# An Empirical Research on Attitudes and Influencing Variables of Generative Artificial Intelligence Assisted English Learning among College Students

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## 1. Background of the Study

In recent years, the rapid development of technologies such as the Internet, big data, blockchain, artificial intelligence, meta-universe, brain science, etc., has pushed the rapid development of all fields of human activities, including education, in the direction of networking, informatisation, intelligence, and wisdom, and the great impetus brought about by digitisation and informatisation can be seen in all aspects of society, economy, education, science and technology.

ChatGPT, an Artifical Intelligence (AI) chatbot launched in November 2022 by OpenAI has language comprehension and text generation capabilities, and trains its model on a large corpus of real-world conversations, giving it the ability to interact based on the context of the chat and output human-like text feedback. ChatGPT has language understanding and text generation capabilities, training its models on a large corpus of real-world conversations, giving it the ability to interact based on the context of the chat and output human-like text feedback. ChatGPT is also capable of writing emails, video scripts, copywriting, translating, coding, and writing poems. ChatGPT intelligently listens, speaks, reads, writes, and translates, taking linguistic intelligence a big step forward.

The iterative progress of ChatGPT has quickly become popular in the media, setting off a wave of artificial intelligence sweeping the world and driving the unprecedented development of the AI industry. The emergence of ChatGPT marks the significant progress of Generative Artificial Intelligence (GAI) in the field of text generation, which has rapidly evolved from single language generation to multimodal and embodied generation. The technology is gradually developing rapidly from single language generation to multimodality and embodiment, and is rapidly developing in image generation and video and audio generation technology, which provides a new way for the realisation of virtual reality and meta-universe, and has a wide range of application prospects in various industries and fields.

At the same time, the development of generative artificial intelligence has brought predictable and big changes to foreign language education. before the ChatGPT heat wave swept the world, similar intelligent chatbots had already been applied in the teaching of listening, speaking, reading and writing skills in foreign language learning, and their potential for application in foreign language teaching has been confirmed. At present, in the process of teaching and learning English in domestic universities, there are problems such as rote memorisation at the vocabulary level out of context, disconnection between input at the reading and listening level and the professional direction, boring English learning and lack of motivation for independent learning. And most of the English learners in China's existing environment are in a non-native English environment, and do not have a good second language environment for learning in native English-speaking countries. For most college students, the classroom is the main place for them to practice the language, but the limited class time does not allow students to test the basic knowledge of English and the skills of listening, speaking, reading, writing and translating in practice. This makes it necessary to seek other ways and means for students to learn and practice English. ChatGPT intelligently listens, speaks, reads, writes, and translates, which realises the extension of time and space of the classroom for the opening up of the second and third classrooms, and becomes an effective supplement to English learning.

With reference to relevant literature, the author concludes that in the era of rapid development of generative AI, ChatGPT empowers foreign language learning in four aspects: 1. Interactive learning. It provides foreign language learners with resources and real environments for communicating in a foreign language, which can better solve their language communication and usage problems; 2. Availability. The chatbot can answer in real time and respond quickly to increase the number of rounds of conversation within a certain period of time, which helps to build a more active language learning environment, increase the opportunities for English speaking practice, and enrich the language learning experience of learners. 3. Improvement of self-directed learning. The learning environment is personalised, with learning plans tailored to the needs of the learner. Personalised learning space, in which learners can be in their own private space, helps learners to overcome their anxiety and lack of confidence when speaking English, reduces pressure from external sources, and creates a relaxing atmosphere for learning. Diversification of learning contents, diversified learning programmes provide learners with a variety of choices, which helps to enhance their learning autonomy. 4. Enhancement of communicative interests and experiences. Based on the expected output and language learning objectives, ChatGPT can generate a variety of interactive language exercises. Conversational teaching can stimulate learners' interest in learning English and enhance their initiative and motivation (Liu et al., 2022; Yang et al., 2022; Lu Xiaofei, 2021).

Based on the background above, the author's current study

aims to explore the attitudes of the university student in Jiangxi Province, China towards GAI assisted English learning and its influencing variables from the foreign language student in the context of generative artificial intelligence.

