

EXPLORING THE USE OF CHATGPT IN ELT: THE EFL STUDENTS VOICES

Leonardus Par^{1*}, Mathilda Saputri Anung², Simfora Sarwini Taluk³, Frumensius Erfano⁴, & Claudius Iglesias Seraf Tatuk⁵

¹⁻⁵Universitas Katolik Indonesia Santu Paulus Ruteng

¹Parma101011@yahoo.com, ²Putri1192004@gmail.com,
³winnitaluk@gmail.com, ⁴fanoerfano99@gmail.com,
⁵ighenighen2804@gmail.com

**Corresponding Author*

Abstract: This study investigates the perspectives of EFL students regarding the integration of ChatGPT in ELT and learning. To this end, this study employs the quantitative approach with 71 participants majoring in English Language Teaching (ELT). The students with ChatGPT experience in various ELT contexts were specifically selected through purposive sampling. The data collected through the questionnaire centres around the utilization of ChatGPT, their attitudes towards the use of ChatGPT toward English language skills, and their suggestions for integration of ChatGPT into ELT classrooms. The study findings indicate a favourable response of the EFL students toward the use of ChatGPT in ELT and learning. Moreover, most of the students reported improvements in their English language skills, especially in writing, reading, and speaking. Besides, the findings highlighted the impressive improvement in the students' vocabulary knowledge and grammar. Although

there were some challenges mentioned, the overall satisfaction and willingness to recommend indicate that EFL students have positive views of ChatGPT.

Keywords: *EFL Students, CHATGPT, ELT*

INTRODUCTION

The field of English language teaching and learning has experienced a significant transformation with the integration of technology, particularly Artificial Intelligence (AI). AI has completely transformed education by providing students with personalized and engaging learning experiences. Virtual tutors and language learning platforms are excellent illustrations of this revolution. The learning process can be greatly enhanced with the help of AI-based solutions. These solutions analyze an individual's language competency, tailor content to their specific needs, and offer immediate feedback (Rodway & Schepman, 2023). This technological breakthrough has revolutionised language teaching and learning, making it more efficient and accessible. Users can now interact with language resources at their own pace and convenience, resulting in a significant improvement in the quality of English language learning.

ChatGPT, as one of the AI-based technologies, is gaining significant attention among EFL students. ChatGPT offers a diverse array of solutions to support students throughout their English language learning journey. The integration of ChatGPT into English Language Learning (ELL) and teaching (ELT) by EFL students represents a notable progression in English language education. ChatGPT provides learners with a valuable opportunity to enhance their language skills through engaging in interactive and contextually relevant conversations. (Pursnani et al., 2023) state that engaging in dialogue simulations, practising real-life scenarios, and

receiving direct language feedback can greatly enhance the learning experience for EFL students. Thus, ChatGPT can facilitate the EFL students in these interactive activities. Furthermore, (Hallal et al., 2023) highlight the versatility of ChatGPT, emphasising its ability to adapt to different learning needs and preferences. In addition, the platform's accessibility creates a flexible learning environment, enabling students to practise English conversation skills at their own pace and convenience.

Many studies have shown the advantages of incorporating ChatGPT in ELT and learning. (Farhi et al., 2023) found that students view ChatGPT as an innovative tool that provides them with various benefits. Furthermore, (Shoufan, 2023) illustrates the high regard students have for ChatGPT's features and its effectiveness in enhancing their academic and professional pursuits. Additionally, ChatGPT has a notable impact on students' engagement and drive in the learning process (Muñoz et al., 2023). These studies show that ChatGPT has brought significant benefits for the EFL students in their learning process.

In addition, a study conducted by (Mohamed, 2023) examined faculty members' perspectives on incorporating ChatGPT in English Language Teaching (ELT). The study revealed that some faculty members appreciated ChatGPT for providing quick and accurate responses to inquiries. However, concerns were raised about the potential impact of ChatGPT on students' critical thinking and research skills, as well as the risk of perpetuating biases or misinformation. Overall, the study participants viewed ChatGPT as a beneficial tool to enhance traditional EFL teaching methods. They recognized the importance of ChatGPT in education and recommended further experimental research to evaluate its effectiveness. The study underscores ChatGPT's potential as a

valuable tool for enhancing the English language proficiency of EFL students.

