

STUDENTS' PERCEPTION OF USING CHATGPT IN ENGLISH LANGUAGE LEARNING

Anjas Asmara Djami

Universitas Katolik Indonesia Santu Paulus Ruteng

***Email: anjasdjami16@gmail.com**

Abstract: This study investigates university students' perceptions of using ChatGPT to support English language learning within their regular academic contexts in contemporary higher education settings. A qualitative approach was employed to explore students' experiences, feelings, perceived benefits, challenges, and recommendations regarding ChatGPT use. Data were collected through interviews with five university students who had used ChatGPT for English learning activities and were analyzed thematically. The findings revealed that students generally held positive perceptions of ChatGPT. Participants described the tool as enjoyable, accessible, flexible, and supportive of independent learning. They reported that ChatGPT helped them develop vocabulary, improve grammar, practice writing, understand meanings, and generate ideas for speaking and conversation. Immediate responses, clear explanations, and the ability to study anytime and anywhere contributed to students' confidence and motivation. However, several limitations were identified. Students sometimes found ChatGPT responses too complex or lengthy, particularly when unfamiliar vocabulary was used. Participants also reported difficulties in formulating effective questions and concerns about becoming overly dependent on AI instead of thinking independently.

Keywords: ChatGPT, Students' Perception, English Language Learning, Artificial Intelligence, Educational Technology.

INTRODUCTION

The development of digital technology has significantly influenced education, including English language learning. In recent years, artificial intelligence (AI) has attracted increasing attention because of its potential to provide individualized,

interactive, and flexible learning support. AI applications in education include adaptive learning systems, intelligent tutoring systems, assessment tools, and conversational technologies that can assist learners and teachers in different educational activities (Holmes & Tuomi, 2022; Zawacki-Richter et al., 2019). Among recent generative AI technologies, ChatGPT has become particularly prominent because it can generate natural-language responses and assist users with a wide range of academic and learning-related tasks. Research on generative AI has identified considerable opportunities for ChatGPT in education while also emphasizing concerns related to accuracy, transparency, ethics, and responsible use (Dwivedi et al., 2023; Kasneci et al., 2023).

ChatGPT has particular relevance to English language learning because conversational AI can provide learners with opportunities to interact with English, ask questions, receive explanations, and practice language use. AI-supported conversational tools can create opportunities for language practice beyond the limitations of classroom time and location. For example, Hakim and Rima (2022) found that Indonesian students who used AI chatbots for English communication expressed generally positive perceptions toward chatbot-supported language practice. Similarly, Huang and Li (2023) argue that ChatGPT has potential for foreign language education because it can support independent learning, provide language-related assistance, and facilitate interaction between learners and AI. These affordances are particularly relevant to English learners who may require additional opportunities to practice vocabulary, grammar, writing, and communication outside formal classroom activities. More broadly, Godwin-Jones (2018) emphasizes the importance of contextualized and technology-supported opportunities for vocabulary development, particularly when learners encounter language through meaningful contexts and interactive activities.

English language learners commonly experience difficulties in

developing grammatical knowledge, vocabulary, writing ability, and communicative competence. Conventional classroom instruction may not always provide sufficient time for every learner to practice and receive individualized feedback. Digital technologies can potentially complement classroom instruction by extending learning opportunities beyond the physical classroom. Research on AI in higher education indicates that personalization and intelligent tutoring are among the important applications of AI that can provide individualized learning support (Zawacki-Richter et al., 2019). In language learning specifically, chatbot technologies have also been investigated as tools for providing additional opportunities for interaction and practice. Hakim and Rima (2022), for instance, reported that AI chatbot applications could provide students with opportunities to practice English communication at different times and in different contexts. Therefore, ChatGPT may be useful as a supplementary resource through which students can seek explanations, practice language forms, generate ideas, and engage in English-language interaction according to their individual needs.

