answer-questions from the passage. Then they themselves solve those questions. After that they ask ChatGPT to provide answers, and they crosscheck. By following this procedure, they are developing their reading skill.

We collaboratively practice reading through this (ChatGPT). We ask it to make tasks in two levels: easy and difficult. Then we solve these tasks with our friends. Most of the time we can solve the easy tasks by ourselves, but to solve the difficult tasks we have to discuss with others. That means we can solve easy tasks individually, but we have to solve difficult task collaboratively (S2)

For Literature

The findings suggest extensive use of ChatGPT for literary courses. These are: 1) making simplified literary texts and literary explanations and, 2) making notes for literary answers.

Making simplified literary texts and literary explanations. When students cannot comprehend a literary text written in a difficult language, they ask ChatGPT to rewrite it in easy language. ChatGPT provides a well-crafted reproduction in simplified language, enabling them to independently comprehend and grasp complex points without relying on the guidance of an instructor. They analyze proses and poems that are included in their courses through ChatGPT.

S10 said:

In my novel course I could not my grasp the underlying meaning of "Pride and Prejudice" and in my prose course I could not understand the underlying meaning of "Selected essays of Francis Bacon". That's why I used to quote those lines and ask ChatGPT to rewrite them in easier language. ChatGPT helped me understand the literary work this way and it's like having a master who is always there for me and never gets bored.

Making notes for literary answers. The findings suggest that in literary courses, learners have to write broad questions. In order to enhance the aesthetic appeal of their answers it is necessary to write a well-crafted introduction. However, this task demands much deliberation, and composing a distinctive introduction can be a time-intensive endeavor. However, ChatGPT has significantly simplified this task. A participant reported, “I only want ChatGPT to write the lovely introduction in 30 seconds instead of the three hours it took me to write” (S1).

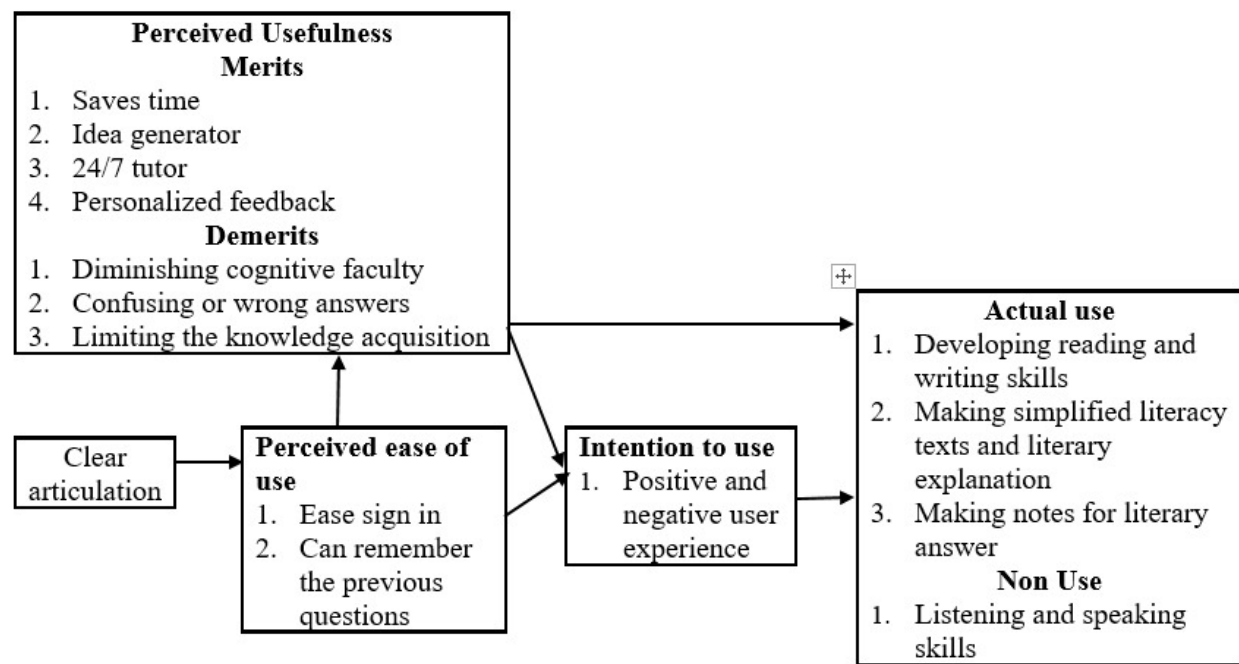
The majority of the participants reported that Google provides keyword-based answers for their queries when they conduct a Google search. Though the answer is relevant to the question, sometimes the central point remains elusive. However, they input the precise query or question into ChatGPT, and it provides a direct response or a direct answer. S9 said:

