

Using ChatGPT in English Language Learning: A Study on I.T. Students' Attitudes, Habits, and Perceptions

Ho Pham Xuan Phuong^{1*}

¹ University of Foreign Language Studies, the University of Da Nang, Vietnam

* Corresponding author's email: hpxphuong@ufl.udn.vn

 <https://orcid.org/0000-0001-9843-2204>

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ABSTRACT

Keywords: ChatGPT, English language learning, attitudes, habits, perceptions

In the realm of AI-driven education, it is pivotal to evaluate the viability of ChatGPT as a substitute for human teachers in English classrooms. This study aims to explore learners' behaviors, perceptions, and attitudes to ChatGPT usage in English language learning. Participants were 120 I.T. students in Vietnam – the Korea University of Information and Communication Technology and the University of Da Nang- who were learning English as a non-specialized subject. Data collection was conducted with multiple choices, a 4-point Likert scale questionnaire, and in-depth interviews. The findings highlight students' need for teacher's instruction and physical classroom despite recognizing ChatGPT's efficacy for ESP vocabulary acquisition, translation, grammar checking, and paraphrasing. Students predominantly exploited ChatGPT to find instant solutions to English learning difficulties. The research underscores the importance of guiding learners to appropriately utilize ChatGPT, emphasizing the need for further investigation into plagiarism-detecting tools to mitigate potential misuse of the technology.

Introduction

ChatGPT, a recent AI technology chatbot, has been developed and applied in different areas of society, benefiting various aspects, including labor-saving and work productivity. Some areas that have successfully gained assistance since the introduction of such technology are content generation, language translation, personalized recommendations, and even medical diagnosis and treatment (Hariri, 2023). According to Lo (2023), launched in November 2022, ChatGPT can generate human-like responses in a cohesive and informative way that reduces user working time and unnecessary effort. Meanwhile, the question is whether the existence of ChatGPT transforms the way that university students obtain knowledge and language skills and threatens the role of English language teachers. Therefore, this study is conducted to explore the English learning setting in Vietnam within tertiary education due to the impact of AI chatbots, as not only learners but teachers and instructors are potentially affected. In this research, we

investigated the students from Information Technology (I.T) class who are likely to have experience with the newly developed AI chatbot, ChatGPT. Based on the observation of students' behaviors in some I.T classes that the researcher was in charge of and English is not a core and compulsory subject, it is likely to catch the sight of learners typing the assignments from their English teacher, such as email writing or vocabulary translation into the ChatGPT website seeking for quick solutions to their learning problems instead of brainstorming and completing the tasks by themselves. As a result, the submitted essays from different students in such I.T. classes can often bear some resemblance to each other. However, ChatGPT's responses are sometimes unreliable, with errors detected as such intelligent answering machines can produce reasonable results but are incorrect or illogical (Amaro et al., 2023; Fitria, 2023). Therefore, it is vital to explore whether the students are aware of this AI technology's limitations and use it with caution. The study, henceforth, aims to deeply delve into the students' behaviors, perceptions, and attitudes to the use of ChatGPT in English language learning to comprehend the phenomenon and provide implications for teachers to adopt a suitable pedagogical practice in similar contexts.

Literature Review

Although ChatGPT - Chat Generative Pre-trained Transformer, a significant language model-based chatbot developed by OpenAI, was recently launched on November 30, 2022 (Sarrion, 2023), widespread attention and considerable discussions have exponentially emerged surrounding the integration of this AI technology across various fields, including education and learning.

Ascribing the efficacy of ChatGPT, Hariri (2023) pointed out its usefulness in facilitating research endeavors and assisting with writing tasks, which thereby enables users to engage in self-directed learning activities such as translations and text summarization within seconds. Simultaneously, this AI technology can serve as a supportive tool within the context of personalized learning as it bolsters learners' motivation and reading comprehension skills by generating authentic language material (Baskara & Mukarto, 2023). In line with this, Hong (2023) asserted that ChatGPT represents a big step forward in personalized learning as such an AI chatbot affords students an opportunity to practice and hone language skills, particularly speaking and writing. Notwithstanding, these earlier investigations predominantly employ document research methods, encompassing existing literature reviews, while lacking experimental or qualitative data from the perspectives of teachers and learners.

