

ChatGPT's Impacts on Students' Writing: Lessons Learned from Nepali Undergraduate Students

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Abstract

Artificial Intelligence (AI) has significantly evolved and is widely applied across various sectors, including education. The advent of ChatGPT has generated interest among users and researchers. Some express concerns about student dependency, while others advocate its incorporation into education due to its growing indispensability. ChatGPT offers a platform for students to address difficult theoretical questions and generate ideas for application-based questions. A study was conducted to understand undergraduate students' perceptions of ChatGPT's usefulness in academic writing and explore its potential in Nepali education. Using a mixed-method approach, data was gathered through a structured questionnaire distributed online via Messenger and email. The respondents, 64 Nepali students pursuing undergraduate degrees in Nepal and abroad, answered six questions: 5 questions were structured, and 1 question was unstructured. The study revealed that most students found ChatGPT easy to use and beneficial for idea generation, rephrasing, and correcting grammatical errors. However, concerns about dependency and its impact on creativity were noted. While ChatGPT is a valuable tool for enhancing writing skills, a balanced approach is necessary to leverage AI's capabilities while fostering independent thinking. Further research is recommended to explore long-term impacts and effective integration strategies in education.

Keywords: *ChatGPT, undergraduate, Nepali, Artificial Intelligence, perception, writing*

Introduction

Even though Internet usage began in Nepal only in 1995, five years after its global introduction, more than 16 million people, accounting for over 55 percent of the total population, now use the internet in Nepal (Tiwari, 2023). Since then, there has been a remarkable transformation in how people

access information, even in the country's remote areas. Till January 2020, Nepal had 10.21 million internet users. The number of internet users in the country grew by 315 thousand (+3.2%) between 2019 and 2020. There is no doubt that the number of internet users is increasing rapidly, and so is the number of students who are using the Internet (Singh & Shrestha, 2021). There is

a marked difference between private schools and government schools. However, internet usage is becoming common among students in Nepal. According to Singh and Shrestha (2021), “about 94.7% of students from private schools and 58.3% from public schools use the internet” (p. 104). Therefore, there is a strong necessity for scholars to undertake research on the relationship between artificial intelligence (AI) and education in Nepal.

Since COVID-19 pandemic, Nepali students and teachers have been much tech-savvier than before. Google Classrooms, Microsoft Teams, Zoom, Google Meet, Kahoot, Quizlet, Webex Meetings, Padlet, and many more applications were introduced to the Nepali education system. Similarly, the possible impacts of artificial intelligence (AI) on the Nepali education system have become an academic discourse. Nobody denies the fact that AI is gaining domination in every sphere of human life—sports, business, service, health, communication, and education. It can be seen as the capability of machines to adapt to new situations, solve complex problems, answer questions, plan, and perform various functions that require a certain level of intelligence typically seen in humans (Coppin, 2004). Furthermore, AI is defined as a system’s ability to accurately interpret external data, learn from it, and use the acquired knowledge to achieve specific goals and solve particular tasks (Kaplan & Haenlein, 2019). Developers aim to enhance AI to closely match or even replicate the intelligence and behavior of humans, animals, and machines (Whitby, 2008). However, a question arises: To what extent can we depend on artificial intelligence? Nobody has the perfect answer to this question. It has to be brought to the table for discussion.

For nearly two decades, education systems worldwide have been striving to integrate various technological advancements into schools and universities to facilitate teaching and enhance students’ academic satisfaction (Hysaj & Hamam, 2021; Van Leeuwen & Wiedermann, 2001). Understandably, a majority of management and policymakers have supported these efforts and remain optimistic about the benefits of these innovations in education (Hysaj, 2021; Abdulghani et al., 2020). AI is becoming a widely adopted technology, including in the education sector. Nowadays, researchers agree that AI has the potential to transform the traditional education system, making learning more personalized, engaging, and effective (Alneyadi et al., 2023; Harry, 2023). On one hand, AI enhances student engagement by offering interactive and experience-based learning (Wardat et al., 2022). On the other hand, AI, through intelligent learning systems, chatbots, and automated assessment, improves efficiency and saves teachers’ time (Harry, 2023). However, the ongoing use of AI tools by learners at all levels of the education system, particularly in higher education, has encountered numerous challenges. These challenges include teachers’ personal adherence to ethics, reluctance to embrace such tools, and the complexities related to the purpose, benefits, and drawbacks of using AI in education (Adarkwah, 2021; Hamam & Hysaj, 2021).

