

How ChatGPT Supports Students in Learning English: A Qualitative View

Arini Nabilla Dzulfahmi¹, Wardatul Abyadiyah², Naila Fatina Zuhriana³,
Kayla Ikhsania Fitriani⁴, Aina Salsabila⁵, Dewi Puspitasari⁶

¹UIN K.H. Abdurrahman Wahid Pekalongan - Indonesia

Email: ¹arini.nabilla.dzulfahmi@mhs.uingusdur.ac.id,

²wardatul.abiyadiyah@mhs.uingusdur.ac.id,

³naila.fatina.zuhriana@mhs.uingusdur.ac.id,

⁴kayla.ikhsania.fitriani@mhs.uingusdur.ac.id,

⁵aina.salsabila@mhs.uingusdur.ac.id, ⁶dewi.puspitasari@uingusdur.ac.id

Abstract

Article History:

Received: 23/06/2026

Accepted: 02/07/2026

Published: 10/07/2026

Keywords:

Artificial intelligence

ChatGPT,

EFL learning,

Interaction patterns

Learner autonomy

The incorporation of artificial intelligence (AI) into the educational sector has opened up fresh possibilities for English as a Foreign Language (EFL) learning, with ChatGPT emerging as a popular tool due to its interactive and immediate support. This qualitative study explored how ChatGPT supports students in learning English by examining their interaction patterns, the types of support provided, and their perceptions of its usefulness. Information was gathered by conducting semi-structured interviews with three individuals chosen intentionally undergraduate students who had substantial experience using ChatGPT to support their English learning. The participants were chosen because they could provide rich, comprehensive understandings of the topic being studied. The information gathered from interviews was later examined through thematic analysis. The findings revealed that students interacted with ChatGPT in different ways, ranging from active engagement through prompt refinement and follow-up questions to direct use for obtaining quick answers. ChatGPT provided linguistic, cognitive, affective, and practical support, and participants perceived it as a flexible and helpful learning tool that promoted independent learning. However, concerns regarding information accuracy and the risk of over-reliance were also identified. Overall, ChatGPT shows strong potential to support EFL learning when used critically and responsibly.

Kata Kunci:

Kecerdasan buatan,

ChatGPT,

pembelajaran EFL,

Abstrak

Integrasi kecerdasan buatan (AI) ke dalam sektor pendidikan telah membuka peluang baru bagi pembelajaran bahasa Inggris sebagai bahasa asing

*Pola Intreraksi
Otonomi peserta didik.*

.

(EFL), dengan ChatGPT yang muncul sebagai alat yang populer karena dukungannya yang interaktif dan langsung. Penelitian kualitatif ini mengeksplorasi bagaimana ChatGPT mendukung mahasiswa dalam pembelajaran bahasa Inggris dengan mengkaji pola interaksi mereka, jenis dukungan yang diberikan, dan persepsi mereka terhadap kegunaannya. Informasi dikumpulkan melalui wawancara semi-terstruktur dengan tiga individu yang dipilih secara purposive, yaitu mahasiswa sarjana yang memiliki pengalaman yang cukup dalam menggunakan ChatGPT untuk mendukung pembelajaran bahasa Inggris mereka. Para partisipan dipilih karena mereka dapat memberikan pemahaman yang kaya dan komprehensif mengenai topik yang diteliti. Informasi yang dikumpulkan dari wawancara kemudian dianalisis menggunakan analisis tematik. Hasil penelitian mengungkapkan bahwa mahasiswa berinteraksi dengan ChatGPT melalui berbagai cara, mulai dari keterlibatan aktif melalui penyempurnaan *prompt* dan pertanyaan lanjutan hingga penggunaan langsung untuk memperoleh jawaban dengan cepat. ChatGPT memberikan dukungan linguistik, kognitif, afektif, dan praktis, serta dipersepsikan sebagai alat pembelajaran yang fleksibel dan bermanfaat yang mendorong pembelajaran mandiri. Namun, kekhawatiran mengenai akurasi informasi dan risiko ketergantungan yang berlebihan juga teridentifikasi. Secara keseluruhan, ChatGPT menunjukkan potensi yang kuat untuk mendukung pembelajaran EFL apabila digunakan secara kritis dan bertanggung jawab.

