ROLE OF AI TOOLS IN SHAPING THE LIVED EXPERIENCES OF PAKISTANI ESL LEARNERS IN ACADEMIC WRITING

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Abstract
The increasing advancements of Artificial Intelligence (AI) in academic writing have significantly shaped the experiences of English as a Second Language (ESL) learners in Pakistan. This research paper examines Pakistani ESL Learners' use of CHATGPT in the Assignment Writing process. AI tools are important in altering and making education more adjusted to human needs. The study was conducted as an attempt to help ESL learners understand the problems faced by users of AI-Powered throughout in Assignment writing. Regarding this issue, the researcher focuses on the aspects related to the participant's lived experiences in assignment writing. This study aims to explore the role of AI tools such as CHATGPT in shaping the lived experience of Pakistani ESL learners in assignment writing. This research displays two emerging themes (1) Frustration and (2) Excitement. This study utilized a qualitative phenomenological design (Husserl, 1931) in nature with a structured interview as a research tool. The sample size of Pakistani ESL Learners is 30 in population. Data collection was collected by 1-8 semesters of Pakistani ESL Learners. The findings revealed that the key topic of whether Chat GPT explores the positive evaluation which includes the confidence booster and increased writing proficiency and negative evaluation such as irrelevant response and lack of confidence or dependency in assignment writing. The significance of this study provides thematic support for Braun and Clarke's (2006) for Pakistani ESL Learners in academic writing proficiency and user dependency for the application of artificial intelligence in the field of education. This accomplishment not only assists in improving learners' academic and skilled competency but also encourages the original evaluation of writing skills. This research is limited to only Pakistani ESL learners, making findings less applicable and on the CHATGPT users only. The small sample size may not acquire diverse lived experiences of Pakistani ESL Learners and participants' answers are based on their personal opinions, feelings, and experiences rather than objective measurements. Additionally, the study does not examine how AI tools such as CHATGPT affect writing skills in the long run, leaving questions about its lasting impact unanswered.
Keywords: Assignment writing, CHATGPT, ESL Learners, Lived experiences, phenomenological study

Introduction
Artificial Intelligence (AI) has become a major area of concern in the realm of higher learning in the sphere of many tertiary education. AI has been played an important role in academic and administrative pursuits (Ahmed et al., 2023). In twenty first century, AI has become the core of educational tasks, driven by breakthroughs in technologies which inferred that technology can be used to enhance learning and research. As a result of new technological innovations, learners writing habits has been changed in the context of academic context and language learning. One dimension that is influenced is the academic writing cycle.

According to Aldabbus & Almansouri, (2022), academic writing is one of the most vital genres of writing to learn. Academic writing can also be analyzed as a professional writing approach

adopted by learners, practitioners, and scholars. It is distinct from routine writing due to its definite arrangements and words, usage of more academic words and perplexing sentences, and consistent disputes in readers' minds.

According to Ratih and Kastuhandani (2024), on top of that, the usage of language in academic writing must also be plain and well-defined so that readers comprehend the meaning. There are many benefits of AI for learners, but it remains broadly assumed the usage of Artificial technology in academic contexts is Forbidden because of the probability of digital tool displacing learners. Moreover, AI technology counsels learners to notice their developments in substantial span swiftly through authentic review. It also stated that AI tools, for example, Chat GPT, can enhance competence and standard, boost writing, and help to enhance writing manners (Huang, &Tan, 2023).

The Incorporation of Artificial Intelligence (AI) into education has noticeably reformed how learners interact with knowledge. AI tools are now important in Modifying learning experiences, making education more adjusted to individual needs, and improving learning impacts (Thomas, 2023). Encompassing AI-driven tools, Chat GPT, an AI model by Open AI, has attained esteem for its ability to foster various writing cycles, from mind mapping to proofreading. Its flexibility makes it an important resource in the educational setting, especially for promoting creativity in writing (Hapsari, 2025). Commonly the usage of digital technology by Learners within the academic setting and at Estate makes analyze young learner's digital technology use a pivotal interest in today's academic setting (Konca, 2022).