ChatGPT may also contribute to writing development by assisting learners with language-related aspects of the writing process. Students can use conversational AI to obtain explanations of grammatical structures, identify possible language problems, generate examples, and revise written expressions. However, such assistance should be understood as a form of learning support rather than a replacement for students' own writing and decision-making. Luckin (2018) emphasizes that AI in education should be considered in relation to human intelligence and the broader educational purposes of learning. Likewise, Holmes and Tuomi (2022) caution against viewing AI simply as a technological solution because its educational value depends on how it is designed and integrated into pedagogical practices. Consequently, ChatGPT may be most beneficial when learners actively evaluate, modify, and apply the information generated by the system rather than simply accepting or reproducing its responses.

Previous research has demonstrated both opportunities and challenges associated with the use of ChatGPT and AI in education. Kasneci et al. (2023) identify potential benefits of large language models for education, including personalized learning, feedback, and support for different learning activities, while also highlighting risks related to inaccurate information and inappropriate use. Dwivedi et al. (2023) similarly emphasize that generative conversational AI can transform teaching, learning, and academic work but also raises important ethical, legal, and societal concerns. In the context of foreign language teaching, Huang and Li (2023) describe ChatGPT as having potential to facilitate independent learning and language-related activities while noting limitations that require careful consideration. These opportunities are consistent with the broader development of AI-supported education described by Zawacki-Richter et al. (2019), who identified personalization and intelligent tutoring as important applications of AI in higher education. Thus, the growing availability of ChatGPT creates new possibilities for supporting students' language learning, but its pedagogical value depends substantially on appropriate implementation and learner engagement.

Despite these potential benefits, the use of ChatGPT in education also presents several challenges. One major concern is that students may become overly dependent on AI-generated responses rather than developing their own reasoning, writing, and problem-solving abilities. Academic integrity is another important issue, particularly when students use generative AI to produce assignments without meaningful intellectual engagement. Cotton et al. (2023) highlight concerns about academic integrity in the context of ChatGPT and argue for proactive institutional and pedagogical responses to the use of generative AI. Dwivedi et al. (2023) also identify concerns related to the reliability, transparency, and responsible use of generative AI. In addition, ChatGPT can produce responses that appear convincing but may

contain inaccuracies, incomplete explanations, or inappropriate information (Kasneci et al., 2023). These limitations indicate that students need to develop the ability to critically evaluate AI-generated information and understand that ChatGPT should not be treated as an infallible source of knowledge.

Students' perceptions are therefore important when examining the educational use of ChatGPT. Learners' acceptance of a technology can influence how frequently and purposefully they use it, as well as whether they perceive it as useful for achieving their learning goals. In language education, students' experiences with chatbot technologies suggest that perceptions of usefulness, accessibility, and opportunities for communication can influence their willingness to engage with AI-supported learning (Hakim & Rima, 2022). At the same time, students may experience concerns related to accuracy, dependence, and the limitations of AI-generated responses. Understanding these perceptions is particularly important because the effectiveness of ChatGPT cannot be determined solely by its technological capabilities; it also depends on how students understand, use, and evaluate the technology within their learning contexts.

Although research on ChatGPT in education has expanded rapidly, further investigation is needed into students' actual experiences of using the technology for English language learning, particularly in specific institutional and regional contexts. Much of the broader literature discusses the opportunities and challenges of AI in education in general, while studies of language learning have examined particular applications such as communication practice, vocabulary learning, writing support, and chatbot interaction. Indonesian research, including Hakim and Rima (2022), demonstrates the relevance of AI-supported language practice in the Indonesian context, but more context-specific evidence is needed concerning how students perceive ChatGPT as an English learning tool. Such research is important because students may differ in English proficiency, digital literacy, learning habits, access to technology, and ability to formulate effective

prompts. Therefore, examining students' perceptions can provide valuable evidence concerning the benefits, challenges, and appropriate pedagogical use of ChatGPT in English language learning. Based on these considerations, the present study aims to investigate students' perceptions of using ChatGPT in learning English at English Education Department Universitas Katolik Indonesia Santu Paulus Ruteng.

