

Different Perception and Use of ChatGPT in Writing Between American and International Students

Tae Hee Lee^a, Recep Cakir^b

^aUniversity of North Texas, U.S., ^bAmasya University, Turkiye

^aTaehee.lee@unt.edu, ^brecepacakir@gmail.com

ABSTRACT

The emergence of AI writers has significantly affected and reshaped the environment of academic research and paper writing in the world. Many university students relying on these AI tools for searching information and assisting their writing. However, there will be a difference existed in the utilization and perceptions of AI writers between American and international students. To find out potential difference, this study seeks to delve into the underlying factors that may contribute to this contrast. Employing the Technology Acceptance Model (TAM) as a theoretical framework, which investigates users' acceptance and adoption of technology, the research employs a mixed-method approach comprising surveys and interviews conducted among students from both American and international contexts. By integrating TAM into the methodology, the study aims to investigate the motivations to use of ChatGPT, an AI writing tool, and examine how linguistic and cultural differences influence the user experience of AI writers. Through this approach, the research sheds light on the nuanced ways in which AI writers are integrated into the academic workflows of students from diverse backgrounds. By comparing and contrasting the perspectives and practices of American and international students, the study will provide valuable insights into the interplay between technology, language, and culture in the educational domain. Ultimately, this research will contribute to a deeper understanding of the complex dynamics shaping the adoption and usage of AI writers among higher education students worldwide.

ALISE RESEARCH TAXONOMY TOPICS

Artificial intelligence; Information use; Education; Students

AUTHOR KEYWORDS

Artificial Intelligence; Perception; Cultural difference; Information use; Technology acceptance.

Copyright 2024 by the authors. Published under a Creative Commons Attribution-ShareAlike 4.0 International License. See <https://creativecommons.org/licenses/by/4.0/>.

DOI: <https://doi.org/10.21900/j.alise.2024.1741>