## 2. Research Design

Relying on the project of Innovation and Entrepreneurship Training Programme for College Students, this study aims to explore the possibility of GAI assisted classroom education for college students in Jiangxi Province. The total study consists of two parts: (1) a scale to investigate students' attitudes towards virtual classroom and the exploration of its influencing variables; (2) a test of self-developed GAI assisted scenario-based English dialogue visual platform (GAI Tour Guide: Meet Aiden). Both sets of experimental designs were explored using quantitative analyses. Due to the limitation of the length of the paper, only the results of the questionnaire-based research on attitudes and influencing variables are reported.

• The study was conducted using a questionnaire and an online scale using the "Golden Data Form":

The design of this research scale went through three stages: Designing, Launching, Analysis. (1) The initial design refers to the original questionnaire of Li, Z., & Kirkpatrick (2017) The Impact of Technology on English Language Teaching and Learning, which is adapted and designed, and distributed on a small scale, and after the SPSS data analysis, the previous questionnaire has not yet been clearly differentiated in terms of dimensions. (2) The modification of the questionnaire was redesigned around the four dimensions of attitude, understanding, demand, and impact of Jiangxi university students on GAI-assisted foreign language teaching to explore the attitudes and demands of Jiangxi university students on Generative Artificial Intelligence (GAI)-assisted foreign language teaching. A total of 300 valid questionnaires were collected. The Cronbach's coefficient of 0.777 (>0.7) was obtained by the project using SPSS data analysis software, indicating that the reliability of the scale was acceptable; the KMO value of Bartlett's sphericity test was 0.842 (>0.6); the significance was 0.000 (<0.05), which indicated that the overall validity of the scale was qualified and suitable for exploratory factor analysis, and the two dimensions of the total variance contributed more than seventy percent, but at this stage the questionnaire had a contribution of more than one percent, which was not enough for the questionnaire. greater than seventy, but the questionnaire still has unbalanced dimensional contribution rate and overlapped questions crossing dimensions at this stage. (3) In the later stages of the design, the project made some adjustments to the mid-term questionnaire (mainly adjusting the differentiation of the dimensions of the questions). The final version of the scale contains and demographic variables and the main body of the scale inquiry. In addition to the basic information items, the answers to the questions are presented in the form of a five-point Liket scale, i.e., "Strongly disagree", "Disagree", "Neutral", "Agree", "Strongly agree". The questionnaire was administered in five universities in Jiangxi Province, and a total of 810 valid data were collected, and after SPSS reliability analysis, its Cronbach's coefficient was as high as

0.855 (>0.7), which proved that this scale has a high reliability. The KMO value of Bartlett's test of sphericity is 0.890 (>0.6); significance 0.000 (<0.05), indicating that the overall validity of the scale is qualified and suitable for exploratory factor analysis), and the contribution rate of two dimensions of the total variance is greater than eighty, and after exploratory factor analysis, it was concluded that the rotated matrix of components has five dimensions with a very clear distinction, four of which are very clear, and only one dimension is not clearly differentiated. Only one dimension was not clearly distinguished. The research team revised the questionnaire several times and analysed the data with the final version of the questionnaire (see Appendix I).

• Subject of the survey:

The group of university students (not excluding English majors) studying "General English for College Students" at different levels from five universities in Jiangxi Province (Jiangxi University of Technology, Jiangxi Normal University, Gannan Normal University, Nanchang Hangkong University, Jiangxi College of Foreign Studies). The reason is that General English for College Students serves wider majors, and the GAI will be more applicable and affordable in terms of the specialities involved.

• Purpose of the survey:

To study the attitudes of a group of university students in Jiangxi Province towards the GAI assisted language learning of university English and the dimensions of its influencing variables. As well as to provide exclusion and inclusion criteria for the screening and interviewing of experimental participants for the subsequent 20-day GAI-assisted language learning platform experiment for English learning.

## 3. Data Analysis

## 3.1 Data Screening and Data Pre-processing

The author's data collection and organisation were mainly in accordance with the four-step method proposed by Feng Xiaotian: the first step was data validation; the second step was data encoding; the third step was data entry; and the fourth step was data cleaning (2001: 264-270). The author audited the questionnaires after the survey retrieval, mainly checking whether there are omissions in the process of questionnaire completion, filling in non-compliance with the requirements, etc., and these are regarded as invalid questionnaires which is not involved in data analysis. The author collected a total of 830 questionnaires, including 810 valid questionnaires, 20 invalid questionnaires. The author preprocessed the data of valid questionnaires and uploaded them onto SPSS for analysis.