Despite the substantial advancements and the promising benefits of integrating ChatGTP in ELT and learning highlighted by existing research, including enhanced learning efficiency, adaptability to learners' needs, and the provision of immediate feedback, there remain significant gaps in the EFL students understanding of this technological paradigm. Moreover, the perspective of EFL students on utilizing ChatGPT for enhancing various language skills and components – ranging from vocabulary and grammar to speaking, reading, and writing – remains insufficiently understood, signaling a gap in insights into how learners perceive and engage with AI in their language learning journey.

Addressing these gaps is not just an academic endeavor but has significant consequences for the future of English Language Teaching (ELT) and learning landscape. This study aims to enhance the comprehension of personalized learning paths by investigating EFL students' perspectives towards using ChatGPT in English language learning. The aim is to enlighten the language teachers and curriculum developers on how to effectively use AI into English language teaching and learning, with the goal of creating instructional tactics that combine AI's capabilities with the unique value of traditional teaching methods.

Besides, it is also to understand the dynamics between EFL students and ChatGPT, gathering insights that can inform the integration of this technology into ELT and learning. This research aims to find out what the perspective of EFL students is in using ChatGPT, especially in English language learning. It is to find out the students view of using ChatGPT on enhancing their English language skills: speaking, reading, and writing; and language components: vocabulary and grammar. By focusing on the perspectives of EFL students, the study seeks to pave the way for a

more nuanced and effective approach to English language teaching and learning in the digital age, ensuring that technological advancements truly enhance the learning experience for all students. Thus, this study is conducted to know the EFL students' perspectives of integrating ChatGPT into ELT and learning.

METHOD

The aim of the study is to investigate the EFL students' perspective toward the use of ChatGPT in EFL classrooms. To this end, this research employs a descriptive quantitative approach by voluntarily involve 71 university students majoring in English Language Teaching (ELT). Employing purposive sampling, the students were selected based on the main criteria that they have engaged in ChatGPT for their AI-powered technological assistance of their English language learning. The primary data collection method involves administering an online questionnaire, which focuses on instructors' utilization of ChatGPT, their attitudes towards its application in writing courses, and recommendations for successful integration in EFL classrooms. The study aims to provide a comprehensive understanding of students' perspectives through statistical analysis using JASP (Jeffreys' Amazing Statistics Program), employing descriptive statistics to present findings.

RESULT

This study is to explore the EFL students' perspectives in using ChatGPT in English Language Learning. The data relating to the students' opinion toward the ChatGPT were gathered through a questionnaire and the results are presented in the following section.

Table 1.1 displays the data relating to the students' experience in using ChatGPT in English language learning. This information is

important to ensure that the students had employed the ChatGPT in their English language learning journey. Thus, the information they provide in response to the questionnaire is valid and reliable.

Table 1.1 General Information: Students’ Familiarity toward ChatGPT

No	The statement	Yes	No
1.	I frequently use technology in my English language learning activities	70	1
2.	I was familiar with ChatGPT before participating in this research study	71	
3.	I have used ChatGPT for English language learning purposes.	71	

Table 1.1 presents responses from participants regarding their use of technology and familiarity with ChatGPT in the context of English language learning. The table signifies that a significant majority of participants (70 out of 71) reported frequently using technology in their English language learning activities. Moreover, all participants (71 out of 71) were familiar with ChatGPT before participating in the research study. Similarly, all participants have used ChatGPT for English language learning purposes. This data suggests a high level of engagement with technology, specifically ChatGPT, among the EFL students in their English language learning endeavors.

In summary, the data suggests that EFL students are comfortable with technology, familiar with ChatGPT, and open to its use in English Language Teaching. This highlights the potential for successful integration of advanced language technologies in

language learning, indicating positive trends in participants' attitudes and experiences.

Table 1. 2 The Usefulness of ChatGPT in ELT

The statement	Responses				Category			
	SA	A	N	D	SD	P	N	Neg
Tasks or activities using ChatGPT were beneficial to my learning	21	42	5	2	1	63	5	3

Legend:

SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1. 2 displays the results of exploring the usefulness of ChatGPT in English Language Teaching (ELT) as perceived by the EFL students. The respondents were asked to rate their agreement with the statement, "Tasks or activities using ChatGPT were beneficial to my learning."

The sum of responses in each category indicates that most of the students find ChatGPT to be a beneficial tool for English language learning, with 63 individuals expressing a positive view (sum of SA and A). The neutral stance is held by a smaller number, and only a minimal number of respondents view ChatGPT negatively in the context of ELL (English language learning).