Regarding a closer look at the benefits of ChatGPT in dealing with writing tasks, there are several qualitative studies conducted from the perspective of learners. An exploratory investigation into the impact of ChatGPT's automatic text generation on learners by Yan (2023) showed that students regarded it as a "powerful yet obedient servant" to paraphrase and detect mistakes in their writing, reaching above average or acceptable levels. Analyzing the efficacy of ChatGPT assistance in English writing, Schmidt-Fajlik (2023) concluded that ChatGPT provided more detailed and clearer explanations for grammar mistakes found in a Japanese student's paper compared to responses from Grammarly and ProWritingAid. In addition, the

ability to translate explanations of grammar mistakes was notably beneficial for lower-level Japanese English language learners, which supports the finding by Kohnke et al. (2023). In fact, over 85% of the first-year students in Schmidt-Fajlik (2023)'s research advocated its ease of use and usefulness in English writing learning. Congruent with this, Bonsu and Baffour-Koduah (2023) discovered that students expressed support for the integration of ChatGPT at universities, accompanied by an effective management system, as students find ChatGPT valuable to alleviate the stress of generating ideas while doing scientific research. However, these previous studies have yet to consider students' attitudes towards English language learning and teachers' role when incorporating ChatGPT in instruction and learning. Therefore, further research is essential to gain a comprehensive insight into the students' perceptions and experiences with ChatGPT.

Besides the benefits mentioned above for English learning, ChatGPT offers noteworthy time efficiency and labor-saving assistance for instructors in terms of scoring tasks and providing individualized feedback to learners. Accordingly, investigating the feasibility of ChatGPT to automatically score 12,100 essays contained in TOEFL11 in comparison to benchmark levels, Mizumoto and Eguchi (2023) advocated that ChatGPT can be a promising writing assessment tool for teachers to utilize with a certain level of accuracy and reliability. Specifically, ChatGPT enables teachers to pinpoint areas where students struggle, excel, and need grammatical and style improvement (Hong, 2023). Consequently, AI technology can alleviate teachers' burdensome workloads of essay-scoring workloads, thereby enabling them to have more time for lesson planning and engaging content creation for teaching (Iqbal et al., 2022; Rudolph et al., 2023; Topsakal & Topsakal, 2022). Investigating the affordances of the generative AI chatbot ChatGPT for language instruction, Kohnke et al. (2023) showed that ChatGPT, with its ability to generate follow-up open-ended or multiple-choice questions for reading tasks and modify their complexity, allows teachers to select suitable materials and assignments for distinct levels of learners, which possibly enhances the training quality.

Despite the benefits as mentioned above of ChatGPT to teachers, their attitudes towards the application of ChatGPT remain a subject of debate. Bii et al. (2023) found that teachers who received training to use ChatGPT in their instruction exhibited a positive attitude toward chatbot usage and were willing to incorporate this technology into their upcoming pedagogical practices. However, it is noteworthy that this quasi-experimental case study was limited to only two selected teachers, which restricts the generalizability of the findings to the wider population and consequently needs further investigations. Meanwhile, Iqbal et al. (2022) revealed a pessimistic outlook among teachers regarding the integration of ChatGPT in language teaching. Concerns were raised regarding the potential risks, such as cheating and plagiarism (Lo, 2023). In line with this, Yan (2023) found that those who had prior experience with the AI chatbot in writing class perceived it as a means for lazy students to seek shortcuts instead of developing their own ideas, which yields unfair academic results (Moqbel & Al-Kadi, 2023). To detect plagiarism generated by ChatGPT, a recent upgrade of the Turnitin tool, GPT Zero has been developed to identify AI-generated texts; however, more research should be conducted to explore its effectiveness (Kohnke et al., 2023). In addition, the study pointed out that errors in the system or unclear prompts by users could lead to misleading information and confusion. Accordingly, Hong (2023) emphasized that ChatGPT responses are not based on reasoning or