## 3.2 Data Analysis Process:

3.2.1 Descriptive statistical analysis of sample distribution

Participants in this research were groups of college students of different grades from five universities in Jiangxi Province, in which the proportion of male research subjects reached 32%, and the proportion of females was as high as 68% (see in

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Table 1), with an imbalance in the proportion of men and women, which was due to the professional limitations of the facilitators involved in the questionnaire promotion.

Table 1: Descriptive statistica	al analysis of a	juestionnaire data
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	Form	Quorum	Percentage
Corros	Male	257	32 %
Sexes	Women	553	68%
	First-year university student	508	63%
Grade	Second-year university student	240	30%
	Third-year university student	38	4 %
	Fourth-year university student	24	3 %

3.2.2 Reliability analysis

The author used SPSS data analysis and processing tool to test the reliability of the questionnaire. The author conducted an internal consistency reliability test on the recovered scales.

**Table 2:** Reliability test analysis of questionnaire data

Dimension (math.)	Cronbach Alpha	Item counts
GAI Assisted English Learning Attitude	0.906	6
Autonomy in English Learning	0.707	3
Attitude towards the current state of English learning	0.619	3
Attitudes towards the English learning environment	0.578	3
Scale as a whole	0.890	15

Cronbach's coefficient (Chronbach's alpha) is a test of reliability and was proposed by Lee Cronbach in 1951. In statistics, in general, a Chronbach coefficient greater than 0.9 means that the internal consistency of the scale is very high; when the Chronbach coefficient is between 0.7-0.9, it means that the internal consistency of the scale is good; and when the

Chronbach coefficient is below 0.7, it means that the degree of inconsistency of each question item in the scale is high and the scale needs to be revised. After data analysis (Table 2), the Cronbach's coefficient of the author's questionnaire is close to 0.6 for only one dimension in terms of dimensions, and the rest of the dimensions are close to or higher than 0.7; however, the Cronbach's coefficient of the scale as a whole is 0.855 (>0.7), which proves that the overall reliability of this scale is qualified.

#### 3.2.3 Validity analysis

Validity is specifically examining the energy efficiency of each question item, the dimensions of the questionnaire created by the author are unknown, the KMO value of the factor analysis Bartlett's test of sphericity is 0.890 (>0.6); significance 0.000 (<0.05), which indicates that this scale is suitable for the use of exploratory factor analysis to test the validity of the questionnaire (see Table 3).

Table 3: Table of KMO and Bartlett's test of sphericity			
K	MO and Bartlett's test		
KMO Sample Suitability Quantity		.890	
Bartlett's test of sphericity	Approximate chi-square (math.)	5127.580	
	(Number of) Degrees of freedom (Physics)	120	
	Significance	0.000	

The 16 questions in this questionnaire were analysed (see Table 4) to be suitable for division into four dimensions, and the cumulative variance contribution of these four dimensions was 61.639% (>60%), indicating that the division of these 16 questions into four dimensions was particularly appropriate.

Table 4: Total variance in the interpretation of the GAI-assisted English learning attitude questionnaire

						0	0		
		Initial eigenv	alue	Extract t	he sum of the squ	ares of the loads	Ro	tational load sum	of squares
Ingredient	Total	Percentage of variance	Accumulation	Total	Percentage of variance	Accumulation	Total	Percentage of variance	Accumulation
1	5.548	34.676	34.676	5.548	34.676	34.676	4.331	27.068	27.068
2	2.023	12.641	47.317	2.023	12.641	47.317	1.974	12.339	39.408
3	1.251	7.816	55.133	1.251	7.816	55.133	1.796	11.228	50.635
4	1.043	6.516	61.649	1.043	6.516	61.649	1.762	11.013	61.649
5	rob								

Extraction method: principal component analysis

The rotated component matrix (see Table 5) shows that question 10 in the questionnaire does not belong to any of the dimensions and is an invalid question that should be deleted. The rest of the questions, on the other hand, only have a loading higher than 0.5 on a single dimension only, which are valid questions and pass the validity test and are retained.