METHOD

This study employed a qualitative research approach to explore university students' perceptions of using ChatGPT in English language learning. A qualitative design was considered appropriate because the study focused on participants' experiences, feelings, opinions, perceived benefits, challenges, and recommendations. The participants were five university students who had experience using ChatGPT to support their English learning activities and had direct experience with the tool. The study was conducted in the context of English language education at Universitas Katolik Indonesia St. Paulus Ruteng. Participants were selected based on their experience with ChatGPT for learning English, enabling the researchers to obtain information directly from learners who had used the tool.

Data were collected through individual interviews. The interviews focused on participants' feelings toward using ChatGPT, its contribution to English language development, difficulties encountered when interacting with the tool, perceptions of whether ChatGPT made English learning easier, and recommendations concerning its use for other students. The interview responses were documented and examined to identify recurring ideas and patterns across participants' experiences.

The data were analyzed using thematic analysis. The researchers first reviewed the interview responses to become familiar with the data. Relevant statements concerning students' experiences with ChatGPT were then identified and coded. Similar

codes were compared and grouped into broader categories. The categories were subsequently organized into themes representing the central patterns in the participants' perceptions. Participants' statements were used as illustrative evidence to support the interpretation of each theme. The analysis emphasized participants' reported experiences and did not attempt to generalize the findings statistically beyond the study participants.

RESULT

The analysis revealed four major themes related to students' perceptions of using ChatGPT in learning English, including feelings toward using ChatGPT, the role of Chat GPT in improving language skills, perceptions of ChatGPT in making English learning easier, and challenges and limitations of AI responses.

Students' Feelings Toward Using ChatGPT in Learning English

Students expressed various positive feelings toward the use of ChatGPT in learning English. The interview results showed that most participants had favorable emotional responses when using ChatGPT as a learning tool. They described the platform as enjoyable, interesting, and supportive for independent learning. Several participants highlighted that ChatGPT allowed them to practice English anytime without depending on classroom interaction. One participant (AF) stated, *"I feel happy because ChatGPT helps me practice anytime without waiting for a teacher,"* while another participant (YA) explained, *"I feel interested because it is easy to use and I can ask many questions."* These responses indicate that accessibility and ease of interaction contribute to students' positive perceptions of ChatGPT.

In addition, students reported increased confidence and motivation when learning English through ChatGPT. The opportunity to practice without fear of making mistakes helped students feel more comfortable during the learning process. One participant (MP) mentioned, *"I feel more confident when I learn with ChatGPT because I*

can try without feeling shy,” and (RCAM) stated, *“I feel comfortable because I can learn at my own pace and repeat if I don’t understand.”* Similarly, (AK) expressed increased motivation, saying, *“I feel motivated to learn more English because it gives quick and helpful responses.”* These findings suggest that ChatGPT not only supports learning flexibility but also enhances students’ confidence and motivation in learning English.

The Role of ChatGPT in Improving Students’ English Skills

The interview findings revealed that ChatGPT plays an important role in helping students improve various aspects of their English skills. Participants reported that ChatGPT supports vocabulary development, grammar correction, and writing practice. Several students explained that the platform helps them learn new words and understand how to use vocabulary appropriately in sentences. One participant (AF) stated, *“It helps me learn new vocabulary and understand how to use the words in sentences,”* while (YA) mentioned, *“It helps me correct my grammar and shows me the right form.”* These responses indicate that ChatGPT functions as an accessible language support tool that assists students in understanding English structures more effectively.

Furthermore, students highlighted that ChatGPT provides clear explanations and practical examples that enhance their comprehension and language production. Participants noted that they could practice writing sentences and short paragraphs while receiving guidance from the system. One participant (PMP) explained, *“It helps me practice writing sentences and even short paragraphs,”* and another participant (RCAM) added, *“It helps me understand meanings easily with clear explanations.”* These findings suggest that ChatGPT contributes to improving multiple English skills by offering immediate feedback and interactive learning support.