Digital technologies are powerful educational devices when used suitably in the academic setting, but in some conditions, they can also restrict teach (Ryan et al., 2021). As digital technologies have become critical to life, learners must expand their skills to handle these tools conscientiously. Ratifying too many digital tools could impede a learner's execution in an academic setting, whether it is digital media or chatting, or another impediment at the academic setting (Ryan et al., 2021). To showcase the attribute of lived (subjective) experience, one area of inquiry is highly misconceived and tremendously abandoned in AI, and significantly in Human Language technology. True learner-centered Artificial Intelligence (AI) is unpractical without dealing the intrinsic and multi-faceted features of emotional depth. Deep learning models have accomplished phenomenal advancements in some activities in vision and language interpretation, and few can negate it (Girju, 2023).

Despite stakeholders' multicultural views differed, their lived experience subsumed culture (Stegall, 2021). The "father" of phenomenology, Husserl concentrated on the descriptive analysis of thought and the configuration of experience, pointing to expose the "pure" or essential structures of lived experience (Husserl, 1931).

Chat GPT provides unique support by idea generation, proofreading and offering terminology, which can aid learners in transcending common obstacles like writer's block. Although, its practicality boosts unease pertaining to potential vulnerability, novelty concerns, and the effect on critical thinking strategies (Garcia & Thomas, 2023). Recent studies deal with the technical features of writing growth but disappoint of exploring how AI tools influence creativity and student participation in the writing circle (Hapsari, 2025).

Statement of the Problem

The growing incorporation of Artificial Intelligence (AI) in academic writing has notably impacted how English as a Second Language (ESL) learners enhance their writing skills especially while writing Assignments in Pakistan. The role of AI-powered tools, such as Chat GPT helps in Mind mapping, brainstorming, and in modernization. There is limited research on how AI technology (Chat GPT) shapes the lived experiences (excitement and Frustration among Pakistani ESL learners. Current studies mainly focus on the efficiency of AI in

improving writing quality but do not intensely explore and investigate how specifically Pakistani ESL Learners apprehend and engage with AI tools, their emotional experiences, and the challenges they face in leveling AI aids with innovations and personal visions. This study imitates a phenomenological approach to explore Pakistani ESL learners' Lived experiences with AI tool Chat GPT in assignment writing, focusing on how it influences their learning process, excitement, frustration, confidence, and personal-expression.

Research Questions

- What is the role of AI in shaping the lived experiences of Pakistani ESL Learners in Assignment writing?
- How do Pakistani ESL learners describe their Lived experiences with AI tools in academic writing, and what recurring themes emerge from evaluation?

Significance

This phenomenological study pursues an inquiry to fill the void by investigating the role of AI such as Chat GPT in shaping the lived experiences (which contain excitement and frustration) among Pakistani ESL Learners in Assignment writing. The research pursuits to examine and investigate the lived experiences (which include excitement and frustration) of how Pakistani ESL Learners utilize AI tools (Chat GPT) in their Assignment writing tasks, by investigating its gains and barriers as well. By investigating this vibrant, the study seeks to provide intuition into the learning-orientated inferences of integrating AI tools like Chat GPT into academic writing curricula.

Delimitation of the Study

This phenomenological study is restricted only to Assignment writing does not cover all Academic writings (e.g., report writing, essay writing), and focuses only on Pakistani ESL learners neglecting the English native speakers. Participants are selected using Purposive sampling techniques. The research is limited to First - Eight semester ESL Learners in Pakistan. The study focuses only on specific AI tools (e.g., Chat GPT) and does not cover all AI-based writing applications. The study considers Pakistani ESL Learners' Lived experiences, especially excitement and frustration, rather than Fear and Anxiety while using Chat GPT in Assignment writing.

Literature Review

In the previous decades, a vast extent of research carried out on how AI writing tools impacted upon the culture of writing among ESL learners. Inquirers hold differing perspectives on this orientation. Some empirical evidence suggests that the evaluation of AI-powered writing tools can assist in enhancing the writing skills of learners while other observations have shown their apprehensiveness about the threat to the individuality and expressiveness of learners as a result of excessive attachment to digital platforms (Qadir, 2022). Conversely, AI instruments such as Chat GPT enhance syntax and grammar but this is also an evident fact that the substance and fragmented idea of writing should be reflected in its sentence structuring. Hassan (2023) holds the opinion that despite the major transformation in the academic setting by Chat GPT, Some AI device-powered instruments cannot standardize the intricacy index and analytical thinking of the human mind.