 Table 5: Rotated component matrix of GAI-assisted English

 learning attitude questionnaire

Entra (in a distingue)		Ingre	edient	
Entry (in a dictionary)	1	2	3	4
Q1	.858			
Q2	.849			
Q3	.839			
Q4	.785			
Q5	.762			
Q6	.652			
Q7		.795		
Q8		.742		
Q9		.606		
Q10				
Q11			.719	
Q12			.703	
Q13			.658	

Q14	.708
Q15	.681
Q16	.649
Extraction method: principal component analysis	
Rotation method: Kaiser normalised maximum variance	method
a. Rotation has converged after 6 this iteration	

Based on all the above analyses, the questions Q1, Q2, Q3, Q4, Q5, Q6, belong to dimension 1, and based on the content of the survey of these questions, it can be extrapolated that dimension 1 contributes to the GAI-assisted English learning attitude; the questions Q7, Q8, Q9 belong to dimension 2, and based on the content of the survey of these questions, it can be realised that dimension 2 contributes to the autonomy in English learning; the questions Q11, Q12 Q11, Q12, Q13 belong to dimension 3, and according to the survey content of these questions, it can be interpreted that dimension 3 contributes to the attitude towards the current situation of English learning; Q14, Q15, Q16 belong to dimension 4, and according to the survey content of these questions, it can be concluded that dimension 4 contributes to the attitude towards the environment of English learning.

3.2.4 Analysis of the current situation:

The author used descriptive statistical analysis of statistical methods to analyse the current status of the scale, and the data were analysed in the table below.

	Table	: <b>0.</b> Descrip	Juve statist	105	
	Number of cases	Minimum value	Maximum values	Average value	Standard deviation
GAI Assisted English Learning Attitude	810	1.00	5.00	3.38	.79
Autonomy in English Learning	810	1.00	5.00	3.71	.69
Attitude towards the current state of English learning	810	1.00	5.00	3.42	.77
Attitudes towards the English learning environment	810	1.00	5.00	3.77	.68
learning environment					

Table 6: Descriptive statistics

The mean score of GAI-assisted English learning attitude is 3.38, slightly greater than 3. In the original scale, 3=don't know and 4=basically conform, which indicates that college students' attitude towards GAI-assisted English teaching is slightly inclined to be positive, and they think that GAI-assisted English learning can improve their English learning ability. The mean score of autonomy in English learning is 3.71, close to 4, and 4=basically consistent in the original scale, indicating that college students have a higher sense of autonomy in English learning. The mean score of attitudes towards the current situation of English learning is 3.42, which is larger than 3, and 3 = don't know in the original

scale, indicating that college students are slightly inclined to be satisfied with the current situation of English learning. The mean score of attitudes towards English learning environment is 3.77, which is closer to 4, and 4 = basically satisfied in the original scale, indicating that college students want to have a non-threatening English learning environment.

3.2.5 Comparison of differences in demographic variables

The data obtained were compared for differences in demographic variables through independent samples t-tests and one-way ANOVA methods to understand the differences in the scale manifested by different types of people.

I able 7: Ana	alysis of gen	ider differen	lees	
	Male	Female	Т	Р
GAI Assisted English Learning Attitude	3.52±0.79	3.32±0.79	3.477	0.001
Autonomy in English Learning	3.64±0.76	3.74±0.65	1.733	0.084
Attitude towards the current state of English learning	3.56±0.79	3.36±0.75	3.466	0.001
Attitudes towards the English learning environment	3.80±0.72	3.75±0.65	0.968	0.333

Table 7: Analysis of gender differences

The author's independent samples t-test of the data shows that in the dimensions of GAI-assisted English learning attitudes and attitudes towards the current situation of English learning, the p-values are 0.001 (<0.05), indicating that there are significant differences between genders in these two dimensions and that gender has an effect on the results of these two dimensions. In the two dimensions of English learning autonomy and attitude towards English learning environment, the p-values are 0.084 (>0.05) and 0.333 (>0.05) respectively, indicating that there is no significant difference between genders in these two dimensions, and that gender has no effect on the results of these two dimensions.

	First-year university student	Second-year university student	Third-year university student	Fourth-year university student	F	Р
GAI Assisted English Learning Attitude	3.35±0.82	3.42±0.76	3.50±0.76	3.42±0.47	0.764	0.514
Autonomy in English Learning	3.69±0.69	$3.74{\pm}0.68$	3.64±0.76	3.81±0.62	0.536	0.657
Attitude towards the current state of English learning	3.56±0.73	3.24±0.77	2.99±0.79	2.90±0.58	19.221	0.000
Attitudes towards the English learning environment	3.76±0.68	3.76±0.70	3.93±0.57	3.79±0.61	0.753	0.521