Students' Perceptions of ChatGPT in Making English Learning Easier

The interview findings indicated that students generally perceived ChatGPT as a tool that makes learning English easier. Participants emphasized that the platform provides fast responses and clear explanations, which help them understand learning materials more efficiently. One participant (AF) stated, *"It makes learning easier because it gives fast answers and explanations,"* while another participant (PMP) explained, *"It helps me understand quickly because the explanations are simple and clear."* These responses suggest that immediacy and clarity of information play an important role in supporting students' comprehension during the learning process.

Additionally, students highlighted the flexibility and convenience offered by ChatGPT as key factors contributing to easier learning experiences. Other participant (YA) mentioned, *"It is easier because I can ask questions anytime without feeling embarrassed,"* indicating that ChatGPT creates a comfortable learning environment. (RCAM) added, *"It makes learning more flexible because I can study anywhere and anytime,"* and (AK) stated, *"It saves my time because I don't need to search many sources."* These findings demonstrate that accessibility, flexibility, and efficiency are major reasons why students perceive ChatGPT as a supportive tool in learning English.

Challenges Faced by Students When Using ChatGPT in Learning English

The interview findings revealed that although ChatGPT provides many benefits, students also experience several difficulties when using it for learning English. Some participants reported challenges related to understanding the explanations generated by ChatGPT. The language used in the responses was sometimes considered too complex, especially when unfamiliar vocabulary appeared. One participant (AF) stated, *"Sometimes I don't understand the explanation because the language is still a bit difficult,"* while another (PMP) mentioned, *"I feel confused with new vocabulary that I have never seen before."* These responses indicate that language complexity remains a

challenge for learners in developing English proficiency.

In addition, students experienced difficulties related to the format of responses and their own learning habits when using ChatGPT. (FA) explained, *"Sometimes the answer is too long, so I feel confused when reading it,"* suggesting that lengthy explanations may reduce comprehension. (RACM) admitted, *"I sometimes depend too much on ChatGPT instead of thinking by myself,"* highlighting concerns about overreliance on AI tools. Furthermore, other participant (AK) stated, *"I have trouble making good questions, so the answers are not always what I need."* These findings suggest that effective use of ChatGPT requires both clear questioning skills and balanced learning strategies to avoid dependency.

DISCUSSION

The findings show that students generally have positive emotional perceptions of ChatGPT in English language learning, particularly in terms of enjoyment, interest, comfort, confidence, motivation, and opportunities for independent learning. Students appreciated being able to interact with ChatGPT whenever they needed assistance and without feeling embarrassed about making mistakes. This finding is strongly supported by Arumsari et al. (2025), who reported that university students perceived ChatGPT positively because it facilitated access to information and assisted them in completing English learning tasks. Similarly, Ivonec et al. (2024) found that Indonesian postgraduate EFL students responded positively to ChatGPT because it supported their learning processes and provided assistance with vocabulary, grammar, idea generation, and language refinement. Susanto and Pratiwig (2024) also found that Indonesian EFL students perceived ChatGPT as useful because its affordances enabled them to obtain support during writing and interact with the tool according to their learning needs. These studies reinforce the present finding that the accessibility and interactive nature of ChatGPT can create a more comfortable learning environment.