Inquirers have stated that ESL learners often deal with complications in writing due to language restrictions. It is a critical project as it mentioned many "cognitive and metacognitive activities, for example, creative thinking, scheduling, mapping, organizing, assembling and refining" (Alisha et al., 2019, P. 20). Alternatively, they summit obstacles extending from vocabulary, grammar and punctuation to formulating and coordinating thoughts, paragraph coherence, and consistency, alongside with the apprehension of fabricating flaws (Sasmita & Setyowati, 2021; Bisriyah, 2022; Ahmed, 2019). In Bisriyah's (2022) explorations learners interface

complications at all increments of the essay writing technique. The learners scheduled these obstacles in the pursuit alignment, from predominantly to slightest complicated: brainstorming, compelling in the originating composing technique, then entirely altering, and eventually preferring a topic and evaluating fulfilled and configuration.

Inquirers have declared that these adversities originate from different determinants, such as inadequacy of equipment, low English fluency, and constrained writing tradition ((Aldabbus & Almansouri, 2022; Selvaraj & Aziz, 2019). In the exposition of these complications, Ferris and Hedgcock (2014) demonstrated that ESL learners' obligation remarkable support to master composition capacities. Consequently, ESL writing coaches should allocate supplemental time to endeavors such as refining reading skills, lateral thinking and innovating ideas, using coordinating programs, and embedding evaluation, as ESL learners require more facilitation compared to native speakers Correspondingly, Ahmed (2019) and Sasmita and Setyowati (2021) advocated that experts need to assign further writing congregations and offer positive amplification to manufacture learners' courage in their writing skills. Consequently, teacher observation is essential, as researchers have illustrated that both ESL learners and instructors recognized it as a necessary element of writing procedures (Ferris & Hedgcock, 2014; Hyland & Hyland, 2019; Palanisamy & Abdul Aziz, 2021).

Shakil and Siddiq (2023) speculate that linguistic experimentation and modernization are praiseworthy human tendencies. Hence, human Artistry is a fundamental element of textual composition that cannot be simulated by Artificial Intelligence. Despite, an AI tool can formulate a succinct summary within a fraction of a second, still, it cannot normalize originality and human capability. Regardless of Chat GPT's creative potential and valuable content, many researchers debate that it cannot recognize the intricacy and complexity of human writing (Hassan, 2023). AI writing instruments can tender grammar checks but they are not innovative enough to recognize human opinion.

Iskender (2023) demonstrated a crucial problem regarding the circumstances by referencing that dependence on AI writing tools among ESL learners is expanding exponentially and it can unintentionally advocate a shrink in intellectual inquiry of learners. The participants are vulnerable to the fleeting obsession with grammatical inaccuracy which is accommodating their more profound knowledge of the area of study. In defiance of education from their errors, they are swiftly progressing in rectifying faults by AI devices to illustrate Chat GPT. In this procedure, their expansion and progress, as a learner, are being denied. Some instructors are horrified by the undisputed truth that learners not only apply these AI writing devices for grammar modification but also for innovative ideas that will consequently bring a disintegration to their logical reasoning, authenticity, ingenuity, and accomplishment. Another inauspicious consequence of AI devices is that they are not capable of fully appreciating the complexities of vernacular speech and the context of the pronouncement or written matter (Haleem et al., 2022). So, the substance constructed by them can be defective.

Gewirtz, Ball, and Bowe (1995) sustain that engaging in academic pursuits within learner' lived experiences is important for comprehension their community-based, prosperity- related, customary, and academic preference. Given (2008) emphasized that lived experiences can be stated as shaped by personal circumstances, resolution, and the information acquired from this proficiency.

Inquiry manifested that those English learners with restricted English competence accomplished augmented capacities of academic anxiety, overall dissatisfaction, and social disengagement. For example, in their in-depth analysis of eight Chinese international advanced-degree seekers in therapeutic care, Wolf and Phung (2019) ascertained that English learners acquaintance obstacles with academic composition and revealed multifaceted

problems with verbalizing in academic discourse. Inadequate skills in English also made classroom discussions complex, especially when English learners were initially self-conscious (Luo et al., 2019).