INTRODUCTION

Recent advancements in artificial intelligence have introduced considerable transformations in educational methods, especially within the realm of language acquisition (Köylü, 2025). In English as a Foreign Language (EFL) contexts, students often encounter various challenges, such as limited vocabulary, lack of immediate feedback, and low confidence when using English (Dzimar et al., 2025). These difficulties can reduce students' participation in learning activities and affect their overall progress. The integration of AI-based tools has become an increasingly relevant topic in education.

Among the available AI tools, Attention has been drawn to ChatGPT on account of its interactive and adaptive capabilities. Research has shown that the tool can help students improve their writing skills by offering feedback and evaluation (Barrot, 2023). It helps learners generate ideas, expand vocabulary, and organize their writing more effectively. Its role extends to reading comprehension by helping students understand complex texts and select appropriate reading materials (Sidwell et al., 2024).

ChatGPT contributes to promoting learner autonomy. Students are able to access learning support at any time, which encourages independent learning and self-regulated behavior (Dizon, 2026; Dzimar et al., 2026; Horn, 2024). The use of ChatGPT can increase students' confidence, motivation, and engagement in the learning process (Klimova et al., 2025). Also ChatGPT also usefulness for students because easy to use (Dzimar et al., 2025). These findings indicate that ChatGPT can function not only as a learning tool but also as a facilitator of self-directed learning.

The theoretical foundation of this research is Vygotsky's Sociocultural Theory that underscores the importance of social interaction and mediational means for learning (Vygotsky, 1978). The Zone of Proximal Development (ZPD) makes it possible to perform activities beyond individual capacities with proper guidance. Within this framework, ChatGPT can be considered a scaffolding tool that helps students solve language-related issues and acquire proficiency in English (Lantolf, 2000).

The use of ChatGPT in education has been controversial. Research shows that there is an element of dependency involved, which will make the students lose their critical and independent thinking skills (Nkhobo & Chaka, 2023). Issues related to plagiarism and academic integrity remain significant. ChatGPT may sometimes provide inaccurate or overly general responses, which requires users to evaluate the information carefully. Ethical considerations and the need for proper integration into teaching practices have also been emphasized.

There have been many studies that have focused on the role of ChatGPT in EFL education. The studies have looked into the benefits and efficiency of the application in improving students' language skills and knowledge, especially regarding writing, vocabulary, and grammar, as well as their attitude towards it (Fang & Han, 2025; Nanda et al., 2025; Stojanov et al., 2024). Most of these studies have employed quantitative methods to measure learning outcomes, perceptions, or technology acceptance. Although these findings demonstrate the educational potential of ChatGPT, they provide limited insights into how students actually interact with the tool, the challenges they encounter, and the strategies they develop while using it in authentic learning contexts. Therefore, there is still a need for qualitative studies that examine students' lived experiences and sense-making process of incorporating ChatGPT in their learning of English. The current study attempts to fill this gap by adopting a qualitative methodological approach to examine the experiences of undergraduate students, as well as the challenges and benefits, in learning English using ChatGPT.

Given the gap, the current research seeks to examine the role played by ChatGPT in facilitating the learning of English through qualitative analysis. The areas of interest include the interaction pattern, support provided, and usefulness perceptions of the learners.

METHOD

The current study employed a qualitative research method in order to investigate the ways in which ChatGPT helps students learn English. It is thought that a qualitative research method would be more suitable as it would help in developing a better understanding of the experiences of the learners using ChatGPT. According to Creswell and Poth (2018), qualitative research is suitable for exploring concepts and phenomena within their natural context, focusing on the meanings and perspectives that individuals attribute to their experiences. Rather than focusing on numerical data, this study emphasizes how students actually use the tool and how they interpret its role in their learning, aligning with the interpretivist framework (Cohen et al., 2018).

The participants of this study consisted of three undergraduate students who were purposively selected based on predetermined inclusion criteria. To be eligible, participants had to (1) be undergraduate students, (2) have regularly used ChatGPT to support their English learning for at least one academic semester, and (3) be willing to share their experiences in an in-depth interview. The participants were selected because they were able to provide rich and relevant information regarding the phenomenon under investigation. Data collection was concluded after sufficient depth of information had been obtained, and no substantially new themes emerged from the interviews. They were selected through purposive sampling, as the study specifically required participants who were familiar with the use of ChatGPT in academic contexts. Etikan et al. (2016) explain that purposive sampling refers to a non-probability approach in which subjects with certain traits related to the research goals are selected. To maintain confidentiality, each participant was represented using pseudonyms, namely P1, P2, and P3.

