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Investigating English Major Students' Perceptions of AI-Powered Language Learning Apps: A Case Study at a University in Thailand

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ABSTRACT
The increasing prevalence of artificial intelligence (AI) in education necessitates a deeper understanding of students' perceptions. This study investigates English major students' perceptions of AI-powered language learning applications at a private university in Thailand. The purpose is to explore students' attitudes, perceived benefits, and challenges associated with using apps like ChatGPT. A mixed-methods approach was employed, combining quantitative data from a Likert-scale questionnaire with qualitative data from open-ended responses. A total of 120 undergraduate students participated. Findings from the quantitative data revealed generally positive perceptions, with students highlighting ease of use, language improvement, and real-time support as key advantages. Thematic analysis of qualitative responses identified four core benefit themes: efficiency and convenience; personalized real-time support; language accuracy and development; and enhancing learning motivation. However, concerns were also reported, including functional limitations, usability constraints, and concerns of over-reliance. In conclusion, the findings suggest that while students view AI tools as valuable educational aids, effective integration and appropriate guidance are crucial to maximizing their benefits in language learning, and to ensure responsible use of AI in educational settings.

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INTRODUCTION

In recent years, artificial intelligence (AI) has significantly transformed language acquisition methodologies. Contemporary language learning applications increasingly incorporate AI technologies to facilitate more efficient skill development among users (Kannan & Munday, 2018). Notably, AI-driven platforms such as ChatGPT have gained widespread popularity due to their capacity to provide personalized learning experiences tailored to individual preferences and needs (Chen et al., 2020). These tools offer instant feedback, generate personalized lessons, and simplify the learning process (Owoseni et al., 2024). These new technologies have changed traditional language classrooms (Pardede, 2020), but they also make people wonder if students find them useful and effective for learning languages (Hooda et al., 2022).

Previous studies have explored students' attitudes toward AI-powered language learning tools across diverse educational settings (Zhai & Wibowo, 2023). For example, Moulieswaran and Prasantha (2023) investigated ESL learners' perceptions and found generally positive attitudes, particularly toward the immediate feedback offered by AI tools, which enhanced language accuracy and fluency. Similarly, Nguyen (2024) reported frequent use of AI applications among English majors in Vietnam, emphasizing their role in promoting self-directed learning and facilitating self-assessment. While existing research has explored ESL learners' attitudes toward AI-assisted language learning (Moulieswaran & Prasantha, 2023; Oweseni et al., 2024), there remains a notable gap in understanding the specific experiences of English major students in private universities in Thailand. This context is particularly important because private universities in Thailand often differ from public institutions in terms of curriculum design, levels of technological access, institutional resources, class size, and student demographics, including a higher proportion of multilingual students. These unique conditions may shape how learners adopt, experience, and evaluate AI-powered language learning applications. Therefore, further investigation is needed to determine how such contextual factors influence students' perceptions and the effectiveness of AI in language education within Thai private universities.

Some researchers have also focused on how university students view creative AI technologies like ChatGPT, which are becoming more common in education (Rasul et al., 2023). For example, Shahnoza (2024) found that students had generally positive attitudes towards AI in the classroom. They recognized its benefits in supporting personalized learning, helping with writing and brainstorming, and improving research and thinking skills. Similarly, students learning English as a foreign language saw AI as a helpful tool that made learning more engaging, especially when it came to improving writing and speaking abilities (Chanpradit et al., 2024; Nguyen, 2024). Overall, AI has been shown to make language teaching more efficient (Sun & Zhou, 2024) and to support learners through different AI-based applications (Jin et al., 2023).

Despite existing research, limited data are available on the attitudes of Thai undergraduate students toward AI-driven language learning applications, particularly within private universities. Thailand's unique educational context, cultural factors, and levels of technology adoption necessitate further investigation into how these elements shape students' perceptions. Examining these attitudes is critical for developing evidence-based strategies to guide AI integration in language curricula and institutional policies, ensuring benefits are maximized while potential challenges are addressed. Accordingly, this study investigates the perceptions of English major students in a

private Thai university regarding AI-driven language learning applications, with a focus on their attitudes, usage patterns, and perceived advantages and disadvantages. The findings are expected to provide valuable insights into the role of AI in language education in Thailand and to inform the development of more effective language learning approaches and curriculum integration practices.