To everyone’s surprise, ChatGPT, one of the AI products launched in 2021, “has quickly demonstrated its potential in the educational sector” (Ivanova et al., 2024, p. 150). ChatGPT is a language model that leverages deep learning to generate human-like responses to text prompts. Its applications are diverse, including chatbots, language translation, and

virtual assistants (Lutkevich & Schmelzer, n.d.; Lund & Wang, 2023).

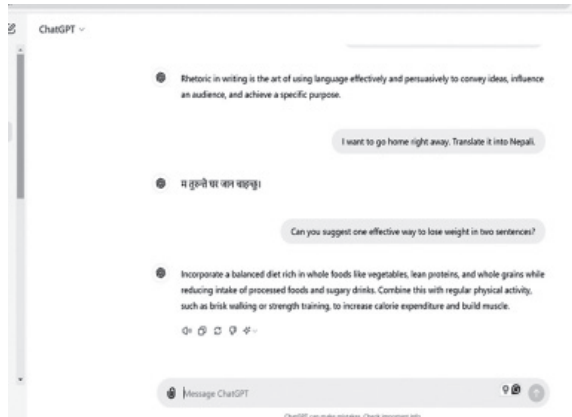


Figure 1: Interaction with ChatGPT in the Chatbot

This study acknowledges that achieving good educational outcomes involves more than just the use of advanced AI-based computer technologies. Various philosophical and pedagogical perspectives often play a crucial role in determining the quality of education. Given this context, chatbots are viewed as a specific example of AI-based technology with the potential to act as virtual assistants in the learning process, complementing but not completely replacing the human element, particularly teachers. ChatGPT can answer students' questions and satisfy their curiosity, as shown in the examples in Figure 1 above. ChatGPT can teach and rephrase complex sentences, give meanings, and prepare readymade answers, following students' commands. These ChatGPT facilities can also turn out to be a hindrance to student creativity. Considering this issue, this study is guided by two principal research questions:

- a. What is Nepali students' perception of the usage of ChatGPT?
- b. In what ways does ChatGPT contribute to the development of their writing?

Literature Review

Artificial Intelligence (AI) denotes intelligent devices and software that can reason, gather data, process it, interact, control, or distinguish between objects. John McCarthy coined the term "artificial intelligence" in 1956 to describe a brand-new area of computer science that tries to make machines behave like humans. However, it has recently been a most-discussed topic. Artificial Intelligence can be divided into several fields, such as "text and speech synthesis, robotics, machine learning, natural language processing, computer vision, and planning and expert systems" (Mukhamediev et al., 2022, cited as AIAfnan et al., 2023, p. 61). Almost everyone, including high school students, has a mobile phone. These days, mobile phones use some AI tools and features. This means we are gradually becoming dependent on AI assistance. AI use has spread so extensively around the world that it is challenging to remain unaffected by it. People are talking about its benefits and some of its free services. If we consider ChatGPT, one of the AI tools, from weak students' standpoint or those who find academic writing complex and subtle, ChatGPT is no less than a lifeguard in a swimming pool or in a flood. Some students may not benefit from a human teacher, but they may easily understand concepts taught by an AI teacher such as ChatGPT. Taking guidance and replicating its model answers can help the majority of the students produce at least acceptable work required to pass a writing course or achieve a respectable grade (Lancaster, 2023).

There is no debate over whether students in higher education are utilizing AI tools to complete their assignments and understand different terminologies or concepts. The widespread use of AI tools such as ChatGPT

across all majors has highlighted the need to explore the ways and forms in which they are being utilized and the frequency of their use (Whittlestone et al., 2019). While the levels and reasons for AI tool utilization may vary based on individual students' unique circumstances and needs, it is important to investigate their use in higher education to facilitate teaching and accommodate AI integration (Alotaibi & Alshehri, 2023). Additionally, the process of employing AI tools requires careful consideration from all parties involved in higher education. Therefore, analyzing their use by students is crucial for educators to adapt teaching methods and share both generic and discipline-specific knowledge (Marzuki et al., 2023). Understanding the application of ChatGPT in various subjects not only enhances our comprehension of students' needs but also empowers us with insights into an AI tool's functions and usage patterns.

