

EXPLORING THE IMPLICATIONS OF CHATGPT FOR LANGUAGE LEARNING IN HIGHER EDUCATION

Erkinjonova Farangiz

1st year student at UzSWLU

farangiz7767@gmail.com

Scientific advisor: Alisher Fayziyev

Abstract: This research explores the impact of ChatGPT on language learning in higher education. ChatGPT is a large language model that can generate natural and fluent texts on many topics. It can be used to support students in developing reading and writing skills by providing personalized feedback and authentic language input. However, it sometimes struggles with complex or abstract ideas. The study discusses both the benefits and challenges of using ChatGPT in education, including concerns about replacing human teachers and ethical issues. Finally, the paper suggests directions for future research on ChatGPT-assisted language instruction.

Keywords: ChatGPT, higher education, language learning, artificial intelligence (AI), large language models, pedagogical implications, self-efficacy.

Introduction

As underscored by Reiss (2021) emphasizes, the value of technologies is not inherently good or bad. Rather, their influence depends on how they are used. In the modern era, the use of Artificial Intelligence (AI) in education is increasing, generating conflicting opinions. Some advocates are steadfastly optimistic about its potential, while others anticipate negative outcomes (Reiss, 2021). Coppin, as cited in Chen et al. (2020), defined artificial intelligence as the ability of machines to effectively interact with and adapt to new situations, solve complex problems, answer questions, create strategic plans, and perform a variety of cognitive tasks that are typically associated with human intelligence. It's a new technology that was developed by open AI called ChatGPT. It enables natural language conversation via the use of artificial intelligence. It uses what's known as a large language model to answer questions that are posed by users and more amazingly it has the ability to address follow-on questions so it mimics a conversation. Now, This AI chat can generate things like essays, poems, reports, even computer, codes and solve very complicated math problems. Now, it's far too early to tell the full implication of this technology or any new iteration of this technology on higher education.

However, there is deep concern that is brewing already in institutions that of course are addressing teaching and learning. There's a paper that we would like to discuss that's called ChatGPT a threat to higher education this published by Jason Winward ¹ in Forbes (January 2023). The author goes on to say that ChatGPT is expected to have some changes in the future. However, those large changes are not going to be as dramatic as people think. Because programs and services for solving problems in exercises, math or other things

¹ Jason Winward a cardiovascular medicine fellow physician with Orlando Health.

already exist, so he provides an example which of course all you have to do as a math student is just take a photo of the math problem, send it in and they will give you answer. Either students are can use it for home assignments like writing essays or some grammatical exercise from book. Because it more convenient than spend a lot of time and think with head. Even on the humanities side papers have been bought and sold for a long time now. So what he author is trying to establing is that yes there is a disruption coming in through this ChatGPT. But, the implications might not be as bad as people think. The paper goes on to say that open AI which is the company that has developed ChatGPT is already working on solving any issue that is related to cheating or plagiarism. The company is already trying to develop a cryptographic signal which acts like a watermark within the results of ChatGPT. So, that software like termin.com actually catch it and of course provide information that there's plagiarism. Additionally, the paper says there's not much to fear because ChatGPT is very limited. It's mean to provide answers based on a given input it does not have the ability to truly comprehend the meaning behind the answers. So, there's no depth or insight.

Therefore, if the users want to use it on a permanent basis, they will not be able to do this. Because ChatGPT has a limit. So, the website will not reply to users if they limit reached. After, some time, the users will be able to use ChatGPT once more. In recent years, with the application of positive psychology in foreign language learning, positive emotions opposite to foreign language anxiety have been introduced, namely, foreign language enjoyment, representing a positive emotional state that satisfies psychological needs during the process of foreign language learning, for instance, enjoying the classroom environment, feeling a sense of achievement, engaging in fun activities, and having positive social interactions. ChatGPT's personalised features create practice activities tailored to learners' interests, especially in areas such as information organisation, academic vocabulary and academic writing, thereby enhancing learners' foreign language-learning ability. According to Bandura's social learning theory, one source of self-efficacy is emotion. When individuals are in a state of enjoyment, they are more likely to recognise their ability to complete foreign language-learning tasks, thereby enhancing their self-efficacy.

Therefore, this study aims to explore the relationships between the use of ChatGPT, and self-efficacy. Incorporating ChatGPT into language learning in higher education offers many opportunities for exploration and research. One of the most significant areas of research would be to evaluate the effectiveness of ChatGPT in language learning through empirical studies. By comparing language learners who use ChatGPT with those who do not, researchers could identify the advantages of this technology. These studies could measure various language proficiency metrics such as vocabulary, grammar, reading comprehension, or speaking abilities. Additionally, evaluating the accuracy and coherence of ChatGPT's generated text and detecting and mitigating potential biases or stereotypes in its output could enhance the safety and efficiency of utilising Chat GPT in language learning.