Overall, the data strongly suggests that ChatGPT is regarded as a beneficial resource for EFL students in ELT context, with a significant majority of respondents (63 out of 71) confirming its

positive impact on their learning. There is a small segment of neutrality, and a very minimal negative perception. This could imply that integrating ChatGPT into ELT and learning may be a favorable strategy to enhance learning outcomes for most of the EFL students.

Table 1.3 ChatGPT Improve English Language Skills

No	The Statement	Responses				Category			
		SA	A	N	D	SD	P	N	Neg
1	ChatGPT helped improve my speaking skills	10	36	9	10	6	46	9	16
2	ChatGPT helped improve my writing skills	30	30	10	1	0	60	10	1
3	ChatGPT helped improve my reading skills	20	39	8	3	1	59	8	4
Total						165	27	21	

Legend:

SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.3 summarizes responses of the EFL students regarding the impact of ChatGPT on improving English language skills, specifically speaking, writing, and reading skills. The responses are

classified according to the degree of agreement with each statement, with categories for strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). There are also summary categories for positive (P), neutral (N), and negative (Neg) responses.

The table suggests that ChatGPT was most effective in improving writing skills, with 60 positive responses and only 1 negative response. This is followed by its impact on reading skills, with 59 positive responses and a slightly higher negative response of 4. Speaking skills show the least positive impact, with 46 positive responses and the highest number of negative responses at 16.

Briefly, while ChatGPT is seen as beneficial across all three skill areas, its impact is perceived to be strongest in writing and reading improvement, with speaking skills seeing more mixed results but still predominantly positive. Furthermore, based on the total values of the categories, it seems there is a high number of the students who positively (165) perceive that ChatGPT brings positive impact on improving English language skills.

Table 1.4 ChatGPT Expand the English Vocabulary

The statement	Responses					Category		
	SA	A	N	D	SD	P	N	Neg
ChatGPT expands my vocabulary by introducing diverse words and providing insights into effective usage	22	39	10	1	0	61	10	1

Legend:

SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.4 depicts the data relating to the effectiveness of ChatGPT in expanding English vocabulary. Respondents were asked to rate their agreement with the statement, "ChatGPT expands my vocabulary by introducing diverse words and providing insights into effective usage."

The data shows a strong positive perception of ChatGPT's role in vocabulary acquisition, with a majority of 61 out of 72 total respondents either agreeing or strongly agreeing with the statement. There is a small number of neutral responses and only 1 respondent who disagrees, indicating a very limited negative perception.

To conclude, most of the EFL students perceive ChatGPT as a useful tool for enhancing their English vocabulary. This suggests that ChatGPT is largely considered effective in introducing new words and aiding in their practical application of vocabulary in enhancing English language skills.

Table 1.5 ChatGPT Improves English Grammar

The statement	Responses				Category			
	SA	A	N	D	SD	P	N	Neg
ChatGPT helps me refine grammar in real-time, offering suggestions for improved sentence	18	37	10	5	1	55	10	6

structure and language accuracy

Legend:
SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.5 is focused on the perception of ChatGPT's effectiveness in improving English grammar. The participants were asked to respond to the statement, "ChatGPT helps me refine grammar in real-time, offering suggestions for improved sentence structure and language accuracy."

From the data, most of respondents (55 out of 71) have a positive perception of ChatGPT's role in grammar improvement. A small group remains neutral, and a minority of respondents (6 out of 71) have a negative perception of its effectiveness.

In a nutshell, the data indicates that ChatGPT is largely seen as a beneficial tool for grammar refinement in real-time, with most respondents recognizing its utility in enhancing sentence structure and language accuracy. The number of respondents who disagree or strongly disagree is comparatively small, suggesting that negative experiences or perceptions are not prevalent among EFL students.

Table 1.6 Challenge of Using ChatGPT in ELT

	Responses				Category			
The statement	SA	A	N	D	SD	P	N	Neg
I encountered challenges using	15	40	10	5	1	55	10	6

ChatGPT for English
language learning

Legend:
SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.6 outlines responses regarding the challenges encountered when using ChatGPT in English Language Teaching (ELT). The table is a summary of how respondents felt about the statement "I encountered challenges using ChatGPT for English language learning."

The data suggests that most participants (55 out of 71) felt they encountered challenges when using ChatGPT for ELL. A small number of respondents (6 out of 71) indicated having no challenges, and another small segment remained neutral on the matter.

In conclusion, most of the EFL students report experiencing challenges while using ChatGPT in ELL, indicating that there are notable obstacles or areas for improvement in the application of ChatGPT for language learning. However, a minority report no challenges, which may suggest that the experience of using ChatGPT for ELL can vary significantly among learners.