The data collection process involved interviewing the respondents individually using a semi-structured interview approach. The interviews took about 15 minutes each and were done in Indonesian so that the respondents could express themselves freely. Audio recording of the interviews was done with consent from the respondents. The Indonesian transcripts were then translated into English for reporting purposes. An interview guide was used to ensure consistency while allowing participants to elaborate on their responses. The interview questions focused on participants' experiences of using ChatGPT for English learning, the types of prompts they commonly used, the perceived benefits and challenges of using ChatGPT, and the strategies they employed when using the tool. This method was chosen to allow participants to share their experiences in a more flexible and open manner, while still focusing on the main topics of the study. semi-structured interviews are particularly effective for gathering detailed narratives, as they allow the researcher to probe deeper and ask follow-up questions based on the participant's responses (Busetto et al., 2020). The interview questions covered several aspects, including how students use ChatGPT, what types of support they receive, and how they perceive its usefulness in learning English. During the

interviews, participants were encouraged to provide examples and describe their experiences in detail.

The data collected was analyzed through thematic analysis. Braun and Clarke (2006) thematic analysis is described as an approach to identify, analyze, and report patterns (themes) within data. Thematic analysis provides a rich method for rigorously organizing and reporting qualitative data. The analysis of the data involved transcribing the interview data first, after which the data was read several times to understand its content. Important aspects from the data were identified and coded depending on the patterns in the data. Codes were later categorized and expanded into themes.

To ensure the credibility of the findings, the analysis focused on maintaining consistency between the data and the research questions. Shenton (2004) emphasizes that establishing credibility is essential in qualitative research, achieved through strategies such as thick description and triangulation of interpretation. In addition, direct quotations from participants were included to support the interpretation and to provide a clearer representation of their experiences, ensuring that the findings remain grounded in the actual voices of the participants.

In addition, quotes from the participants themselves were used to corroborate the interpretations and to maintain the integrity of the findings based on the participants' experiences. Member checking was done by giving the transcripts of the interviews back to the three participants along with the preliminary interpretations. The participants assured me that the transcripts reflected their responses correctly, and the interpretations were made as per their intended meanings.

FINDINGS AND DISCUSSION

Based on observations and interviews conducted with three EFL students (P1, P2, and P3), the results demonstrate the way in which the students use ChatGPT in their day-to-day learning processes, the kind of assistance that they derive from this application and what they think about the part played by ChatGPT in their learning

process. There are three primary themes that have been derived from the data analysis, which are presented below.

Students' Interaction with ChatGPT

The interview data revealed that the participants interacted with ChatGPT in different ways during their English learning activities. Two participants (P1 and P2) demonstrated active engagement by refining or reformulating their prompts whenever the initial responses did not meet their expectations. Rather than accepting the first response, they repeatedly adjusted their questions to obtain clearer and more relevant answers. In contrast, P3 tended to use ChatGPT more directly by accepting its responses without further evaluation, particularly when working under time constraints.

Another finding shared by the participants was the sense of psychological comfort provided by ChatGPT. They perceived the platform as a non-judgmental learning environment where they could ask questions repeatedly without feeling embarrassed or afraid of making mistakes. This atmosphere encouraged them to interact with the tool more freely than they would in traditional classroom settings.

Table 1. Summary of Students' Interaction Patterns with ChatGPT

Participant	Interaction Pattern	Interview
P1	Active & Reflective	"I usually repeat the question but make it more specific, so I can get a better answer."
P2	Active & Iterative	"If the answer isn't quite right, I usually rephrase the question to make it clearer."
P3	Direct & Shortcut-oriented	"Sometimes I just use the answer as is, especially when I'm in a hurry."

The findings indicate that students demonstrated different levels of engagement when interacting with ChatGPT. P1 and P2 actively refined their prompts to obtain more accurate and relevant responses, suggesting that they monitored the quality of the AI-generated output and adjusted their input accordingly. This pattern reflects metacognitive awareness, whereby learners regulate their own learning by evaluating and modifying their interactions with AI. This finding supports (Teng, 2025), who argues that learners with higher

metacognitive awareness tend to monitor the quality of ChatGPT's responses and strategically modify their prompts to obtain more effective feedback.