emotions but are retrieved from the most frequently occurring and relevant feedback from the existing data. Particularly, when faced with creative and complex tasks, ChatGPT may fail to produce satisfactory answers, which requires the provision of clear and precise input prompts (Hariri, 2023). Thus, to address teachers' concerns about students using ChatGPT as a means of cheating, it is necessary to explore students' usage habits and their nuanced attitudes towards ChatGPT in the context of English language learning to provide a comprehensive understanding of this issue and help identify appropriate solutions.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What are the attitudes of students towards utilizing ChatGPT in English learning?
2. How do students make use of ChatGPT in their English language learning routines?
3. What are students' perceptions of the advantages and drawbacks of ChatGPT in English language learning?

Methods

Pedagogical Setting & Participants

This research employs a mixed-method technique to gain insights into I.T. students' perceptions and usage habits regarding ChatGPT. To collect quantitative data, a structured questionnaire was administered to 120 university students from Vietnam – Korea University of Information and Technology, the University of Da Nang, Vietnam. These participants were attending an introductory English course at level A2 CEFR, as instructed by the researcher. Furthermore, the group interview was conducted with 10 students to obtain in-depth insights complementing the questionnaire data, thereby enhancing the understanding of students' perceptions.

Design of the Study

The questionnaire comprises three sections, amongst which Section 1 (I1 to I5) investigates students' attitudes toward using ChatGPT in English language learning. It assesses their agreement levels regarding the reliability of ChatGPT's translation results, whether it is beneficial to use ChatGPT in English learning, and their perspectives on its potential to replace teachers, English face-to-face language classes, and English language study for I.T students. Similarly, the third section, coded from I17 to I31, also in the form of 4-point Likert scale questions, investigates students' perceptions of this AI technology's potential benefits and drawbacks that may influence learning progress. The questions adopt a 4-point Likert scale to avoid neutral responses with high reliability and coefficients for a measurement scale (Chang, 1994). The reliability was assessed with Cronbach's Alpha (Jain & Angural, 2017) with the total score of 0.912, which shows a high degree of consistency in responses throughout the list of 4-point Likert scale items in section 1 and section 3.

Equation: $\alpha = (n / (n-1)) * [1 - (\sum V_i / V_{\text{test}})]$, in which: n = number of questions, V_i = variance of scores on each question, V_{test} = total variance of overall scores on the entire test.

Cronbach's α	Internal consistency
0.9 and above	Excellent
0.8 – 0.89	Good
0.7 – 0.79	Acceptable
0.6 – 0.69	Questionable
0.5 – 0.59	Poor
Below 0.5	Unacceptable

Meanwhile, the second section, coded from I6 to I16, consists of multiple-choice items, which aim to collect the exact responses of individuals familiar with the technology and frequency of using ChatGPT in English language learning. These questions were adapted from a previous study by Nguyen (2023), which investigated instructors' usage of ChatGPT in language training and their attitudes about its use in EFL writing courses by combining both multiple-choice and 4-point Likert items in the questionnaire. In addition, the group interview question was structured based on the responses from the questionnaire to obtain in-depth insights of students' perceptions of its benefits and drawbacks regarding the application of ChatGPT in education.

Data collection & analysis

To collect quantitative data, questionnaires were administered to 120 students attending basic English classes with clear instructions on completing the questionnaire provided, and the data was collected online with Google form, allowing students 45 minutes to complete. Additionally, a pilot study was implemented for content modification to avoid vague meanings or misunderstandings of the questions. Next, the group interview was conducted within 30 minutes, recorded, and transcribed for analysis afterward.