Table 1.7 The Reliability of the Information Generated by ChatGPT

The statement	Responses				Category			
	SA	A	N	D	SD	P	N	Neg
I have concerns about the reliability or accuracy of	18	39	10	4	0	57	10	4

information provided by ChatGPT in ELT

Legend:
SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.7 displays the EFL responses concerning the reliability of information provided by ChatGPT in the context of English Language learning. The statement under consideration is "I have concerns about the reliability or accuracy of information provided by ChatGPT in ELT."

From the data, many students (57 out of 71) express concerns about the reliability or accuracy of the information provided by ChatGPT for ELT, with 18 of those feeling strongly about their concerns. A minority of the students (4 out of 71) indicate that they do not share these concerns.

To wrap up, the data reflects a general apprehension among the EFL students regarding the reliability and accuracy of ChatGPT in the context of English Language Learning, suggesting that there may be a need for careful evaluation of ChatGPT-generated content when used for educational purposes, especially ELT and learning context. However, there is also a small group that does not share these concerns, which may reflect varied experiences or different standards for evaluating reliability.

Table 1.8 Satisfaction of Information Generated by ChatGPT

The statement	Responses				Category			
	SA	A	N	D	SD	P	N	Neg
I am satisfied with my overall experience of using ChatGPT in English language learning	24	38	7	1	1	62	7	2

Legend:

SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.8 contains data relating to the satisfaction with the information generated by ChatGPT for English language learning. The specific statement assessed was "I am satisfied with my overall experience of using ChatGPT in English language learning."

According to this data, a clear majority of the respondents (62 out of 71) express satisfaction with their experience of using ChatGPT for English language learning, with more than half (24 out of 62) strongly satisfied. A very small number (2 out of 71) are dissatisfied with the experience, and a few of them (7 out of 71) remain neutral.

All in all, the data indicates a high level of satisfaction among users of ChatGPT for English language learning, suggesting that it is a valuable tool for many learners. The minimal number of negative responses could imply that ChatGPT meets the expectations or needs of many students in this context.

Table 1.9 Recommendation of Integrating ChatGPT in ELT

The statement	Responses				Category			
	SA	A	N	D	SD	P	N	Neg
I would recommend the use of ChatGPT in ELT to my peers	22	39	7	3	0	61	7	3

Legend:

SA: Strongly Agree, A: Agree, N: Neutral, P: Positive, Neg: Negative

Table 1.9 shows the responses to the statement "I would recommend the use of ChatGPT in ELT to my peers." This statement is aimed at gauging the likelihood of respondents to suggest the integration of ChatGPT into English Language Teaching (ELT) practices based on their experiences.

From the data, a significant majority of the respondents (61 out of 71) appear inclined to recommend the use of ChatGPT in ELT to their peers. This is shown by the sum of those who agree or strongly agree with the statement. Only a small number of the students (3 out of 71) expressed reluctance to recommend ChatGPT. The neutral responses suggest there is a group of respondents who may require further experiences or information to make a definitive recommendation.

In short, the data indicates that ChatGPT is viewed positively in the context of ELT and that most respondents would endorse its use to others in the field. The data suggests that ChatGPT is likely to be recommended among peers for enhancing English language teaching and learning.

DISCUSSION

This study is to explore the EFL students' perspectives or voices in using ChatGPT in English language learning. The study reveals that the EFL students are familiar with the use of ChatGPT in assisting them learning English as a foreign language. This finding indicates that FL students are comfortable with technology, familiar with ChatGPT, and open to its use in English Language Learning (ELL). This highlights the potential for successful integration of advanced language technologies in language learning, indicating positive trends in participants' attitudes and experiences.

Moreover, the study discovers that EFL students perceive ChatGPT as a useful AI-powered technology in English language learning. This finding consistently supports the previous studies which show the positive impact of using technology in English language learning. Previous research in CALL has shown that technology can have a positive impact on language learning. Tools like language learning software, apps, and online resources have been found to enhance vocabulary acquisition, grammar skills, and overall language proficiency (Robert, 2011); (Lai & Zheng, 2018), and (Xiao & Zhi, 2023). AI-based language learning tools, particularly those using conversational agents or chatbots, have also been noted for their potential in providing interactive and personalized language practice (Fryer & Carpenter, 2006).