The teaching and learning process is closely associated with the needs of both students and teachers and understanding AI tools is essential for their successful and ethical use. Students use AI tools for different purposes, and their perspectives on technology and AI tools are influenced by intellectual, personal, and societal factors (Whittlestone et al., 2019). The ways AI tools are used, whether exciting or cautious, differ from one student to another based on their specific needs and motivations (Umbrello & Van de Poel, 2021). ChatGPT helps students in different ways as if it were an online tutor to solve different problems. For instance, students struggling with grammar concepts might use AI tools to write in a more sophisticated language. Conversely, students with a limited vocabulary may find academic texts challenging when writing literature reviews and might use various

AI tools to paraphrase and summarize these texts for better comprehension or complete revision (Fitria, 2023). Furthermore, ChatGPT can help good student writers become better writers and better writers to the finest writers.

Not only does ChatGPT help students improve their writing skills in English, but it also influences teaching trends and practices. The integration of ChatGPT in education, similar to other AI-based solutions, holds the potential to revolutionize the traditional educational system by boosting the motivation to acquire knowledge through experiential learning. According to Zhai (2022), as "AI continues to evolve and advance, it is likely that it will become an increasingly important tool for driving innovation and improvement in education" (p. 9). Building on this perspective, it can be argued that ChatGPT can make a significant contribution to educational advancements. In an academic context, ChatGPT can assist with various tasks such as designing assessments, writing essays, and translating languages. Furthermore, it enables users to ask and answer diverse questions, summarize texts, and engage with the tool as if it were a peer (Baidoo-Anu & Ansah, 2023). An important aspect of ChatGPT's utility is that it is a friendly tool to support introverted students who might be reluctant to ask their teachers for clarification during class. These students can interact with the chatbot more confidently and obtain the information they need without the shyness or hesitation associated with direct human interaction. This feature of ChatGPT fosters an inclusive learning environment, catering to the needs of all students and enhancing their overall educational experience. An average student writer can be a good student writer, and a good student writer can become better.

However, the underlying demerits of AI tools such as ChatGPT should not be overlooked at any cost. Barron (2023) suggests that rapid development in AI tools and their subsequent extensive usage around the world have created the necessity to explore and understand their use, benefits, and drawbacks. Students might become more dependent on ChatGPT's suggested answers because Krugman (2022) argues that the use of ChatGPT has the potential to affect the demand for knowledge works. The use of ChatGPT affects decision-making as users may frequently use the tool to search for automated responses that tend to afflict users' decision power and abilities to process and think. From teachers' perspective, an AI tool can work as a slow poison that seems to work effectively earlier but may develop adverse symptoms in the future if adopted uncritically. Moss et al. (2018) contend that if AI tools are misused to deceive the whole system of education, these tools will be regarded as unethical, unacademic, and deceitful.

One of the major concerns of Zhai (2022) is that ChatGPT tends to perpetuate race-based, gender-based, and socioeconomic biases that are intrinsically present in the data they are trained on, which can result in unequal and biased outcomes for students. The danger is that some students unconsciously internalize such biases that later are reflected in their writing and speech. Similarly, in the context of ESL/EFL writing classes, "essay writing and constructed response tasks are commonly used in assessing students' abilities in the classroom. It seems like ChatGPT can conduct such work easily. This raises the concern that students may be outsourcing their writing" (Stokel-Walker, 2022, as cited in Zhai, 2022, p. 10). If assignments given to students are not modified to elicit their personal observations

and experiences, general writing skills will be easily outsourced in comparison to critical thinking and creativity. The same type of writing may be circulated among students.

Artificial Intelligence (AI) has been gaining popularity in our day-to-day lives. ChatGPT, in particular, is becoming a necessity in fields such as education, and has proved to be an interactive tutor for academic writing and concept building. Many students are indeed likely to benefit from AI in terms of writing challenges, but the growing reliance on AI is not exempted from concerns. It is also likely to make students more dependent on automated/readymade answers, eroding students' creativity, critical thinking, and decision-making abilities. In addition, young students might unconsciously internalize different biases or stereotypes embedded in their algorithm and promote them without realizing them. Therefore, the incorporation of ChatGPT requires careful attention to balance the merits and demerits of it.