The questionnaire items regarding students' attitudes towards using ChatGPT in English language learning and their perceptions of the potential benefits and drawbacks of this AI technology, coded as I1 – I5 and I17 – I31, respectively, were analyzed by SPSS 27.0, calculating descriptive statistics: mean (M), and standard deviation (St. D). The Likert scale data was interpreted based on a mean range: Strongly Disagree (1.00-1.75), Disagree (1.76-2.50), Agree (2.51-3.25), and Strongly Agree (3.26-4.00) (Bizimana & Orodho, 2014). Likewise, quantitative data to investigate learners' habits of ChatGPT use was coded as I6 – I16 and analyzed by percentage and N out of the total. Moreover, qualitative data from the interview with 10 students underwent content analysis, coded as S1 – S10.

Results/Findings

Students' overall attitudes towards using ChatGPT in English language learning

The findings of descriptive statistical analysis regarding students' overall attitudes towards using ChatGPT in English language learning are presented in Table 1 below. Accordingly, the retrieved data of item 1 (I1) indicates the consistency of the results as all the surveyed students agreed that ChatGPT generates reliable and effective translation results, with a mean of 2.9 (in the range of 2.51-3.25 - Agree) and slight standard deviation of 0.64 (between 0.53-0.74). In other words, students are willing to use and learn from ChatGPT, and the perceived level of reliability of using ChatGPT for translation and looking words up for meanings is high. Notably,

it was reported from the interview that ChatGPT is helpful for their comprehension of learning materials of other subjects (S5), and they attained a more extensive English vocabulary, especially technical terminologies related to their major and specialization (S2). Congruent with this, item 2 (I2) shows that students advocated the general usefulness of ChatGPT in their English learning progress with a mean of 2.725. However, the data of St. D in I2 proved to be the highest figure, compared to those of the other items, which indicates varied opinions amongst the students regarding the benefits of this AI chatbot in distinct aspects of English learning and whether to use it as a learning assistance tool or an alternative to the role of teachers.

Table 1

Descriptive Statistics of students' attitudes towards using ChatGPT in English language learning

Item	Statement	N	M	S.D.
I1	Chat GPT provides reliable and accurate translation.	120	2.9000	.64038
I2	Chat GPT is useful for my English language learning.	120	2.7250	.76655
I3	ChatGPT can replace English language teachers.	120	1.5250	.67317
I4	Self-studying with ChatGPT can replace English classes.	120	1.9083	.75588
I5	It is unnecessary to study English because ChatGPT can solve English language problems.	120	1.6333	.63422

Despite the perceived reliability of ChatGPT's translation results, students strongly opposed the replacement of English teachers due to ChatGPT as the mean of item I3 stays remarkably low at 2.1 and the consistency is high with a minor St. D of 0.67. In addition, students disapproved of the idea that they could totally empower ChatGPT to self-study and improve their English without attending English classes (I4). S1 reported that it is the interaction with teachers and other students that matters. "I can learn English vocabulary with ChatGPT thanks to its accurate translation, but my motivation is to plunge eventually, especially with the dearth of classroom communication and socialization. So, I think ChatGPT could never grow to replace our English teachers in this sense, at least in the instant future," S2 maintained. Furthermore, item I5 reflects students' unwavering beliefs in English learning prospects despite technological advancements. S4 said, "English learning is still important to me and our generation, even with the existence of ChatGPT, which can translate everything within a click. We can instantly type the English words into the Chatbot and receive the translated result. However, this scenario and emotion are not worthwhile and fulfilling as we have nothing in our brain but heavily rely on technology instead." Thus, a thorough and cautious analysis of the benefits and drawbacks of using ChatGPT in English learning is warranted.

Students' habits of using ChatGPT in English language learning

Based on Table 2, the highest figure - over a third of the learners majoring in I.T. (35.83%) extensively used ChatGPT as a learning assistance tool to solve English tasks and assignments, which indicates a moderate proportion of the learners are ChatGPT users (I6). Conversely, a mere 2.5% of the students never entered ChatGPT due to its unavailability in Vietnam (I7). In fact, a low of 14.16% of the respondents purchased accounts from abroad or adopted its extensional version Poe-ChatGPT, which can be found free of charge in the country (I8).