**Table 8:** Analysis of differences by grade

The author's one-way ANOVA on the data yielded that in the dimension of GAI-assisted English learning attitudes, P=0.514 (>0.05), indicating that there is no significant difference between different grades in this dimension, and that grade has no effect on the results of this dimension. Regarding the dimension of autonomy in English learning, P=0.657 (>0.05), indicating that there is no significant difference between different grades in this dimension, and grade has no effect on the results of this dimension. Regarding the dimension of attitude towards the current situation of English learning, P=0.000 (<0.05), indicating that there is a significant difference between different grades on this dimension and grade has an effect on the results of this dimension. In the dimension of attitude towards English learning environment, P=0.521 (>0.05), indicating that there is no significant difference between different grades in this

dimension, and grade has no effect on the results of this dimension.

3.2.6 Questionnaire correlation analysis

The author used SPSS software to carry out correlation analysis to explore the relationship between different variables. The results of the analysis are shown in Table 9, which shows that the correlation coefficients between the listed GAI-assisted English learning attitudes, English learning autonomy, attitudes towards the current situation of English learning and attitudes towards the English learning environment are all with \*\*, which proves that the variables are correlated, indicating that there is a significant positive correlation between any two variables in the present study, which provides us with data support for our later research on the influencing variables. Data support.

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Table 9: Analysis of the current status of the questionnaire data and interpretation of the results

	GAI Assisted English Learning Attitude	Autonomy in English Learning	Attitude towards the current state of English learning	Attitudes towards the English learning environment
GAI Assisted English Learning Attitude	1			
Autonomy in English Learning	.353**	1		
Attitude towards the current state of English learning	.348**	.387**	1	
Attitudes towards the English learning environment	.442**	.401**	.330**	1

Note: \*\* indicates P<0.01, \* indicates P<0.05.

3.2.7 Analysis of variables influencing questionnaire data

Table 10: Analysis of variables influencing questionnaire
data and interpretation of results

	Unstandardised coefficient		Standar d factor		a: .a	
Modelling	В	Standar d error	β	t	Significanc e	VIF
(Constant)	.66 0	.166		3.98 3	.000	
Autonomy in English Learning	.17 9	.040	.154	4.46 0	.000	1.30 4
Attitude towards the current state of English learning	.18 9	.035	.183	5.43 5	.000	1.22 9
Attitudes towards the English learning environmen t	.37 5	.040	.320	9.45 8	.000	1.22 4
R <sup>2</sup>				0.259		
F				94.099		
Р				<0.001		
Dependent Variable: GAI Assisted English Learning Attitude						

• The fit of this linear regression model has a slight deviation.  $r^2=0.259<0.3$  means that the results of this arithmetic can truly reflect the contribution of English learning autonomy, attitude towards the current situation of English learning, and attitude towards the English learning environment to the situation of the influence of GAI-assisted attitudes towards English learning with a contribution rate of 0.259, and there are still 0.741 dimensions that have not been explored in the current research.

• There is no multicollinearity among the four variables, and the VIFs are all less than 5, which side by side proves that the results of this operation are real and reliable.

• The regression equation is significant, F=94.099, p<0.001 implies that all three independent variables can significantly influence the dependent variable GAI assisted English learning attitude.

• Attitude towards the current situation of English learning can significantly and positively influence the attitude of GAI assisted English ( $\beta$ =0.183, P<0.05); attitude towards the English learning environment can significantly and positively influence the attitude of GAI assisted English ( $\beta$ =0.320, P<0.05); and autonomy in English learning can significantly and positively influence the attitude of GAI assisted English ( $\beta$ =0.154, P<0.05)

between the variables:

GAI-assisted English learning attitudes = 0.66 + 0.179\*autonomy + 0.189\* status quo attitude + 0.375\*environmental attitude

#### 3.3 Conclusion of Data Analysis

A total of 810 college students were surveyed in the "Questionnaire on the Attitudes and Needs of Students of Universities in Jiangxi Province Towards the GAI assisted language learning", of whom 32% were male and 68% were female, with an imbalance in the ratio of men to women. The vast majority of the research subjects are in the first year of college, followed by the second year of college, and fewer in the third and fourth years of college. The distribution of the survey subjects' grades is slightly uneven, but for the college student group, the first and second years of college have more opportunities for exposure to English learning, which is in line with the selection of the research subjects in this research.