The distinction between active and passive interaction patterns also reinforces the importance of learner agency in AI-assisted learning. Meaningful engagement occurs when learners actively participate in shaping AI-generated responses rather than merely consuming them (Roll & Wylie, 2016). In the present study, the iterative questioning demonstrated by P1 and P2 illustrates a dialogic learning process in which understanding is gradually co-constructed through repeated interaction with ChatGPT.

By contrast, P3 reported, *"Sometimes I just use the answer as is, especially when I'm in a hurry."* This response suggests a more passive interaction pattern in which ChatGPT functions primarily as a tool for completing tasks efficiently rather than supporting deeper learning. Similar to the findings reported by Dzimar et al. (2026) this behaviour indicates a tendency to view ChatGPT as a quick solution instead of a reflective learning resource. Existing scholarship further suggests that accepting AI-generated responses without critical evaluation represents Level 1 engagement, characterised by mere consumption of AI output, which provides fewer educational benefits than higher levels of collaborative engagement. Consequently, the educational value of ChatGPT depends not only on the technology itself but also on learners' willingness to engage critically with its responses.

Another important finding concerns the psychological comfort experienced by the participants. P1 explained that she felt comfortable asking the same question repeatedly because she did not fear being judged. This finding suggests that ChatGPT creates a low-pressure learning environment that encourages students to participate more actively in language learning. The absence of social pressure may reduce language anxiety, which is widely recognised as a barrier to classroom participation. Similarly, Zehra and Zehra (2025) argue that AI-assisted learning environments reduce learners' fear of negative evaluation, enabling them to practise more freely, build confidence, and engage more persistently with challenging learning tasks.

Types of Support Provided by ChatGPT

The interview data revealed that ChatGPT provided several forms of support that assisted participants in their English learning. Four major types of support emerged from the data: language support, idea generation for writing, emotional support, and efficiency. Language support was the most frequently mentioned function. Participants reported using ChatGPT to improve grammar and vocabulary by receiving immediate corrections and suggestions. In addition, ChatGPT served as a source of ideas during the writing process. One participant explained that the tool helped generate initial ideas whenever she experienced difficulty starting a writing task, allowing her to continue developing the content independently.

The participants also highlighted the emotional benefits of using ChatGPT. They described feeling more comfortable asking questions because they did not fear making mistakes or being judged by others. Finally, ChatGPT was perceived as an efficient learning tool due to its ability to provide immediate answers, making it particularly useful when students needed quick assistance.

Table 2. Types of Support Obtained by Students from ChatGPT

Type of Support	Participant	Interview
Language (Grammar & Vocabulary)	P1	"I usually use it to correct my grammar, since it immediately gives me the correct version."
Idea Generation & Writing	P2	"When I'm stuck on how to start writing, I ask for ideas first, and then I continue on my own from there."
Emotional/ Confidence Support	P2	"It's more comfortable to ask ChatGPT, since I'm not afraid of making mistakes or feeling embarrassed."
Efficiency & Accessibility	P3	"It's faster, especially when I need a quick answer."

The findings indicate that ChatGPT functions as a multifaceted learning support tool for EFL students by providing linguistic, cognitive, emotional, and practical assistance. The language support described by P1 demonstrates how ChatGPT delivers immediate grammar feedback that helps students improve the accuracy of their writing. This finding is consistent with Guo (2024), who reported that ChatGPT can provide grammar feedback comparable to, and in some contexts

even more comprehensive than, traditional grammar-checking tools or teacher feedback. The present findings further suggest that the immediacy of the feedback encourages students to revise their language more efficiently during independent learning.

Another important form of support is idea generation during the writing process. As illustrated by P2's statement, *"When I'm stuck on how to start writing, I ask for ideas first, and then I continue on my own from there,"* ChatGPT serves as a cognitive scaffold that helps learners overcome the initial difficulty of starting a writing task. Rather than replacing students' own work, the tool provides temporary support that enables them to continue developing their ideas independently. This finding supports the process-writing perspective described by Tusino et al. (2025), which emphasises that AI can facilitate writing by assisting learners during the planning stage while preserving their authorial agency.