Table 2

Students' familiarity with ChatGPT

Item	Statement	Total	N	%
I6	I use it as a regular tool for my English learning.	120	43	35.83
I7	I have never used ChatGPT because it is not available in Vietnam yet.	120	3	2.5
I8	I often use the extensional version, Poe – ChatGPT.	120	17	14.16
I9	I have used it sometimes because of my curiosity.	120	39	32.5
I10	I barely use it because I find it unnecessary for English learning.	120	34	28.33
I11	I use ChatGPT in classrooms.	120	15	12.5

Compared to I6, an equivalent percentage of learners (39 out of 120 students) reported their limited use of ChatGPT, driven primarily by their curiosity about a newly released AI chatbot (I9). However, this proportion remains minor, which means the rest of the learners, 67.5%, took ChatGPT seriously for English learning purposes. Likewise, a minority of students, 28.33% advocated with the statement in I10, indicating that most participants consider ChatGPT a necessary tool for their English language learning. However, based on I11, a few students, 12.5% of the participants, admitted to using ChatGPT within the classroom context. Therefore, it can be speculated that the learners predominantly employed ChatGPT outside the classroom. To illustrate, as S9 reported, there was more sense of comfort in self-study and interacting with the AI chatbot at home or outside the classroom, and ChatGPT could exert its effectiveness as an online dictionary in case of unfamiliar vocabulary and knowledge. In this sense, the result suggests that ChatGPT serves as a potentially valuable resource for autonomous language learning and vocabulary acquisition.

In reference to Table 3 discussing the frequency of students' usage of ChatGPT in their English language learning, the results indicate that most of the surveyed I.T. students rarely utilize ChatGPT for this purpose, which aligns with the insights gathered from the interview.

Table 3

Frequency of students' using ChatGPT in English learning

Item	Frequency of using ChatGPT	Total	N	%
I12	I use ChatGPT on a daily basis	120	10	8.33
I13	I use ChatGPT on a weekly basis	120	32	26.67
I14	I use ChatGPT once a month	120	6	5.00
I15	I rarely use ChatGPT	120	53	44.16
I16	I never use ChatGPT	120	19	15.83

One student, S8, expressed that ChatGPT can only assist with vocabulary and grammar, and there are other aspects of English learning, such as the four skills, which it cannot address. In another case, some students had long been used to online dictionaries such as Cambridge Dictionary or Google Translate and found these websites sufficient to obtain satisfactory translation results (S5, S7). Moreover, as English is not their core subject of I.T. at university, they tended to prioritize solving their I.T. problems, such as coding, and seeking assistance from the AI chatbot, rather than using it to improve English knowledge and proficiency. Thus, only a limited percentage of students (8.33%) used ChatGPT daily for English learning (I12). Meanwhile, an even smaller percentage (15.83%) never took advantage of this tool for studying English (I16), along with 5% of the students learning English using ChatGPT on a monthly

basis (I14). In fact, the students tended to rarely employ ChatGPT in their English improvement, with slightly over 44% in agreement with I15. Obviously, the second most popular case, accounting for 26.67% of responses, is turning to ChatGPT for help every week (I13) to address English-related issues or acquire specific-purpose English vocabulary (S6).

ChatGPT's perceived usefulness and limitations in English language learning

Although the survey data confirmed certain benefits, the level of positivity regarding students' attitudes towards the effectiveness of ChatGPT in English language learning was relatively moderate, with the Mean value of all the figures only ranging between Disagree and Agree. While the lowest Mean and S.D. in I17 indicate a high consistency in student's responses that ChatGPT had little influence on their development of English language skills, particularly in listening and speaking, the students were in slight agreement with the positive impact of using ChatGPT on English reading and writing proficiency ($M = 2.5333$). However, SD in I18 doubles that of I17, which shows a greater variation in learners' opinions.