I was searching some answers of the questions related to "Sir Orfeo", but Google was not providing me satisfactory answers. Subsequently, I asked those questions to ChatGPT and received satisfactory answers characterized by high degree of organization (S9).

The findings are summarized in Figure 1 according to the Technology Acceptance Model.

Figure 1

Summary of the Findings



Summary of the Findings as Shown in Figure 1

Figure 1 portrays a concise overview of the findings. The components of this figure consist of perceived usefulness, perceived ease of use, intention to use, and actual use. However, perceived ease of use is dependent on the external variable. The arrows in the figure depict interconnection between various components. Perceived usefulness and perceived ease of use influence students' intentions to use ChatGPT. Here perceived ease of use depends on the external variable, 'clear articulation.' The intention to use then leads to actual use of ChatGPT. The arrow stemming from the perceived usefulness of ChatGPT and leading directly to the actual use of ChatGPT signifies that when students see ChatGPT as advantageous and valuable, they are more inclined to utilize it. Moreover, the arrow from perceived ease of use to perceived usefulness suggests that when students regard ChatGPT as easy to use, they are more likely to perceive it as a valuable tool.

Perceived usefulness covers the merits and demerits of ChatGPT for students. This AI tool helps students to save time, it works as an idea generator, 24/7 tutor and it also provides personalized feedback. There might be a concern that excessive dependence on this tool can

diminish students' cognitive faculty, limit students' knowledge acquisition, and sometimes provide confusing or wrong answers. Then comes another component that is perceived ease of use. The process of using ChatGPT is very simple, and the conversational function is also interesting as it can remember previous questions from a conversational session. Perceived ease of use depends on the external variable, clear articulation. The more useful and easier the students perceive ChatGPT, the more likely they intend to use it. Therefore, perceived usefulness and perceived ease of use influence students' intentions to use ChatGPT. The arrow generated from intention to use indicates that intention to use leads to the students' actual use of ChatGPT. Students use this tool to develop their reading and writing skills, to simplify literary texts and literary explanations and to make notes for literary answers. However, they do not use this tool to develop their listening and speaking skills.

Discussion

The central themes of this inquiry are: 1) introduction to ChatGPT, 2) perceived usefulness of ChatGPT, 3) perceived ease of use, 4) external variables, 5) intention to use, and 6) actual use of ChatGPT. These themes were mentioned earlier in the methodology section and the findings have been presented according to the themes.

The first theme of this study is introduction to ChatGPT. That refers to how students heard about ChatGPT. From the inquiry, it was found that students heard about ChatGPT from social media platforms like Facebook and Instagram. Initially they used it as a fun element. The finding is consistent with Sim's (2024) remark that in late 2022, he found ChatGPT an amusing element and he used it to write absurd stories.