The emotional support reported by participants also represents an important contribution of ChatGPT to language learning. P2 explained that asking ChatGPT felt more comfortable because there was no fear of making mistakes or experiencing embarrassment. This finding supports the argument of Valovy and Buchalcevova (2023) who suggest that generative AI tools contribute to emotional safety by reducing anxiety during learning activities. For EFL learners, this psychologically safe environment may be particularly valuable because concerns about making language errors often discourage active participation. Furthermore, Elvis et al. (2024) argue that AI systems integrating both cognitive and affective support foster greater learner motivation, confidence, and persistence, reinforcing the experiences reported by the participants in this study.

Efficiency also emerged as a practical reason for using ChatGPT. P3 noted that the tool was valuable because it provided immediate answers whenever quick assistance was needed. Although efficiency can increase students' willingness to seek support, it should complement rather than replace reflective learning practices. Therefore, the present findings suggest that ChatGPT's educational value lies not only in its ability to provide rapid responses but also in how students use those responses to support meaningful learning.

Students' Perceptions of ChatGPT

The interview data revealed that the participants generally held positive perceptions of ChatGPT as a learning tool while simultaneously recognising its limitations. P1 described ChatGPT as particularly helpful for independent learning, whereas P2 highlighted its usefulness in facilitating the understanding of difficult learning materials. These findings suggest that the participants perceived ChatGPT as a valuable supplementary learning resource that supports learning beyond the classroom.

Despite these positive perceptions, the participants also demonstrated a critical awareness of ChatGPT's limitations. P3 explained that some responses generated by ChatGPT were too general and therefore required verification from other sources. Similarly, P1 expressed concern that excessive reliance on ChatGPT could reduce students' motivation to think independently. Overall, the findings indicate that students viewed ChatGPT as a beneficial learning tool while recognising the importance of using it critically and responsibly.

Table 3. Students' Perceptions of ChatGPT in EFL Learning

Perception Category	Participant	Interview
Positive	P1	"I think it's really helpful, especially when studying on my own."
Positive	P2	"It's pretty helpful for understanding difficult material."
Critical	P3	"Sometimes the answers are too general, so I have to double-check them."
Critical	P1	"If you use it too often, you get lazy and stop thinking for yourself."

The positive perceptions expressed by the participants reinforce previous studies indicating that ChatGPT is widely regarded as a valuable educational tool. Similar to Meniado et al. (2024), the participants viewed ChatGPT as a resource that facilitates independent learning and supports academic activities beyond the classroom. Likewise, Ajlouni et al. (2023) found that university students increasingly integrate AI into their self-directed learning because of its accessibility and responsiveness. While these previous studies primarily focused on students' general acceptance of ChatGPT, the present findings provide a more detailed understanding by showing that students specifically valued ChatGPT for helping

them comprehend difficult learning materials and supporting their learning autonomy. This suggests that ChatGPT functions not merely as an information provider but also as a supplementary learning partner that enables students to regulate their own learning.

The present findings also correspond with those reported by Garrel and Mayer (2024), who found that university students appreciated AI tools for explaining complex concepts at their own pace. Similarly, participant P2 emphasised that ChatGPT was helpful in understanding difficult material. However, unlike Garrel and Mayer's study, which mainly focused on students' satisfaction with AI-assisted explanations, the present study demonstrates how students integrate these explanations into their independent learning practices. This finding extends previous research by illustrating that students actively use ChatGPT to support comprehension while maintaining responsibility for their own learning. Although the participants generally expressed positive attitudes, they also demonstrated a critical awareness of ChatGPT's limitations. Participant P3 stated that ChatGPT sometimes produced responses that were too general and therefore required verification from other sources. This finding is consistent with Acosta-Enriquez et al. (2024), who argue that responsible AI use depends on learners' ability to critically evaluate AI-generated information rather than accepting it uncritically. However, whereas previous studies primarily discussed critical evaluation as an important digital literacy skill, the present findings provide empirical evidence that students themselves consciously verify AI-generated information before incorporating it into their academic work. This suggests that students are developing critical digital literacy alongside their increasing use of AI technologies.

Another important finding concerns students' awareness of the potential risks associated with excessive dependence on ChatGPT. Participant P1 acknowledged that overusing ChatGPT could reduce students' willingness to think independently. This concern echoes Holmes (2019), who warned that AI technologies may weaken learners' critical thinking if used passively. Similarly, Zhou (2025) argued that the educational value of AI depends on learners' ability to

balance the convenience offered by AI with independent reasoning and reflective thinking. While these previous studies mainly discussed this issue from theoretical and conceptual perspectives, the present study demonstrates that students themselves recognise the risk of over-reliance and consciously reflect on how to regulate their own use of ChatGPT. This finding contributes to the growing literature by showing that students are not merely passive consumers of AI-generated content but are capable of critically evaluating both its strengths and its limitations.