Comprehending and investigating the emotional toll combined with the utilization of technology is an extensive examination of research. In recent research, the researchers conducted research on technophobia among undergraduates unambiguously concentrating on their perspective onward to the consequences of technology and anxiety related to using it (Chandra et al., 2024)

Artificial intelligence (AI) has perspicacious remarkably on account of the inception of AI research in the 1950s in the process of Turing advanced the widely recognized Turing Test to ascertain if machines conceivably think. There is a phenomenological difference between Weak AI and Strong AI, as per early inclinations in AI research. Strong AI is the concept that AI should be utilized to invent systems that can comprehend people. Conversely, it was evaluated weak authorized systems managed without understanding the complexities of human perspective (Marr, 2022). While strong AI bid to emulate human intellect and substitute human dominion, it has been detected as a revolutionary concept. This template acknowledgment could not be broadened by preceding AI systems to intricate scenario treasure for language acquisition. The increased computing capacity convenient today is accountable for around 80% of the AI breakthroughs during the era's antecedent (Hof, 2015).

Further, Previous research has also concentrated on dealing with and appraising an extensive selection of hazards in AI digital companions. In one of the latest findings, researchers instant a framework for examining AI systems laterally seven classifications of social consequences in five modalities – text, audio, images, language, and amalgamation of already mentioned approaches alongside demonstrating reducing tactics. Core Competencies, another notable publication assessed the accountability of LLMs along seven significant categories – dependability, precaution, impartiality, resistance to manipulation, transparency, and argumentation, compliance to societal standards, and resilience Ultimately, in one of the new developments, Zhou et al. shown a risk taxonomy for LLMs in general public health comprising four magnitude –behavioral patterns, person-centered care, digital ecosystem, and technological responsibility.

Against the backdrop of increasing cooperation of Artificial Intelligence (AI) in academic writing especially in Assignment writing, innovative investigation primarily focuses on AI's efficiency in improving and enhancing grammar, consistency, and composition rather than how learners personally experience frustration and excitement and how they interact with AI tools. Most research examines numerical gains in academic writing but does not investigate how ESL learners personally, logically, and habitually engage with AI and what kind of lived experiences which include frustration and excitement they face during the assignment writing cycle. This study aims to fill these voids by using a phenomenological design to investigate frustration and excitement which are the lived experiences of ESL Learners and the challenges they have faced while using AI in Assignment writing.

Research Methodology

This study employs phenomenological study design, to explore and investigate the lived experiences of Pakistani ESL learners (such as Excitement and Frustration) using AI tools particularly Chat GPT in assignment writing. The target population of Pakistani ESL learners of the First -Eight semesters. The sample size is 30 Pakistani ESL Learners. The sampling technique used in this study is purposive sampling technique. The selection criteria of this study are that the Pakistani ESL Learners must have earlier exposure to using Chat GPT for Assignment writing and be determined to share their experiences in a detailed context. The

type of Research is a qualitative phenomenological approach to understanding how Pakistani ESL Learners interact with AI tools. The "father" of phenomenology, Husserl concentrated on the descriptive analysis of thought and the configuration of experience, pointing to expose the "pure" or essential structures of lived experience (Lebenswelt, 1934).

This research also aids in identifying what kind of cognitive and emotional response (which includes Excitement and Frustration) the Pakistani ESL Learners have while using it. A structured interview is conducted using open-ended questions to explore and investigate the Lived experiences of Pakistani ESL learners' which contains explosive feedback, critical thinking, and issues while using Chat GPT in Assignment writing. Open-ended questions are more focused on Pakistani ESL Learners Lived experiences (excitement and frustration). In the structured questionnaire, 7 questions were given to Pakistani ESL learners who conscientiously use AI tools especially Chat GPT for Assignment writing (See Appendix A).

Data Analysis

The collected data were analyzed by using qualitative thematic analysis to identify the recurring patterns and themes in Pakistani ESL Learners' lived experiences e.g. excitement and frustration. To analyze the qualitative data from structured interviews, we followed Braun and Clarke's (2006) thematic analysis. The steps included are:

Familiarization with Collected Data

The responses taken from structured interviews of Pakistani ESL Learner's Lived experiences (frustration and excitement) were transcribed and read multiple times to identify recurring themes. Repeatedly reviewed the Lived experiences of Pakistani ESL Learners like frustration and excitement. From Pakistani ESL Learners' responses, many participants showed excitement while assignment writing after using CHATGPT due to confidence booster, feasibility, and increased writing efficiency and knowledge. On the other hand, some showed frustration while assignment writing due to the wrong interpretation, irrelevancy, dependency, and limited knowledge.