Table 4

Perceived usefulness of ChatGPT in English learning

Item	Statement	Total	M	S.D.
I17	There was an improvement in my English communication skills.	120	1.9083	.31744
I18	I improved my reading and writing skills.	120	2.5333	.69733
I19	My interest in English learning increased.	120	2.8000	.86578
I20	ChatGPT should be used in English classrooms.	120	2.6083	.71356
I21	ChatGPT boosted my confidence in doing assignments.	120	3.1833	.57953
I22	I gained more English vocabulary after using ChatGPT.	120	3.2333	.49761

Notably, the results in I22 show that the majority of participants evaluated English vocabulary gains through the interaction with ChatGPT with the highest Mean value of 3.2333 and the second lowest S.D in the table. Congruently, some students from the group interview reported that chatting with ChatGPT provided them with a useful source of vocabulary, especially ESP unfamiliar words related to their specialization. Moreover, with the aid of human-like responses from ChatGPT, the students became more confident with their solutions to learning problems and assignments. Explicably, the second highest Mean (3.1833) and a relatively low S.D. (0.57953) demonstrate an elevated level of consistency and agreement with I21 as ChatGPT was considered beneficial in alleviating concerns about misspellings or grammatical mistakes in dealing with essays, according to S1. Nonetheless, S2 argued that students cannot rely completely on this AI chatbot for tasks that require creativity or due to the possibility of machine errors and misleading prompts. On the other hand, it is noteworthy that, in general, learners considered ChatGPT a source of motivation to practice English (I19) and were in favour of deploying it as a potential tool in English classrooms alongside teachers (I20). However, the S.D.s of I19 and I20 rank first and second, which convey a difference in students' opinions regarding these issues. In other words, the idea of whether ChatGPT boosts learning motivation and should be applied in English classrooms remains relatively divergent.

The detailed results from Table 5 shed light on various aspects of English learning that benefit the incorporation of ChatGPT in the learners' study progress. The results in I23 illustrate that a

large majority of students highly valued ChatGPT as an excellent tool for the acquisition of English vocabulary related to their I.T. major, with a far higher level of agreement ($M = 3.4750$ and $S.D. = 0.57923$), compared to the figures recorded for general English vocabulary gain as shown in the item I24. More specifically, S9 explained that with the aid of ChatGPT, it becomes more straightforward to comprehend specialized reading materials from I.T. subjects and absorb domain-specific terminology. Likewise, S10 admitted to using ChatGPT frequently to search for the meanings of specialized English terminologies encountered in reading materials rather than basic general English.

Table 5

Aspects of English learning benefiting from ChatGPT

Item	Statement	Total	M	S.D.
I23	Vocabulary gained of ESP	120	3.4750	.57923
I24	Vocabulary gain of general English	120	2.8250	.87603
I25	Grammatical check and paraphrasing	120	3.2833	.72394
I26	Cultural knowledge	120	2.5833	.57370
I27	English communication	120	2.0167	.44878

Regarding item I25, the grammatical checking and paraphrasing function of ChatGPT ranked second in usefulness, with a prominent level of agreement ($M = 3.2833$) that they worked more efficiently on essay writing as ChatGPT assisted learners with time reduction, checking for misspellings and incorrect grammar usage, and vague meanings. In line with this, S8 reported that the AI chatbot could suggest suitable word choices and finetune a written text along with detailed explanations. In other words, ChatGPT is able to paraphrase drafts of ideas into more comprehensive and well-written ones, added S7. However, the S.D. of I25 is noticeable, standing at 0.72394, showing varied opinions amongst respondents. Based on the interview results, the concerns are about the occasional system errors, which result in imprecise grammar-checking results and require learners to refix the problems manually. Moreover, in reference to potential plagiarism, learners who are over-reliant on the AI language learning machine are highly likely to submit similar essays with their peers without knowledge. Hence, unintentional plagiarism can occur unless they manage to modify the suggestions provided by ChatGPT and finalize the essay submission in their own words.