Methodology

This study employed a mixed-method approach, utilizing a structured questionnaire to gather data on the frequency of using ChatGPT and how it has been impacting their writing skills from different Nepali undergraduate students ranging from first-year students to final-year students studying in Nepal as well as abroad. The participants were selected randomly. All the selected students were good at English because they had been to English medium schools in Nepal. The questionnaire, created using Google Forms, was distributed online via Messenger and email. Before completing the questionnaire, they were supposed to give their consent to the researcher to analyze the data or responses

elicited from them. Comprising six questions, the questionnaire aimed to understand Nepali undergraduate students' perception of ChatGPT in the ESL/EFL writing context. The participants were given a range of four options for each structured question. The last question was open-ended to allow students to express their feelings freely. A total of 64 students completed the questionnaire. 90.62% of the Nepali respondents were pursuing their undergraduate degrees in Nepal, and the rest were studying abroad as indicated in Figure 2.

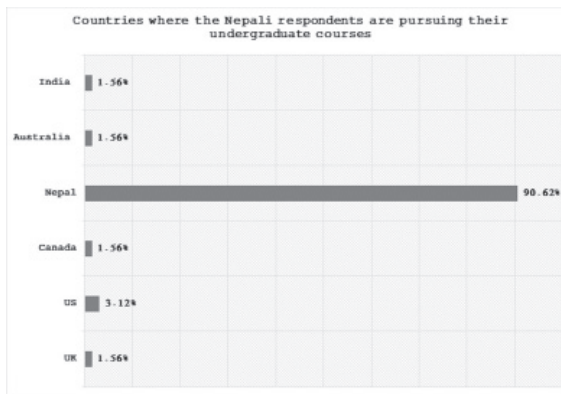


Figure 2: Countries from where the respondents participated in the questionnaire

Results

This section presents the findings of this small-scale study, which aimed to explore the use of ChatGPT among Nepali undergraduate students for academic writing purposes. The data was collected through a structured questionnaire distributed to English medium students studying both in Nepal and abroad. The participants' responses provide insights into the frequency, purpose, and perceived difficulty of using ChatGPT and the extent to which students utilize its generated content in their writing assignments. The analysis is structured around several key aspects: the

frequency of ChatGPT usage, the perceived difficulty level of using ChatGPT, the specific purposes for which students use ChatGPT, and how students handle the content generated by ChatGPT. The findings are supported by quantitative data presented in bar charts and tables below, which stress the diverse ways in which students integrate AI tools into their academic writing process.

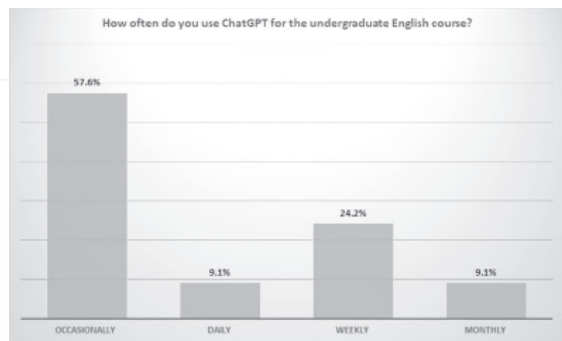


Figure 3: Frequency of using ChatGPT for

The frequency of ChatGPT usage (Bar Chart 1.) among Nepali undergraduate students for their English course varies widely. Most students, 57.6%, use it occasionally, indicating periodic reliance on the AI tool for challenging assignments or additional support. A regular 24.2% use it weekly, integrating it into their routine study practices to supplement learning or refine writing skills. A smaller group, 9.1%, use ChatGPT daily, showing high reliance, possibly due to preference or difficulty with the material. The same percentage of students use it monthly, likely for major assignments or specific challenges. This range of usage reflects diverse levels of dependency and integration of AI tools in students' academic routines, tailored to individual needs and preferences.