Generating Initial Codes

Pakistani ESL Learners' structured interview responses were coded to highlight the recurring or key themes.

- Key phrases and significant statements that were highlighted and grouped into codes such "CHATGPT acts as a confidence booster" and "CHATGPT as a wrong interpreter"
- Each response was coded based on whether it reflected positive (excitement, confidence) **or** negative (frustration, confusion) Lived experiences with CHATGPT.

i. Codes for Excited Responses:
- CHATGPT as a confidence booster
- CHATGPT as a feasible tool.
- CHATGPT increases the writing efficiency
- CHATGPT acts as knowledge enhancer.

ii. Codes for Frustrated Responses:
- CHATGPT as wrong interpreter
- CHATGPT gives the limited knowledge
- CHATGPT makes the user dependent
- CHATGPT acts as an unauthentic tool.

Searching for Themes

Codes were grouped into broader themes based on common patterns in Pakistani ESL Learner's responses.

Table 1
Themes for Excited Responses

Main themes	Related codes
CHATGPT as a confidence booster	Improve or enhance confidence Feel excited about CHATGPT feedback.
CHATGPT increases the writing efficiency	Improve writing structure Increase motivation to write

Table 2
Themes for Frustrated Responses

Main theme	Related Codes
CHATGPT acts as a wrong interpreter	Feel frustrated from CHATGPT responses Frustrated with irrelevant responses
CHATGPT makes the user dependent	Feel difficulty in independent writing because of lack of confidence without CHATGPT Reduce the efforts in assignment writing

Reviewing Themes

The themes and pattern were subtle by assuring they correctly represented the data that was collected from the Pakistani ESL Learner's Lived experiences. Themes were refined by merging redundant ones and assure all responses from Pakistani ESL Learner's Lived experiences fit accurately with each other. Feel excited about CHATGPT response and the feedback became a part of CHATGPT as a confidence booster because it related to motivation and writing improvements.
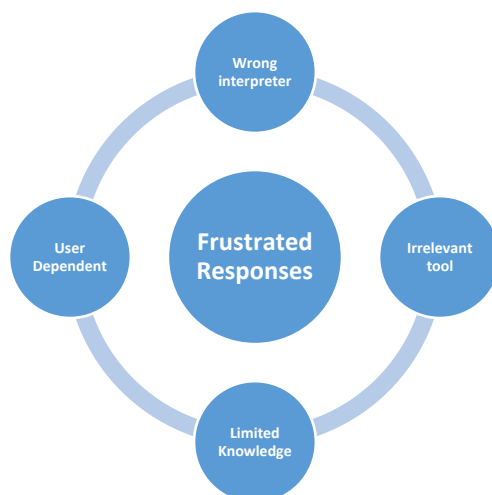
Figure 1
Thematic Map of Excited Responses

CHATGPT as wrong -interpreter was merged into frustration with CHATGPT irrelevant responses because both deal with CHATGPT- generated content not aligning with the Pakistani ESL Learner's expectations.

Figure 2
Thematic Map of Frustrated Response

ISSN E: 2709-8273
ISSN P:2709-8265

JOURNAL OF APPLIED LINGUISTICS AND TESOL

Vol.8. No.2.2025

JOURNAL OF APPLIED
LINGUISTICS AND
TESOL
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Defining and Naming Themes

Each theme was clearly defined, and sub-themes were created to give deeper insights.

Table 3

The Sub-Themes Regarding Excited Responses

Main theme	Sub-themes
CHATGPT as a Confidence Booster	Improve confidence Positive impact
CHATGPT as a feasible tool.	Easily accessible tool
CHATGPT increases the writing efficiency	Enhance accuracy Create coherence in structure Increase writing confidence
CHATGPT acts as knowledge enhancer.	Increase proficiency Enhance Self Learning

Table 4

The Sub-Themes Regarding Frustrated Responses

Main Themes	Sub-themes
CHATGPT as a wrong interpreter	Confusing data Negative impact
CHATGPT as a user dependent	Lack of using own skills and thoughts Reduce efforts
CHATGPT provides the irrelevant data	Repetition of data Unauthentic material
CHATGPT gives limited knowledge	Concise information Not fulfil the demand of user

CHATGPT provided instant positive and negative responses as well. Positive Responses helps Pakistani ESL Learners to gain confidence in their assignment writing. This ability helps to foster a sense of achievement and also creates motivation to refine their assignment writing skills. While on the other hand, negative responses create a sense of frustration due to wrong interpretation and limited knowledge during assignment writing. Findings were interpreted to understand and explore the role of AI tools such as CHATGPT in shaping the Lived experiences (which included excitement and frustration) of Pakistani ESL Learners in

assignment writing that enhanced the confidence, increase the writing efficiency and also frustrated the respondents due to limited knowledge and wrong interpretations.