Secondly, the reliability and validity of the Questionnaire on Students' Attitude and Demand for the GAI assisted language learning of University English in Jiangxi Province is in expectedly qualified, with the reliability of each dimension being 0.906; 0.707; 0.619; 0.578; 0.890, and the overall reliability of the scale is 0.855 (>0.7), which proves that the reliability of this scale is trustful, and the validity of it is also completely up to the standard after the deletion of Q10, meaning that the data investigated through this questionnaire can reflect the attitude and demand of college students for the GAI assisted language learning of university English reliably. The validity of the scale after the deletion of Q10 also fully meets the standard, which means that the data investigated by the questionnaire can reflect the attitude and demand of the university student group towards the GAI assisted language learning of university English accurately.

Furthermore, the survey results of "Questionnaire on the Attitude and Demand of Students of Universities and Colleges in Jiangxi Province Towards the GAI assisted language learning of College English" show that the college student group's attitudes towards GAI-assisted English learning, English learning autonomy, attitudes towards the status quo of English learning and attitudes towards the English learning environment are more desirable, and are in the range from "Neutral" to "Agree", and are more inclined to "Agree", which shows that the contemporary college student group's attitude towards the GAI assisted language learning is inclined to positive. Then, it shows that college students have a certain demand for the GAI assisted language learning.

· Finally, the following regression equation is derived

The conclusions are as follows: By comparing college

Volume 6 Issue 6 2024 http://www.bryanhousepub.com students of different genders and different grades, it is found that there are significant differences between college students of different genders in terms of GAI-assisted English learning attitudes and attitudes towards the current situation of English learning, but there are no significant differences between college students of different genders in terms of attitudes towards autonomy in English learning and the English learning environment. It is found that there is a significant difference between college students of different grades in terms of their attitudes towards the current situation of English learning, but there is no significant difference in terms of their attitudes towards GAI-assisted English learning, English learning autonomy and English learning environment. It shows that gender will affect the attitude of college students towards GAI-assisted English learning and the attitude towards the current situation of English learning to a certain extent, and grade level will affect the understanding of college students towards the current situation of English learning to a certain extent, so we should see the influence of this factor on the survey, and we should analyse the specific problems in the process of the survey. Through correlation analysis, it is found that there is a significant positive correlation between the attitude of GAI-assisted English learning and the autonomy of English learning, the attitude of the current situation of English learning, and the attitude of the English learning environment. That is, a positive attitude towards GAI-assisted English learning means that the college student group has a positive and high attitude towards English learning autonomy, attitude towards the current state of English learning and attitude towards the English learning environment, and vice versa, a negative attitude towards GAI-assisted English learning means that the college student group has a negative and low attitude towards English learning autonomy, attitude towards the current state of English learning and attitude towards the English learning environment. Moreover, autonomy, learning status attitude and environment attitude can significantly affect the attitude towards GAI-assisted English learning.

# 4. Conclusion

By analysing the data collected from university English students in five universities in Jiangxi Province, the author found that the subjects had a positive attitude towards the use of GAI in English learning, which proved that the university student group had a good willingness to use GAI to assist English learning and were willing to try it regardless of gender. In addition, gender differences have a certain influence in this research, analysing the data, it is found that male students are more satisfied with the current situation of English learning than female students. Male students have a more positive attitude towards the English learning environment than female students. Male students have a more positive attitude towards GAI-assisted English learning than female students. This means that boys are more willing to try to learn English through GAI, while girls have certain needs in this regard, but they are less willing to do so, and are more eager to have a non-threatening, purely English learning environment. In terms of autonomy in English learning, males are less autonomous than females. For women, they will still learn English independently under any unchanged conditions, while for men, their learning autonomy is relatively poor, indicating that GAI-assisted English learning can stimulate men's

learning autonomy. It alleviates the difference in learning autonomy between men and women. However, there are also areas for improvement in this study. In terms of scale design, it is hoped that subsequent researchers can explore more dimensions and variables (using existing scales for merging and modification) to explore the remaining 0.7 dimensions; in addition, in terms of the imbalance between male and female research subjects, it is hoped that subsequent researchers can set thresholds and do their best to restrict the subjects of questionnaire release to improve the authenticity of the data; and lastly, subsequent researchers can increase the platforms for some designs empirical research on the feasibility of GAI-assisted English teaching used after.

This is a research report on attitudes towards GAI-assisted English language teaching and its influencing variables. Meet Aiden, another platform for integrating GAI into English language learning under research, will explore its feasibility and produce an experimental report to be shared with subsequent researchers.

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