The second major finding concerns the perceived contribution of

ChatGPT to students' English language development. Participants reported improvements particularly in vocabulary, grammar, sentence construction, and writing, while also appreciating the explanations and examples provided by ChatGPT. This finding is consistent with Dzahabiyyah (2025), whose qualitative study of Indonesian EFL students found that ChatGPT could support grammatical accuracy, lexical variety, conceptual organization, and students' writing confidence. It is also supported by Tusino et al. (2025), who found that Indonesian EFL students perceived ChatGPT as both a pedagogical aid and a potential challenge in academic writing, particularly because it could provide assistance during the writing process. Furthermore, Puteri et al. (2026) found that Indonesian EFL students had positive perceptions of ChatGPT as a writing assistant, particularly in terms of usefulness, ease of use, ease of learning, satisfaction, real-time feedback, engagement, confidence, and writing autonomy. These findings suggest that ChatGPT can function as an accessible form of individualized language support. Nevertheless, the present findings should not be interpreted as evidence that ChatGPT independently develops students' English proficiency. Rather, its contribution appears to occur through opportunities for practice, feedback, explanation, and revision. In this sense, ChatGPT is more appropriately viewed as a supplementary learning resource that can complement, rather than replace, teacher instruction and students' own language production.

The third finding is that students perceive ChatGPT as making English learning easier because of its speed, clarity, convenience, flexibility, and accessibility. This finding is consistent with Silalahi (2025), who found that Indonesian university students considered ChatGPT easy to use and useful for generating ideas, finding resources, and addressing language-related problems in English essay writing. Similarly, Arrozi et al. (2026) reported that ChatGPT was perceived as a potentially useful tool for supporting Indonesian EFL learners' grammar and vocabulary learning through interactive and personalized feedback. Hamid et al. (2026) further demonstrated that a structured ChatGPT-assisted English learning design could

provide meaningful pedagogical support when students were guided through orientation, prompt modelling, language practice, independent tasks, and reflection. These studies support the present finding that the perceived ease of learning is associated not merely with ChatGPT's ability to provide answers, but with its capacity to provide immediate and individualized assistance. However, the finding also implies that the educational value of convenience depends on how students use the technology. Immediate answers may facilitate comprehension, but students still need to engage actively with explanations, evaluate information, and apply what they learn rather than simply copy AI-generated responses.

Despite these positive perceptions, the findings reveal several important limitations, including difficult vocabulary, overly long explanations, ineffective questioning or prompting, and students' tendency to become dependent on ChatGPT. These challenges are particularly important because they demonstrate that positive perceptions do not necessarily mean that ChatGPT can be used without guidance. Silalahi (2025) similarly found that Indonesian EFL students experienced problems when ChatGPT failed to understand complex prompts and generated inaccurate responses, while concerns about originality and over-reliance were also reported. More directly, Dakhi et al. (2025) found that Indonesian EFL students perceived ChatGPT as valuable for improving writing, vocabulary, and confidence, but frequent use could also result in behavioral and emotional dependency. Rohmah et al. (2026) likewise found that students appreciated ChatGPT for providing additional opportunities for English practice and increasing confidence and independent learning, but they expressed concerns about over-reliance, response accuracy, and the absence of genuine human interaction. These findings are particularly relevant to the present study because one participant explicitly acknowledged depending too much on ChatGPT rather than thinking independently. Effective integration therefore requires students to develop AI literacy and critical evaluation skills, while teachers remain important in guiding students toward

responsible, purposeful, and pedagogically appropriate use of ChatGPT.

CONCLUSION

Based on the results of analysis, it indicates that students generally have positive perceptions of using ChatGPT in English language learning. They perceived ChatGPT as an accessible, flexible, and supportive learning tool that increased their confidence and motivation and helped them develop vocabulary, grammar, and writing skills. Students also valued its ability to provide immediate responses, clear explanations, and opportunities to learn independently at their own pace.

However, the findings also reveal several limitations, including difficult or lengthy explanations, difficulties in formulating effective questions, and the risk of overreliance on AI-generated responses. Therefore, ChatGPT should be used as a supplementary learning tool rather than a replacement for teachers or students' independent thinking. Its effective use requires teacher guidance, critical evaluation of AI responses, appropriate prompt formulation, and responsible use to ensure that technology supports rather than weakens students' active engagement in English learning.

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