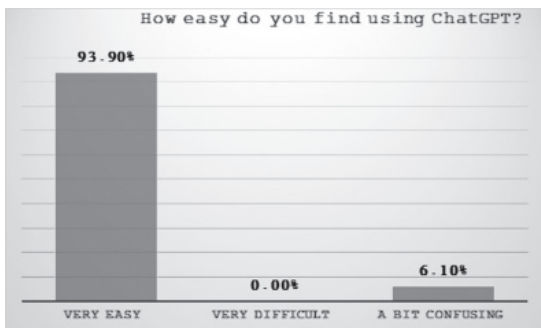


Figure 4: *The difficulty level of using ChatGPT*

The data (Figure 4) indicates that the overwhelming majority of students, 93.9%, find using ChatGPT very easy, suggesting that the tool is user-friendly and accessible for most undergraduates. This simple usability likely contributes to its widespread adoption for various writing tasks because students can quickly and effectively navigate the platform to support their studies. The absence of students finding it difficult highlights ChatGPT’s intuitive design and functionality. However, 6.1% of those who find it a bit confusing point to a minor but significant need for improved guidance or tutorials. This small percentage may struggle with specific features, indicating that while ChatGPT is largely accessible, there is still room for enhancing user support to ensure that all students can fully benefit from its capabilities.

Option 1	To generate ideas for my assignment	63.6%
Option 2	To rephrase difficult passages and sentences	21.2%
Option 3	To help me write almost an entire assignment	3.1%
Option 4	To fix grammatical and punctuation-related errors in my writing	12.1%

Table 1: *Students’ response to the question, “For what purpose do you use ChatGPT?”*

The data (Table 1) reveals diverse purposes for which students use ChatGPT, emphasizing its multifaceted utility in academic writing. 63.6% of the respondents use ChatGPT primarily to generate ideas for their assignments, indicating its role as a critical brainstorming tool that helps in the initial stages of writing. This also suggests that students find value in ChatGPT’s ability to inspire creativity and provide starting points for their work. This is more useful to those struggling to devise rough ideas for their assignments. Meanwhile, 21.2% of students use it to rephrase difficult passages and sentences, reflecting its effectiveness in enhancing clarity and readability in their writing. The fact that only 3.1% of students rely on ChatGPT to write almost entire assignments suggests that while its comprehensive writing capabilities are recognized, they are not extensively exploited, possibly due to concerns about academic integrity or a preference for personal authorship. Lastly, 12.1% of students use ChatGPT to fix grammatical and punctuation-related errors, underscoring its utility as a proofreading tool that ensures polished, error-free submissions. This distribution of usage purposes underscores ChatGPT’s versatility and a reliable teacher in supporting various aspects of the writing process, from idea generation and content refinement to grammatical accuracy, reflecting its fundamental role in enhancing students’ academic writing skills.

Option 1	I copy A to Z from ChatGPT.	3%
Option 2	I use some sentences only from ChatGPT.	15.2%
Option 3	I rephrase ChatGPT's answers.	42.4%
Option 4	I just use ChatGPT's answers as brainstorming points.	39.4%

Table 2: Students' response to the question "What do you do with ChatGPT's answers?"

The table (Table 2) above reveals nuanced approaches to integrating AI-generated content into their academic work. A minimal 3% of students copy ChatGPT's answers verbatim, hinting at a strong awareness of academic integrity and the potential risks associated with plagiarism, which is condemnable. Instead, a notable 15.2% selectively incorporate specific sentences from ChatGPT, indicating a strategic use of AI to enhance their writing without entirely relying on it. Nearly half of the respondents, 42.4%, engage in rephrasing ChatGPT's responses, demonstrating an effort to personalize and adapt the generated content to represent their personalized voice and style. This approach suggests that students view ChatGPT as a valuable resource for refining their ideas and improving expression rather than as a crutch. Additionally, 39.4% use ChatGPT's answers primarily for brainstorming, leveraging its capabilities to generate initial ideas and structure their thoughts before submitting their assignments independently. These responses emphasize that while students appreciate the convenience and support provided by ChatGPT, they predominantly use it to augment their intellectual efforts, ensuring that the final work remains authentically theirs.