Overall, the findings indicate that students adopt a balanced perspective toward ChatGPT by recognising both its educational benefits and its potential challenges. Rather than viewing ChatGPT as either entirely beneficial or problematic, the participants demonstrated pragmatic judgement in deciding when to rely on AI and when to verify its responses independently. This finding contributes to the growing literature on AI-assisted language learning by highlighting that students' acceptance of ChatGPT is accompanied by the development of critical digital literacy. Therefore, educators should focus not only on encouraging the effective use of AI technologies but also on fostering the critical thinking and evaluative skills necessary for students to use these tools responsibly.

CONCLUSION

This study explored how ChatGPT supports English language learning from the perspectives of EFL students by examining their interaction patterns, the types of support they received, and their overall perceptions. The findings revealed that students interacted with ChatGPT in different ways, ranging from active and reflective engagement to more direct and passive use. ChatGPT provided various forms of support, including grammar and vocabulary assistance, idea generation, emotional support, and quick access to information. Although the participants generally perceived ChatGPT as a valuable supplementary learning tool, they also recognised its limitations, particularly the need to verify AI-generated responses and avoid over-reliance on the technology. These findings suggest that the educational value of ChatGPT depends largely on how students engage with it.

The research findings have serious implications for English language instruction from an educational point of view. The use of ChatGPT is not meant to replace conventional instruction but to complement it through fostering learner autonomy and critical thinking. Lecturers should guide students to evaluate AI-generated information critically and use ChatGPT responsibly, whereas educational institutions should promote AI literacy to ensure the ethical and effective use of generative AI in language learning.

The study's limitations arise from the use of an insufficient number of subjects in the study, that is, only three individuals. In the future, studies can be conducted on a greater number and diversity of individuals using more than one method of collecting data on the experiences of the learners with the use of ChatGPT. This would enable a more holistic view of the phenomenon under investigation.

REFERENCES

- Acosta-Enriquez, B. G., Ballesteros, M. A. A., Jordan, O. H., Roca, C. L., & Saavedra, K. (2024). Analysis of college students' attitudes toward the use of ChatGPT in their academic activities: effect of intent to use, verification of information and responsible use. *BMC Psychology*, 12(255). <https://doi.org/10.1186/s40359-024-01764-z>
- Ajlouni, A. O., Abd-Alkareem, F., Wahba, & Almahaireh, A. S. (2023). Students' Attitudes Towards Using ChatGPT as a Learning Tool: The Case of the University of Jordan. *International Journal of Interactive Mobile Technologies*, 17(18). <https://doi.org/10.3991/ijim.v17i18.41753>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE publisher.