LITERATURE REVIEW

The Role of Artificial Intelligence in Second Language Acquisition

In recent years, the integration of artificial intelligence (AI) into language learning has expanded significantly, with numerous applications designed to support simplified language acquisition (Schmidt & Strasser, 2022). These AI-powered tools enhance learning by customizing lessons, tracking progress, and providing personalized feedback (Pokrivcakova, 2019). Natural Language Processing (NLP) technologies, including chatbots, translation applications, and voice assistants such as Siri, are widely employed to facilitate communication between humans and computers (Abougarair et al., 2022). Another critical component of AI is Machine Learning (ML), which enables systems to learn from data, detect patterns, and optimize performance without explicit programming (Ofori-Boateng et al., 2024). Machine learning predicts learner needs and adapts content accordingly, enhancing language acquisition (Loor et al., 2024). In this way, AI supports personalized learning experiences by tailoring content to learners' skill levels, strengths, and weaknesses (Ofori-Boateng et al., 2024). Furthermore, AI enhances learner autonomy by providing access to diverse educational resources (Ambele et al., 2022).

The effectiveness of these technologies can also be understood through established educational theories. For instance, Chen (2022) highlights the importance of theoretical grounding in evaluating AI's role in pedagogy. Of relevance is Krashen's Input Hypothesis, which emphasizes the value of comprehensible input in second language acquisition (Krashen, 1992; Chen, 2022). AI applications align with this framework by delivering adaptive content that is sufficiently challenging yet accessible, thereby promoting optimal learning (Vadivel et al., 2023).

Chat GPT

ChatGPT, short for "generative pre-trained transformer," is one of the most advanced AI-powered chatbots to date. Developed by OpenAI, a company supported by Microsoft, it was first released in November 2022. Unlike earlier digital assistants such as Siri and Alexa, which rely on automated speech recognition, natural language processing (NLP), and limited AI to perform simple tasks (e.g., checking the weather or turning on the radio), ChatGPT is specifically designed to engage in sustained, interactive conversations with users. While chatbots have been incorporated into educational contexts since the 1970s (Huang et al., 2022; Kim et al., 2022), ChatGPT's capacity to emulate human-like dialogue represents a significant advancement, particularly in language education. Its potential applications extend well beyond the scope of this paper, though this review highlights several pedagogical uses and key considerations for educators and learners.

Since its beta launch in November 2022 and the subsequent release of ChatGPT-4 in March 2023, ChatGPT has become increasingly accessible as a language-learning tool. It assists learners by simulating authentic interactions and performing diverse linguistic tasks such as explaining errors, generating texts across genres, creating quizzes, and

providing contextual definitions and translations (Kohnke et al., 2023). These capabilities position ChatGPT as a versatile aid for developing language skills. However, the effectiveness of such tools depends largely on learners' perceptions. Positive attitudes can foster motivation, engagement, and confidence, whereas skepticism or limited familiarity may hinder adoption (Songsiengchai, 2025; Er et al., 2025). Therefore, exploring students' perceptions of ChatGPT offers valuable insights into how AI-driven platforms are received in educational settings and how they can be optimized to enhance learning outcomes.