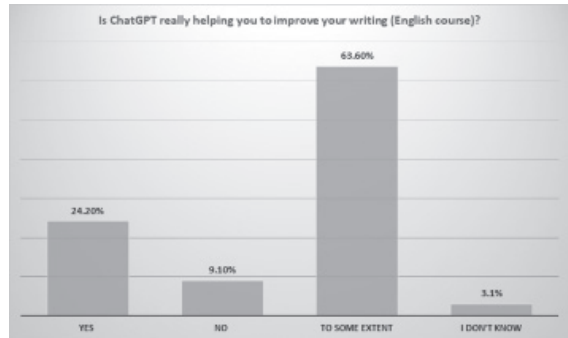


Figure 5: Students' improvement in writing (English course)

The chart (Bar Chart 3) above demonstrates English courses provide a revealing snapshot of their perceived effectiveness. The question was not about any specific component of writing. The objective of the question was to check the overall impact of ChatGPT on their writing. A significant portion of students, 63.6%, believe that ChatGPT enhances their writing to some extent. This indicates that while they find value in the tool, they may not consider it a complete solution but rather a supplement to their existing skills and learning methods. ChatGPT is a pushing factor for them. Only 24.2% of students unequivocally affirm that ChatGPT significantly improves their writing, indicating that a smaller group experiences substantial benefits from using AI. Meanwhile, 9.1% of students feel that ChatGPT does not help them, pointing to potential limitations or inefficacies in how the tool is integrated into their learning processes or fear becoming more dependent on ChatGPT's ability to generate brainstorming prompts. Additionally, 3.1% are uncertain about its impact, which could reflect a lack of sufficient use or understanding of the tool's capabilities. Overall, the mixed responses highlight the diverse ways in which students interact with ChatGPT, with many finding moderate benefits and a smaller number

experiencing either significant improvement or none at all. This variation underscores the need for further research about users who are still unable to exploit this innovative product, or they still fear losing their individual powers of reasoning, creative power, and critical thinking.

In addition to the structured questions, the respondents shared some interesting ideas as responses to the open-ended question, “How is ChatGPT helping you improve your writing skills in English? Or how is ChatGPT making you less creative but more dependent on it? Please explain in detail.” The participants shared mixed reactions to the use of ChatGPT. ChatGPT is helpful to students because it serves as a feedback provider. Feedback is one way to help someone improve his or her weaknesses. Student A responded:

ChatGPT is an excellent writing tool that offers real-time grammar, punctuation, and sentence structure feedback, enhancing language proficiency. It also generates ideas, provides learning resources, and offers practice and feedback to me. It helps generate answers for my assignment, and I rephrase it to my understanding. It helps to provide support and resources to enhance my writing skills or abilities effectively. Overall, ChatGPT is helping me to improve my writing skills.

However, a student was sandwiched between the merits and demerits of ChatGPT. Student B said:

ChatGPT helps improve writing skills in English by providing instant feedback and suggestions, but it can also make users more dependent and potentially

less creative by offering ready-made solutions.

ChatGPT is a great relief to most EFL and ESL students. It helps them immediately learn the meanings of unknown vocabulary and how to make meaningful sentences. Finding ChatGPT supportive, Student C remarked:

I feel like ChatGPT helps me improve my English writing skills because, as a non-native speaker of English, there are a handful of words that I don't know or even if I know those words, I don't really have an idea of how to implement them properly in a sentence. In this regard, I feel that ChatGPT has helped me to some extent with my English skills.

Another salient feature of ChatGPT is to write clearly, concisely, and plainly. Student D stated:

ChatGPT helps us condense complex writing into clear and concise writing and suggests different ways to focus on important points for improving our writing skills.

Based on the Nepali undergraduate students' responses to the unstructured question reveal mixed experiences and perspectives on the impact of ChatGPT on their English writing skills. Many students appreciate ChatGPT's ability to improve grammar, generate prompts, expand vocabulary, and provide real-time feedback, enhancing their writing proficiency. It helps them rephrase difficult passages and clarify complex concepts, which supports their learning process and reduces time spent on assignments. Some students use it to brainstorm ideas and refine their writing, finding it beneficial for tackling challenging

tasks. However, a recurring concern is the potential dependency on ChatGPT, which could hinder creativity and independent thinking. While some students rephrase or use ChatGPT's answers as starting points, others acknowledge a reliance on the tool that might lead to decreased creative efforts. The balance between benefiting from AI assistance and maintaining originality remains critical in education. Ethical awareness must be raised, and academic institutions must teach their students how to benefit from it without maximizing their dependency.