- Dizon, G. (2026). ChatGPT as a tool for self-directed foreign language learning. *Innovation in Language Learning and Teaching*, 20(2), 334–350. <https://doi.org/10.1080/17501229.2024.2413406>
- Dzimar, M., Maulida, N. R., Jannah, L. R., & Rahma, R. E. (2026). Relationship Between ChatGPT Use and EFL Students' Perceived Usefulness, Ease, Dependence, And Creativity. *English Education and Literature Journal*, 6(01), 75–87. <https://doi.org/10.53863/e-jou.v6i01.1904>
- Dzimar, M., Puspitasari, D., & Rosyid, O. A. (2025). Navigating Grammar Challenges: Students' Struggles And Paths To Succes. *Wiralodra English Journal*, 9(1), 53–62. <https://doi.org/10.31943/wej.v9i1.373>
- Elvis, O.-O., Arguedas, M., & Daradoumis, T. (2024). Empathic pedagogical conversational agents: a systematic literature review. *British Journal of Educational Technology*, 55(3), 886–909. <https://doi.org/10.1111/bjet.13413>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fang, S., & Han, Z. (2025). On the nascency of ChatGPT in foreign language teaching and learning. *Annual Review of Applied Linguistic*, 148–178. <https://doi.org/10.1017/S026719052510010X>
- Garrel, J. von, & Mayer, J. (2024). Which features of AI-based tools are important for students? A choice-based conjoint analysis. *Computers and Education: Artificial Intelligence*, 7, 100311. <https://doi.org/10.1016/j.caeai.2024.100311>
- Guo, X. (2024). Facilitator or thinking inhibitor: Understanding the role of ChatGPT-generated written corrective feedback in language learning. *Computer Assisted Language Learning*, 33(5), 3526–3544. <https://doi.org/10.1080/10494820.2024.2445177>
- Holmes, W. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Horn, K. R. Van. (2024). ChatGPT in English Language Learning: Exploring Perceptions and Promoting Autonomy in a University EFL Context. *Tesl-Ej*, 28(1). <https://doi.org/https://eric.ed.gov/?id=EJ1433988>
- Klimova, B., Bachmann, P., & Frutos-Bencze, D. (2025). The use of ChatGPT in academia: perspectives of higher education students. *Cogent Education*, 12(1), 2508216. <https://doi.org/10.1080/2331186X.2025.2508216>
- Köylü, Y. (2025). Unlocking AI for language education: mastering prompts, critical evaluation of AI responses, and implications for language teaching and learning. *Journal of China Computer-Assisted Language Learning*.
- Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford University Press.
- Meniado, J. C., Huyen, D. T. T., Panyadilokpong, N., & Lertkomolwit, P. (2024). Using ChatGPT for second language writing: Experiences and perceptions of EFL learners in Thailand and Vietnam. *Computers and Education: Artificial Intelligence*, 7(October). <https://doi.org/10.1016/j.caeai.2024.100313>

- Nanda, S., Erito, P., & Wijayatiningsih, T. D. (2025). Exploring the Impact of Generative AI Tools on English Writing Skills among English Education Students: A Case Study of Students at Universitas Muhammadiyah Semarang (UNIMUS). *Journal of English Language Learning (JEEL)*, 9(2), 203–209.
- Nkhobo, T., & Chaka, C. (2023). Student-Written versus ChatGPT-Generated Discursive Essays: A Comparative Coh-Metrix Analysis of Lexical Diversity, Syntactic Complexity, and Referential Cohesion. *International Journal of Education and Development Using Information and Communication Technology*, 19(3), 69–84. <https://eric.ed.gov/?id=EJ1413432>
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26(2), 582–599. <https://doi.org/10.1007/s40593-016-0110-3>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/EFI-2004-22201>
- Sidwell, M. D. L. W. B., Bates-Brantley, K., & Wu, S. (2024). Utilizing Text-Generative AI for Creating Oral Reading Fluency Probes. *Intervention in School and Clinic*, 60(2), 119–125. <https://doi.org/10.1177/10534512241235896>
- Stojanov, A., Liu, Q., & Koh, J. H. L. (2024). University students' self-reported reliance on ChatGPT for learning: A latent profile analysis. *Computers and Education: Artificial Intelligence*, 6(4), 100243. <https://doi.org/10.1016/j.caeai.2024.100243>
- Teng, M. F. (2025). Metacognitive Awareness and EFL Learners' Perceptions and Experiences in Utilising ChatGPT for Writing Feedback. *European Journal of Education*, 60(1), e12811. <https://doi.org/10.1111/ejed.12811metrics>
- Tusino, Dewi, P., Hati, M. L. P., Joy, M., & Iglesia, M. J. C. (2025). CHATGPT IN ACADEMIC WRITING CLASSES: EXPLORING EFL STUDENTS' PERSPECTIVES. *JOLLT Journal of Languages and Language Teaching*, 13(4), 2162–2172. <https://doi.org/https://doi.org/10.33394/jolllt.v13i4.15293>
- Valovy, M., & Buchalcevova, A. (2023). The Psychological Effects of AI-Assisted Programming on Students and Professionals. *Alena Buchalcevova*. <https://doi.org/10.1109/ICSME58846.2023.00050>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Zehra, I., & Zehra, F. (2025). AI as a Mediator: Reducing Language Anxiety through Technology-Enhanced Interaction. *IRAPA International Journal of Business Studies*, 4(2). <https://doi.org/10.48112/ijbs.v4i2.1262>
- Zhou, G. (2025). ChatGPT in the classroom: Exploring student attitudes and ethical concerns around AI-assisted learning. *Edelweiss Applied Science and Technology*, 9(7), 448–4582025.