Student Perceptions of AI-Powered Language Learning Applications

Student perceptions of AI-powered language learning technologies are shaped by both theoretical frameworks and practical experiences (Alsyouf et al., 2023). The Technology Acceptance Model (TAM) explains that students are more likely to use AI tools when they perceive them as useful for improving their language skills and easy to operate within their learning routines (Alyoussef, 2022). In the context of AI-assisted language learning, perceived usefulness may relate to features such as instant feedback or personalized explanations, while perceived ease of use may involve intuitive interfaces or accessibility across devices. The Unified Theory of Acceptance and Use of Technology (UTAUT) extends TAM by emphasizing the role of social influence and facilitating conditions (Alsyouf et al., 2023). For example, students may be more motivated to use AI language tools when encouraged by peers or instructors, and when institutions provide adequate technological support or training. Self-Determination Theory (SDT) further contributes to understanding student engagement by highlighting the importance of intrinsic motivation (Chiu et al., 2019). AI-powered applications can enhance learners' sense of autonomy by allowing self-paced exploration and offering choices in learning activities, which may increase motivation and persistence. In practice, Students generally view AI-powered tools positively because of their ability to personalize learning and provide immediate, adaptive feedback (Seo et al., 2021; Nguyen, 2024). Applications such as Duolingo and ELSA Speak adjust difficulty levels and correct pronunciation errors, enhancing flexibility and time efficiency for learners managing multiple responsibilities (Azebchikh & Boussaid, 2024; Alam, 2021). Despite these advantages, concerns remain regarding accuracy, data privacy, reduced human interaction, and algorithmic bias (Hooda et al., 2022; Haldar, 2024). Moreover, excessive dependence on AI may hinder critical thinking and problem-solving abilities (Puspasari & Agustina, 2025; Zhai et al., 2024). Learner characteristics such as age and prior digital experience also affect AI adoption, with digitally skilled students showing greater acceptance (Kashive et al., 2021). Overall, while AI offers substantial learning benefits, issues of reliability, ethics, and learner autonomy warrant cautious integration (Kasneci et al., 2023; Vadivel et al., 2023).

Although artificial intelligence (AI) has become increasingly prominent in second language acquisition, most studies have emphasized its technological affordances rather than learners' perspectives. Prior research highlights the potential of AI tools such as ChatGPT to deliver personalized feedback, simulate authentic communication, and promote autonomous learning (Kohnke et al., 2023; Pokrivcakova, 2019; Schmidt & Strasser, 2022). However, concerns remain regarding accuracy, privacy, reduced human interaction, and over-reliance on technology (Hooda et al., 2022; Zhai et al., 2024). Theoretical frameworks such as the Technology Acceptance Model (TAM), Unified Theory

of Acceptance and Use of Technology (UTAUT), and Self-Determination Theory (SDT) offer insights into technology adoption (Alsyouf, 2023; Alyoussef, 2022; Chiu et al., 2019) yet limited empirical research has examined how English major students in Thai private universities perceive the advantages and challenges of AI-assisted learning. This study therefore aims to (1) investigate students' perceptions of AI-powered language learning applications and (2) identify their perceived benefits and drawbacks. In line with these objectives, the study is guided by the following research questions:

RQ1: What are the perceptions of English major students toward AI-powered language learning apps?

RQ2: What are the advantages and disadvantages of using AI-powered language learning apps for students?

RESEARCH METHODS

Participants and Context of Learning

The study was conducted at a private university in central Thailand and employed purposive sampling to recruit 120 English major students. This population was selected because English majors are most directly engaged in language learning and therefore best positioned to provide informed perceptions of AI-powered language learning applications. To ensure representation across different levels of academic experience, participants were drawn from all year levels: 30 freshmen, 26 sophomores, 32 juniors, and 32 seniors. The study's aim was not to generalize across the entire student body but to gain insights from those with relevant academic exposure and experience in language acquisition. Purposive sampling thus ensured that participants had the appropriate background to meaningfully address the research questions. To capture a broad range of perspectives, participants were drawn from freshmen through senior cohorts, representing different stages of engagement with AI in their academic journey. At the university, English serves as the medium of instruction and interaction, creating a multilingual and multicultural learning environment. Within this context, English major students regularly engage with digital language learning tools, including AI-powered applications, as part of both their academic and daily activities. This environment provides an ideal setting to examine students' perceptions of AI-assisted learning and its impact on their language learning experiences.