On the contrary, the benefit of acquiring cultural knowledge was considered minor with a Mean of 2.5833, although learners partly agreed that ChatGPT helped broaden their horizons of cultural identities and offers explanations of diverse etiquettes (I26). However, few students regarded ChatGPT as a valuable way to enhance their English language skills, especially speaking and listening, with the lowest Mean and S.D. Evidently, the only means to connect with the AI chatbot is via written text instead of oral conversation. Henceforth, there is no input that requires learners to practice listening for comprehension and produce spoken output. As a result, according to learner S1, their ability to respond to English orally has yet to improve.

Table 6

Disadvantages of ChatGPT to English learning

Item	Statement	Total	M	S.D.
I28	Heavy reliance on AI technology to solve learning problems	120	3.6417	.61897
I29	Lack of interaction with teachers	120	3.3333	.67778
I30	Distraction from other topics to ask ChatGPT, especially in Vietnamese instead of in English	120	2.9583	.74918
I31	Misleading and confusing responses from ChatGPT	120	2.3333	.58458

Insights into the downsides of using ChatGPT in English learning, faced by I.T. students, are demonstrated in Table 6. Overall, students totally expressed concerns regarding the major problem of heavy reliance on AI technology, with the highest level of agreement ($M = 3.6417$). Explicably, students were worried about a growing tendency to rely on ChatGPT for all English learning problems lazily. This dependence could discourage critical thinking and lead to delays in generating personal thoughts and own ideas, impeding creativity and language development. Additionally, S4 argued that there could be a risk of academic misconduct if many students submit the same essays, plagiarize, and use such AI chatbot for exam cheating.

The lack of face-to-face interaction emerged as the second most problematic issue highlighted by learners, with a Mean of 3.3333 within a range of Strongly Agreement (I29). In fact, most students expressed their unwavering need for guidance from teachers who can adapt different pedagogical methods that suit their levels and needs as well as provide them with proper English learning strategies and a sense of motivation through real-life communication. As a result, this can establish a friendly and realistic learning environment, in contrast to simply engaging in silent conversations with a robot (S6). Moreover, many students admitted to being distracted by diverse topics irrelevant to the purpose of English language learning while using ChatGPT (I30). However, the S.D. in I30 is considerably high, which indicates a variation in students' perception depending on their personal learning discipline and language competence. For instance, low-level learners may chat with ChatGPT in their native language, Vietnamese, instead of using English, which yields no significant advancement in language skills (S6).

On the other hand, the students demonstrated particular trust in the AI technology's capability to generate correct and reliable responses that fulfill their needs and inquiries. Based on the results in item I31, the respondents unanimously disagreed that the responses from ChatGPT were incorrect and confusing ($M = 2.3333$ and $S.D. = 0.58458$), which indicates that a sizable proportion of the participants valued ChatGPT as a promising learning tool for the precision and reliability of its responses. This finding is congruent with the data shown in item I1, which demonstrates their perception of its accurate translation capability. In some circumstances, the students received incorrect answers due to system errors or not yet up-to-date learned data; most responses to factual questions from ChatGPT were satisfying and human-like. Notwithstanding, regarding the tasks that required creativity or the unfamiliar questions that lacked previous data, the same level of performance was not observed, as reported by S1. Ultimately, the ideas created by ChatGPT can prove helpful for learners during brainstorming sessions, but they may not result in flawlessly polished final products of creativity, such as project presentations.

Discussion

In line with previous studies conducted by Hariri (2023), Kohnke et al. (2023), and Schmidt-Fajlik (2023), the findings highlight the positive attitudes of students towards using ChatGPT, primarily regarding it as a prompt and dependable translation machine that assists with solving English learning difficulties. For instance, the AI chatbot attributably enhances ESP reading comprehension related to their I.T specialization and facilitates the acquisition of specialized vocabulary rather than general English. Likewise, the students demonstrated their confidence in ChatGPT's capability as an automatic grammar checker and paraphrasing tool, particularly when handling written essays. Notwithstanding, the learners tend to have an impromptu chat with ChatGPT in need of instant solutions instead of earnestly exploring the website for autonomous learning. The data reveals that students predominantly interacted with ChatGPT on a weekly basis to seek assistance or shortcuts to English language problems.