The study also demonstrates a significant level of satisfaction and positive perception among EFL students when utilizing ChatGPT for English language learning. The findings are derived from a comprehensive analysis of different factors, including usability, usefulness, ease of use, satisfaction, and the impact on language skills such as writing, conversation, grammar, and vocabulary. This finding is in relevant with a study by (Shaikh et al., 2023) which reveal that the participants' feedback scores for using ChatGPT indicate a moderate level of satisfaction across various

aspects. The mean scores were 29.90 out of 50 for System Usability Scale (SUS), 30.80 out of 40 for usefulness, 43.30 out of 55 for ease of use, 17.50 out of 20 for ease of learning, and 29.70 out of 35 for satisfaction. The participants' responses reflect a strong sense of satisfaction with the tool, as most of them rated their experience with ChatGPT quite positively.

Moreover, the study also reveals that ChatGPT has shown potential to improve English language skills among EFL students, particularly in areas such as writing, reading, grammar, and vocabulary acquisition. A study conducted by (Song & Song, 2023) explored the effectiveness of ChatGPT-assisted language learning on students' learning experiences and their views on its benefits and limitations in foreign language learning. The study involved a qualitative analysis of students' perspectives, revealing that ChatGPT-assisted language learning positively impacted certain language skills, especially writing and grammar, as well as new vocabulary acquisition. However, it may have had a limited impact on speaking skills and no impact on listening skills. Students appreciated ChatGPT for its instant feedback, which helped them correct their word usage instantly, and for its adaptability to various learning experiences, such as interactive learning and creative writing. Despite these benefits, some students faced technical difficulties with ChatGPT and noted its limited assistance in making language learning easier. The study suggests that while ChatGPT carries the potential to enhance language competency and foster motivation and engagement among learners, it requires further refinement to mitigate its constraints and enhance the language acquisition process (Song & Song, 2023).

Another study by (Mahapatra, 2024) focused on the impact of ChatGPT on ESL students' academic writing skills. This mixed methods intervention study assessed the impact of ChatGPT as a

formative feedback tool on academic writing skills of undergraduate ESL students. The findings corroborated those from focus group discussions, indicating that ChatGPT can be a valuable tool for formative feedback in an academic writing classroom. This study contributes to the research on academic writing by demonstrating the utilization of ChatGPT in a natural setting without many intrusive measures.

In a nutshell, ChatGPT can significantly improve EFL students' English language skills, especially in writing, reading, grammar, and vocabulary acquisition. However, while the data suggests that many learners find ChatGPT helpful, it should not replace human instructions but can be used alongside them to enhance the learning experience. Besides, further studies would be required to deepen our understanding of integrating ChatGPT in English language teaching.

CONCLUSION

The study aims at investigating the EFL students' voices or perspectives toward the use of ChatGPT in English language learning. The finding of the study uncovers that the EFL students' have positive perspectives of using ChatGPT in English language teaching and learning. This finding underscores the technology's familiarity and acceptance among EFL learners in English language learning journey. The evidence points to a broadly positive attitude towards ChatGPT, highlighting its utility in aiding language acquisition, particularly in writing, reading, grammar, and vocabulary and grammar knowledge.

Notably, the study also indicates a high degree of satisfaction among EFL students using ChatGPT, owing to its usability, convenience of use, and the considerable influence on language competency. Despite these advantages, it's underlined that ChatGPT should supplement rather than replacing established teaching approaches. Ultimately, this research gives vital insights

into the effective integration of AI technologies like ChatGPT in increasing English language acquisition, offering a possible path for future educational practices and investigations. Thus, it can be concluded that the EFL students have positive perspectives toward the use of ChatGPT in their English language learning journey.

The study suggests that EFL students, English teachers, and curriculum developers should consider incorporating ChatGPT and similar AI technologies as supplementary tools in the language teaching and learning process. Teachers should consider integrating ChatGPT into their lesson plans to enhance student engagement and offer tailored guidance for a more interactive and personalized learning environment. ChatGPT is a valuable tool for EFL students looking to enhance their skills in writing, reading, vocabulary, and grammar. It serves as a great supplement to classroom learning, providing ample opportunities for practice and self-study. Meanwhile, it would be beneficial for curriculum developers to explore the integration of structured ChatGPT activities and resources into the curriculum. This would help create a balanced approach that complements traditional teaching methods. This integration should prioritize harnessing the technology's advantages, such as immediate feedback and flexibility, while also considering its limitations and ensuring it aligns with the overall educational objectives. By working together, all parties involved can unlock the full potential of AI to enhance the EFL learning experience. This will result in a more captivating, efficient, and personalized approach that caters to the unique needs of each learner.

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