The second theme of this study is perceived usefulness of ChatGPT. Perceived usefulness refers to the subjective possibility that a technology tool will enhance the performance of an individual or team (Malik & Annuar, 2021). It was found from the interviews with English Language and Literature students that ChatGPT saves time, works as an idea generator, and is like their full-time teacher. Findings from this study are aligned with the findings of Ngo (2023) and Lo (2023) as Ngo (2023) remarked that ChatGPT saves students' valuable time, and it works as their full-time teacher. Lo (2023) considered it to be a virtual instructor. However, ChatGPT has certain demerits as well. It decreases students' critical thinking capacity and limits students' knowledge acquisition, and sometimes it provides confusing or wrong answers. Purwasih and

Sahnan (2023) assert that excessive dependence on ChatGPT can result in diminished creativity and problem-solving abilities.

The third theme of this study is perceived ease of use. Perceived ease of use refers to the extent to which an individual believes that utilizing a specific technology would require minimal effort (Davis, 1989). It was found that it is very simple to use ChatGPT and it aligns with the view of Diaz (2024) that ChatGPT is notable not for any specific breakthroughs, but rather for its accessibility and user-friendly nature. ChatGPT can also remember the previous questions of a single session. This is another reason why ChatGPT seems user-friendly.

The fourth theme is external variables. It was found that there is an external variable named clear articulation that influences perceived ease of use of ChatGPT. The response of ChatGPT depends on the prompts. If prompts are not clear, the answer will not be clear. Therefore, it is very necessary to articulate prompts clearly.

The fifth theme of this study is the intention to use ChatGPT. Students possess both positive and negative experiences with ChatGPT for instructional purposes, but they do not intend to stop using it, because it works as a full-time teacher for them. It has been categorized as a virtual scholar by many scholars as well (e.g., Lo, 2023; Sok & Heng, 2023). Their concern about students' declining critical thinking capacity is consistent with that of other scholars (e.g., Farrokhnia et al., 2023; Sok & Heng, 2023).

The sixth theme is actual use of ChatGPT. Students now use ChatGPT as a supplemental resource that has all the solutions to all their questions. ChatGPT aids in the enhancement of both English writing and reading proficiencies. As students utilize this tool regularly, they become acquainted with a plethora of unfamiliar vocabulary. Consequently, it enhances their lexicon as it is able to determine the meaning of a word based on its surrounding context (Kohnke et al., 2023). This tool assists in refining grammatical abilities of students while also offering comprehensive explanation for grammatical solutions. Analyzing a text through grammatical dissection facilitates independent problem-solving for students, enabling them to discover errors with ease without the need for teacher's intervention. The findings are consistent with Bin-Hady et al.'s (2023) discovery that it serves as students' language practice partner while giving them feedback on how they are using the language. It is also of adequate value in the field of English literature. However, there is no published literature that backs it up.

ChatGPT can be regarded as a self-access tool, as students can access this AI tool without the intervention of anybody else, and they can facilitate their own learning according to their own way.

Though ChatGPT fosters learners' autonomy among students, it can have disastrous repercussions. Due to the pen-and-paper format of tests in Bangladesh, there is a good likelihood that students will use ChatGPT to cheat during exams.

Conclusion and Limitations

ChatGPT, an advanced language chatbot, has received significant attention and has gained considerable popularity among students due to its user-friendly interface and applicability in academic environments. It is vital to acquire an understanding of students' experiences pertaining to the utilization of this chatbot. Consequently, the present study has been undertaken, guided by the Technology Acceptance Model. The study's findings reveal a nuanced interaction among several components. Students articulated their favorable and unfavorable encounters in relation to its utilization. Nevertheless, it is important to note that the positive experiences should not be overshadowed by the negative events. Therefore, participants intend to use it further. We cannot deny the technological advancements. We have to accept them, and we have to work to alleviate negative sides of technological progress. This research could help educators and policymakers integrate new aspects of technology by examining their benefits and drawbacks.

This study possesses some limitations as well. The first limitation of this study is the sample size. Only 10 students participated in this study. Students' social and cultural contexts play significant roles in one's experience. The experience which is true for Bangladeshi students may not be true for students of other cultures. This research highlighted only the voices of students of English Language and Literature. Further research is necessary based on varieties of disciplines to determine the usability of ChatGPT.

Notes on the Contributors

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