Excited Response of Participant

"Yes, CHATGPT help me to choose accurate data for assignment writing and that made me confident"

CHATGPT encourage fundamental motivation by renewing the modification process into an interactive learning lived experience such as excitement. In place of examining corrections as criticism, ESL Learners of Pakistan see them as a privilege for growth. CHATGPT is AI-driven writing tool which plays an important role in boosting up the Pakistani ESL learners' confidence and motivation by providing instant response, improving clarity, and solidifying positive learning experiences.

Frustrated Response of Participant

"CHATGPT not understand our task need and give unnecessary data"

In spite of its benefits, CHATGPT sometimes fails to help and understand the context of a learner's writing, that is the cause of frustration. Incorrect or overly complex responses, may obstruct rather than increase the clarity, making it essential for ESL learners to critically evaluate AI-driven responses.

This phenomenological method provides a structured perspective to examine the convergence of AI tool such as CHATGPT. By implementing qualitative methods such as thematic analysis, it allows for an in-depth exploration and investigation of Pakistani ESL Learner's lived experiences such as excited and frustrated responses when integrating AI tool like CHATGPT into their academic writing processes.

By focusing on themes and recurring patterns such as confident booster, increase the writing efficiency, feasible tool, knowledge enhancer, wrong interpretation, irrelevancy, limited knowledge and user dependent tool. The study illustrates a robust understanding and framework of how AI tool like CHATGPT have positive impacts on excited responses and negative impacts on frustrated responses among Pakistani ESL learners in assignment writing. These intuitions can be significant and useful in shaping future academic strategies, ensuring that AI tool like CHATGPT is used to enhance knowledge and confidence rather than obstruct creativity that cause frustration among Pakistani ESL Learners.
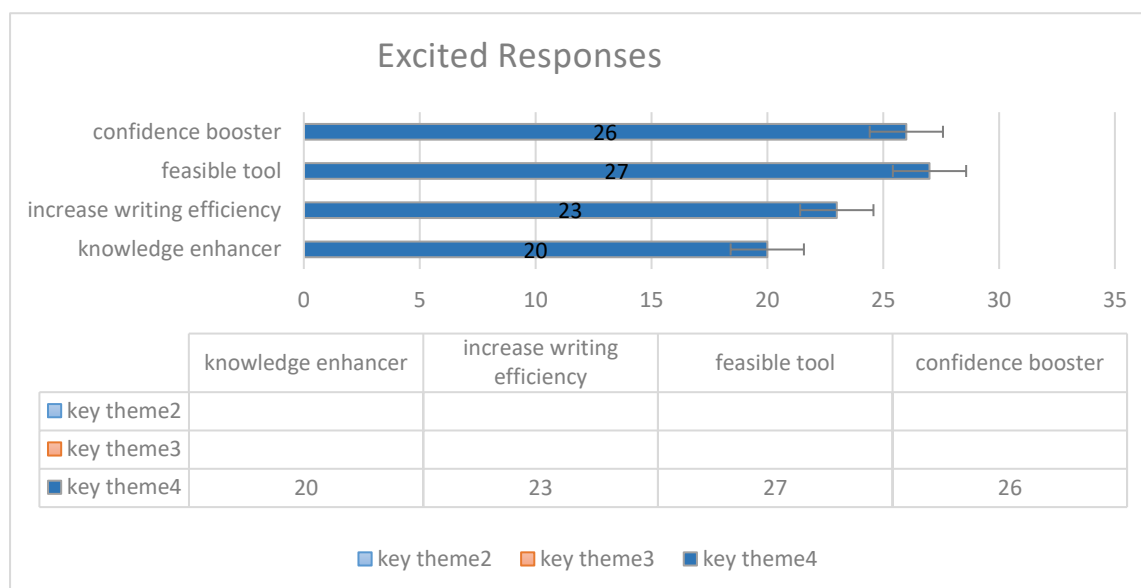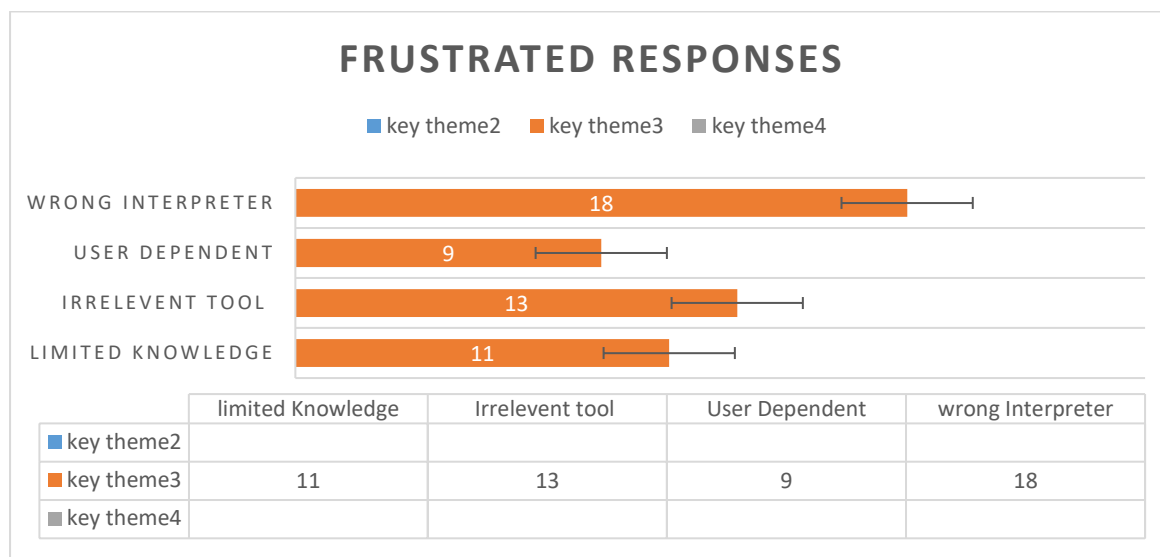
Figure 3
Excited Responses of the Participants