Additionally, further studies should also elaborate on the social and ethical consequences stemming from the application of ChatGPT within the scope of language teaching and learning. Such studies would analyze the effects of ChatGPT on language educators, learners, and society as a whole utilizing multiple research strategies, including but not limited to, surveys, interviews, focus groups, or any qualitative or quantitative approach. This research could contribute to understanding the ethical and social issues of applying

ChatGPT in language learning and offer in-depth information on the matter. In addition, examining ChatGPT's limitations in managing intricate or abstract concepts and exploring its uses in educational games for language learning, providing feedback on learner writing, assisting in translation tasks, and others, could further enhance language acquisition.

To completely understand ChatGPT's potential and limits, more research is necessary. Future research could reveal ChatGPT's full potential in language acquisition and deepen our understanding of its function in higher education by examining the difficulties and worries, ethical and social ramifications, constraints, and areas for development. Establishing a strong theoretical foundation for this inquiry requires a review of the most recent literature on the topic. The usefulness of different tools and methods in promoting language acquisition has been evaluated in earlier research on language learning and technology. Nevertheless, little study has been done on the use of big language models, such as ChatGPT, in language acquisition in higher education. Despite this vacuum in the research, there is growing interest in the possibilities of big language models, such as ChatGPT, in language learning. Because of its capacity to produce writing that appears human, ChatGPT in particular has attracted a lot of interest. It has been suggested that the implications of ChatGPT for language learning in higher education be examined. A potential instrument for language. By offering a conceptual framework for comprehending the connection between ChatGPT and language learning in higher education, this research seeks to close this gap. The objective is to investigate the possible advantages and difficulties of integrating ChatGPT into higher level language instruction.

To completely understand ChatGPT's potential and limits, more research is necessary. Future research could reveal ChatGPT's full potential in language acquisition and deepen our understanding of its function in higher education by examining the difficulties and worries, ethical and social ramifications, constraints, and areas for development. Establishing a strong theoretical foundation for this inquiry requires a review of the most recent literature on the topic. The usefulness of different tools and methods in promoting language acquisition has been evaluated in earlier research on language learning and technology. Nevertheless, little study has been done on the use of big language models, such as ChatGPT, in language acquisition in higher education. Despite this gap in the literature, the potential of large language models like ChatGPT in language learning is an emerging area of interest. ChatGPT, in particular, has garnered significant attention due to its ability to generate human-like text and has been proposed as a promising tool for language education. Therefore, this paper aims to bridge this gap by providing a conceptual framework for understanding the relationship between ChatGPT and language learning in higher education. The goal is to explore the potential benefits and challenges of incorporating ChatGPT into language education in higher education.

Conclusion

ChatGPT is an intriguing subject for research because it has a lot of potential to affect language learning in higher education. It is essential to carefully weigh its potential disadvantages and challenges in order to optimize its benefits. Empirical evidence of ChatGPT's efficacy in language learning could provide crucial insights into its impact on language proficiency. The ethical and social implications of ChatGPT for language learning

must also be carefully examined, with an emphasis on how it impacts teachers, students, and society at large. This can be accomplished through the use of both qualitative and quantitative research methods, such as surveys, focus groups, and interviews. This will allow for a clear understanding of the technology's ethical and social implications.

Examining how ChatGPT and language instruction in higher education relate to one another might also be beneficial. This can open up new study directions by assisting in determining the extent to which ChatGPT can aid language learning. It's also important to think about the possibility of using technology in place of human language instructors. The ethical ramifications of this substitution as well as the function of human teachers in language acquisition might be investigated by this field of study. By doing this, important information about the necessity and appeal of such a substitution can be obtained. To sum up, ChatGPT has a lot of potential for language learning in higher education. In order to fully realize its potential for language learning in higher education, further research is needed to better understand its advantages and disadvantages, ethical and social ramifications, constraints, and areas for development.

References:

1. Ali, M., & AlZahrani, R. (2023). Factors influencing students' attitudes toward ChatGPT-based language learning in higher education. *International Journal of Human-Computer Interaction*, 39(17), 1654–1668.
2. Friedman, D. (2025, February 7). California State University rolls out ChatGPT Edu. *Axios*. <https://www.axios.com/newsletters/axios-san-diego-40496930-e326-11ef-97d2-cf631c8499d6>
3. Kim, H., & Park, S. (2024). Investigating perceptions of ChatGPT use in higher education: A Q-methodology study. *Computers and Education: Artificial Intelligence*, 5, 100264.
4. Lin, Y. C., & Chen, T. Y. (2024). Measuring ChatGPT usage in informal digital English learning among EFL learners based on the Technology Acceptance Model. *Innovation in Language Learning and Teaching*, 18(1), 45–62.
5. Rashidi, N., & Zare, M. (2024). Investigating ChatGPT's effectiveness in personalized ESL instruction: An intervention study. *Teaching English as a Second Language Quarterly*, 43(2), 91–110.
6. Stanton, Z. (2024, January 18). Arizona State students will get their own ChatGPT-powered tutors. *Business Insider*. <https://www.businessinsider.com/arizona-state-students-ai-tutors-openai-partnership-2024-1>
7. Wang, Y., Liu, H., & Zhang, X. (2024). Exploring ChatGPT for autonomous English learning among EFL learners: A mixed-methods study. *System*, 119, 103528.