Discussion

This research revealed that Nepali undergraduate students in Nepal and abroad have differing opinions on the use of ChatGPT. Moreover, it also emphasized that students can use it to generate ideas for their assignments. Certain protocols or procedures, including the use of AI tools, must be considered to cater to students' needs in the academic atmosphere (Sudlow, 2019). The ultimate objective of embedding AI tools into teaching academic writing must be to maintain high levels of academic integrity. In other words, although educators should not restrict their students from using ChatGPT, they must empower them to use it ethically and succeed in higher education (Thacker, 2020). As the use of ChatGPT is becoming necessary in different workplaces, equipping students with this knowledge helps them during their student life and professional journey.

ChatGPT's power to comprehend and respond to commands qualifies it to be called an ideal tool for both learning and self-learning. It tends to minimize learners' reliance on their in-person classes and human instructors. It has the potential to transform the educational

atmosphere, thereby improving motivation to obtain knowledge through experience. ChatGPT "in the educational system will contribute to the development of new skills and competencies among students" (Ivanova et al., 2023, p. 155). Artificial intelligence can prove to be crucial in simplifying complicated ideas and vocabulary across all subjects. Students can ask questions about any specific topic, and the chatbot can respond with clear, concise, and understandable answers, catering to the needs of learners.

It is understandable that both educators and learners are concerned about the use of ChatGPT in terms of integrity, creativity, critical thinking, and originality. The fact that ChatGPT is not flawless in academia is genuine; nevertheless, to think about discouraging students from embracing this novelty and taking advantage of what packages it has to offer demonstrates our lack of long-term vision. As we all know, there will be many more such technological tools and applications in the future and they will be an integral part of our lives. So, it is advisable to accept them and use them ethically and strategically to enhance writing skills, keeping creativity, critical thinking and originality intact. Teachers and academic institutions must prepare a policy book with clear guidelines about ChatGPT to address everyone's concerns because an AI tool such as ChatGPT should be treated as a technological boon, not a curse!

Limitations

This research has demonstrated some interesting findings but accepts several limitations. First, the sample size, including 64 Nepali undergraduate students, definitely does not represent all the students using ChatGPT in ESL/EFL writing settings. This

has the potential to affect the generalization of the results. Second, the study depended solely on self-reported data gathered through five structured questions and one unstructured question, which tend to bring up biased responses because participants may undermine and overestimate their use of ChatGPT and its effect on their writing abilities. The structured questions had limited response options, so they may have been deprived of in-depth responses, although one open-ended question was asked. Third, writing only from the viewpoint of English medium college students may not necessarily echo the experiences of students from different cultural backgrounds. Similarly, the data collection method using Google Forms dispatched via Messenger and email should have overlooked students without internet access. The study is more inclined to tech-savvy students only. Finally, the study failed to account for the possible variability in the implementation and integration of ChatGPT across various educational settings, with components such as the quality of AI tool integration, teacher support, and the overall technological skills of students affecting the implementation and perception of ChatGPT in improving writing skills in English courses. Many learners are facing a dilemma whether ChatGPT has enhanced their writing skills. Therefore, further research is to be undertaken to compare the results of students exposed to virtual teacher (ChatGPT) and students who have not experienced the usability of ChatGPT to discover to what extent ChatGPT can prove to be a technological boon.

Conclusion

This study stresses the importance of ChatGPT in improving the writing skills of Nepali undergraduate students who are studying in Nepal and abroad. A vast majority

of them found ChatGPT simple to use, especially to generate new ideas, rephrase complex passages, and correct grammatical errors. Its simple usability has encouraged a larger portion (63.6%) of students to adopt it for brainstorming and idea generation. In addition, 42.4% of students were found to rephrase ChatGPT's responses, suggesting active engagement and a tendency to maintain their personalized voice, style, and ability.

Despite these benefits, the study discloses some worries about potential reliance on ChatGPT. Even though 3 % of them accepted that they copied ChatGPT's answers exactly, the majority used ChatGPT as a supplementary resource. This further mirrors students' concerns about academic integrity and inclination towards their authorship. Regardless of its advantages, some students remained worried about creativity erosion and critical thinking crisis owing to overreliance on readymade answers, which has become a hot debate discourse in the academic world.

According to the data available, ChatGPT is being valued and embraced by Nepali undergraduate students, offering help with idea generation, language standards and grammatical accuracy. A balanced approach is needed to elevate AI's capacities when cultivating critical thinking and originality. Teachers should always raise ethical awareness and guide them to handle AI tools effectively so that we can envision a future where our technological tools and originality are compatible with each other.

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