	knowledge enhancer	increase writing efficiency	feasible tool	confidence booster
▪ key theme2				
▪ key theme3				
▪ key theme4	20	23	27	26

▪ key theme2 ▪ key theme3 ▪ key theme4

Figure 4
Frustrated Responses of the Participants

	limited Knowledge	Irrelevent tool	User Dependent	wrong Interpreter
▪ key theme2				
▪ key theme3	11	13	9	18
▪ key theme4				

Here's a thematic analysis in the form of a bar graph that was presented by Braun and Clarke in 2006 representing the key themes derived from Pakistani ESL learners' Lived experiences (which included Excitement and Frustration) with AI tools such as CHATGPT in assignment writing. The bar chart demonstrates how frequently each key theme appeared in the qualitative responses of Pakistani ESL Learner's Lived experiences, highlighting areas like a confidence booster, feasible tool, increased writing efficiency, and knowledge enhancer in excited responses while on the other side, highlighting areas in frustrated responses like wrong interpretation, irrelevant tool, user-dependent, and limited knowledge.

Findings and Discussion
This section detailed the findings of this research, providing a detailed perspective into the positive and negative impact of CHATGPT on Pakistani ESL learners' Lived experiences in assignment writing. The research is focused on the results and findings conducted on 10-30 Pakistani ESL learners who used CHATGPT in their academic writing processes. After analyzing the collected data, we followed Braun and Clarke's (2006) thematic analysis: 1) excitement and 2) frustration. Originating from these findings, the fusion of CHATGPT in an academic writing context has a positive impact on Pakistani ESL learners such as writing proficiency and improving self-directed learning. Furthermore, CHATGPT helps learners notice their development directly through rapid-fire and appropriate responses. This expands their interpretation of achievement and motivates them to keep enhancing. On the other hand, the negative impact of ESL learners while using CHATGPT such as irrelevant data and user dependency. Additionally, it found that ESL learner feels the wrong interpretation and limitation of knowledge while using CHATGPT in Academic writing.
The findings of this study are:

CHATGPT as a Confidence Booster
Many Pakistani ESL learners reported that AI tool such as CHATGPT enhanced their confidence in assignment writing because of instant response, increased writing efficiency, increased motivation, and feasibility of this tool.
AI-driven writing and content tools, such as CHATGPT aid Pakistani ESL learners in distilling their grammatical errors, coherence, and efficiency, which contributes to enhancing confidence in their assignment writing abilities. Participants from the first to eighth semester expressed that receiving AI-driven suggestions and responses made them feel more confident in their academic writing, mainly when artifice assignment texts. The motivation to write increased as they observed substantial improvements in their assignments. Meanwhile, some Pakistani ESL Learners lived experiences such as excitement and frustration recognized that while CHATGPT acts as a confidence booster, it may not fully replace the worth of human responses from demonstrators and educators. This finding aligns with previous research on the role of developing creative writing skills, which highlights AI's role in English education students' creativity and increasing writing quality and facilitated brainstorming.

CHATGPT as a Wrong Interpreter
While AI tools provided useful corrections, many students experienced frustration when AI suggestions were inaccurate, contextually inappropriate, or failed to capture their intended meaning.
Some ESL learners found AI-generated suggestions confusing, particularly when the tool misinterpreted their ideas or provided overly formal or rigid phrasing that did not align with their writing style. Frustration also arose when AI feedback conflicted with academic writing conventions or lacked nuanced understanding, leading to unnecessary or incorrect changes. Several participants reported a trial-and-error process in filtering AI feedback, which sometimes slowed their writing progress rather than accelerating it. This suggests that while AI can be a valuable aid, it requires critical user engagement to be effective. Educators may need to guide students on how to selectively apply AI-generated suggestions to maintain accuracy and coherence in their writing.

Conclusion
The study explains the lived experiences of ESL Learners in applying digital tools such as CHATPT to their academic writing. The study uses a qualitative phenomenological approach with structured interviews using open-ended questionnaires to examine the lived experiences of Pakistani ESL learners in their academic writing. Based on the result of the questionnaire

with 30 Pakistani ESL Learners in the first to eight semesters, the use of AI tools such as CHATGPT in academic writing processes has a significant and vast impact on ESL learners. Various themes emerged from the structured interview. Data analysis improved ESL learners' motivation in an academic context, and feel excited about CHATGPT feedback. On the other hand, negative themes were wrong interpreter and user dependency. This study highlights the need to address learners' mental and skills development with the help of CHATGPT. Therefore, the study contributes to understanding how the use of AI affects learners' experiences and their academic writing process. However, further research is needed to understand the long-term impact of using AI in the academic writing process and higher education as a whole. AI tools such as CHATGPT should help Pakistani ESL learners with writing, not replace their skills and make them dependent. Teachers should encourage ESL Learners to think critically and not depend too much on other digital tools. Creative writing should promote confidence and writing efficiency through pedagogical activities. It will ensure that AI tools boost confidence and creativity in writing. Advanced research is essential to understand and explore the long-term impact of using digital in the academic writing context and secondary education as a whole.

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APPENDIX A

As a crucial part of academic success, writing skills are essential for students, especially those learning English as a second language (ESL). The integration of Artificial Intelligence (AI) tools into academic writing has become increasingly prevalent, offering various resources to support ESL learners. This questionnaire is designed to explore how AI tools influence the academic writing experiences of ESL learners. Your participation will provide valuable insights into the role of AI in shaping your writing skills and overall academic journey. Please answer the questions honestly, as all responses will be kept confidential. Your input will contribute significantly to understanding the impact of AI on ESL learners in academic settings.

Have you used AI tool Chat GPT for academic writing? (Tick ✔ the Relevant: Yes / No)

Note: If "YES". Please answer the following questions:

1. What kind of AI tool have you used before for assignment writing? If so, which tool have you used?

2. How does AI tool such as Chat GPT increases your frustration and excitement in assignment writing task?

3. Can you recall a moment when using Chat GPT for Assignment writing made you feel excited or more confident?

4. Have you ever felt frustrated while using Chat GPT for Assignment writing? What caused that frustration?

5. Have you experienced frustration when Chat GPT fails to aid while assignment writing? If so, describe it?

6. Do you feel that Chat GPT enhances or limits your ability to express your thoughts and ideas clearly?

7. What do you think Chat GPT has made your writing process faster or more efficient? Why or why not?