However, a major concern is that learners will excessively rely on AI technology and become disinclined to generate their own innovative ideas, potentially hindering learners' creativity and dynamism, which poses an educational hazard (Bonsu & Baffour-Koduah, 2023; Yan, 2023). For instance, they are likely to encounter essays automatically generated by the AI chatbot or identical ideas submitted by different learners. Therefore, it is crucial for teachers to be mindful of this risk and remain attentive when scoring students' essays. One approach to tackle this problem is to compare students' submissions and ascertain if there are any striking resemblances between them or to the other authors' work collected from previous data (Hong, 2023). Additionally, teachers can employ various formative assessment methods to gauge learners' English proficiency and progress. These methods encompass face-to-face interaction through question-and-answer sessions, online quizzes to test vocabulary, and teamwork projects that require advanced reasoning, complexity, and creativity. In this way, teachers can identify and prevent learners from committing plagiarism and exam cheating.

Despite learners' perceived trust in the competence of ChatGPT as an automatic translator, grammar checker, and paraphraser, it is worth noting that students still recognize its limitations in developing English listening and speaking skills. Explicably, the technology lacks oral face-to-face communication, and the role of teachers in the English classroom is irreplaceable for motivation and interactive guidance, aligning with the other studies (Ausat et al., 2023; Baskara & Mukarto, 2023). Therefore, instead of fearing the potential educational threats associated with the presence and popularity of ChatGPT (Iqbal et al., 2022; Yan, 2023), teachers should take control of the situation by providing prompt guidance and regulations to guarantee the responsible use of ChatGPT, avoiding plagiarism and the development of laziness. Specifically, it is imperative for teachers to raise learners' awareness of its benefits and limitations, educating them not to go beyond the boundaries and commit plagiarism unknowingly. That is while encouraging students to utilize ChatGPT for checking unfamiliar ESP terminologies and acquire vocabulary, mainly from reading assignments in autonomous learning (Baskara & Mukarto, 2023; Yan, 2023), teachers should guide them to critically evaluate the suggestions by the AI chatbot, ensuring accuracy and suitability during the initial brainstorm session. Afterward, students are advised to employ paraphrasing techniques to express ideas using their own words, reasoning, and critical thinking.

Conclusion

Given all the considerations, the role of teachers is perceived as irreplaceable despite the omnipresence of artificial intelligence in almost all aspects of life, including English language learning, based on I.T. students' perceptions of its benefits and unavoidable educational threats posed by excessive reliance and misuse. In this AI world, besides working as an instructor of language, teachers should be a trustworthy guide for learners to exploit ChatGPT in self-directed learning for translation, grammar checking, and initial brainstorming, provided that critical thinking is applied to their own ideas and expressions of words before final submission. Notwithstanding, since educating learners to use ChatGPT is insufficient to tackle the risks of cheating in English language learning, the study falls short in investigating a specific tool to detect plagiarism resulting from the misuse of this AI chatbot. This thereby highlights the need for further in-depth research to gain insights into this aspect. Another limitation of the research is that the findings are exclusively based on students' perceptions, attitudes, and usage behaviors of ChatGPT in language learning. Henceforth, it is urgent for future studies to complementarily explore the use of this AI technology through the lens of teachers.

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Biodata

Ms. Ho Pham Xuan Phuong is an English lecturer at the Department of English for Specific Purposes (ESPD), University of Foreign Language Studies – the University of Da Nang, Vietnam. With years of experiences working with EFL students, her special interest lies in teaching English for Specific Purposes and fostering learning motivation and development for her students.