Instruments

This study employed a quantitative design, using a structured questionnaire as the primary data collection instrument. The questionnaire was divided into three sections: (1) demographic information, (2) a closed-ended questionnaire, and (3) an open-ended questionnaire. The closed-ended section was originally developed with 20 items aimed at measuring students' attitudes toward AI-assisted language learning through apps. To ensure content validity, the instrument was reviewed by three experts in applied linguistics and educational technology, who evaluated each item using the Item-Objective Congruence (IOC) method. Items with IOC values below the acceptable threshold of 0.50 were considered misaligned with the study objectives and were therefore eliminated. As a result, 15 items were retained and approved by the experts as valid and appropriate for measuring the intended constructs, while 5 items were removed. The final version of the closed-ended questionnaire consisted of 15 validated items, each rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5

(strongly agree). The scale was designed to capture students' perceptions, attitudes, and experiences with AI-powered language learning applications in a structured and reliable manner. To establish reliability, a pilot test was conducted with 25 students, yielding a Cronbach's alpha coefficient of 0.83. This value indicates good internal consistency, confirming that the instrument was appropriate for use in the main study. Two open-ended questions were incorporated into the questionnaire to complement the quantitative data by capturing students' personal perspectives on the advantages and disadvantages of AI-driven learning. These questions allowed participants to freely express their thoughts and provide richer insights, thereby offering a deeper understanding of their experiences beyond what could be obtained through closed-ended items alone.

Data Analysis

Data from the questionnaires were analyzed using descriptive statistics, specifically mean scores and standard deviations, to examine students' perceptions of AI-powered language learning applications. Responses were measured on a five-point Likert scale, where 1.00–1.80 = strongly disagree, 1.81–2.60 = disagree, 2.61–3.40 = unsure, 3.41–4.20 = agree, and 4.21–5.00 = strongly agree. The interpretation of mean scores followed the procedure outlined by Abu-Baker et al. (2019), as shown in Table 1.

Table 1. Interpretation of mean score for the students' perceptions of university students regarding AI-powered.

Scale	Meaning	Perception Level	Score Range
5	Strongly agree	Very high	4.21 - 5.00
4	Agree	High	3.41 - 4.20
3	Unsure	Average	2.61 - 3.40
2	Disagree	Low	1.81 - 2.60
1	Strongly disagree	Very low	1.00 - 1.80

Adopted the interpreting procedure of Abu-Baker et al. (2019)

In addition, the open-ended responses were analyzed thematically using Braun and Clarke's (2006) framework, which complemented the quantitative findings by revealing recurring patterns in students' views on the advantages and disadvantages of AI-powered language learning. This combination of quantitative and qualitative analyses ensured a more comprehensive understanding of the participants' perceptions. Thematic analysis was carried out through the six phases as presented below.

1. Familiarization with the data – reading and re-reading the data to gain an overall understanding.
2. Generating initial codes – systematically coding interesting features across the dataset.
3. Searching for themes – collating codes into potential themes.
4. Reviewing themes – checking if themes work in relation to the coded data and the dataset as a whole.
5. Defining and naming themes – refining specifics of each theme and giving clear names.
6. Producing the report – selecting vivid examples, relating findings to research questions and literature.

To ensure the credibility and trustworthiness of the qualitative findings, the coding and identification of themes were validated through inter-rater reliability procedures. A co-researcher independently coded the same set of responses, and Cohen's Kappa was calculated to assess agreement, yielding a reliability index of 0.87, which indicates a high level of consistency. Any discrepancies were resolved through discussion until full consensus was reached. This process enhanced the rigor of the analysis and ensured that the final themes accurately represented the participants' perspectives.

FINDINGS

Students; Perceptions

RQ1: What are the perceptions of English major students toward AI-powered language learning apps?

Table 2. **Mean score and standard deviation of the perceptions of university students regarding the use of Chat GPT.**

The perceptions of university students regarding AI-Powered	N = 120 M	S.D.	%	Perception Level	Interpretation of mean score
Q1. ChatGPT is useful for improving my English skills.	3.95	0.75	79.0	High	Agree
Q2. ChatGPT is more effective than traditional learning methods.	3.73	0.66	74.5	High	Agree
Q3. I feel confident in the accuracy of ChatGPT's suggestions.	3.67	0.57	73.3	High	Agree
Q4. ChatGPT can completely replace traditional language learning methods.	3.32	0.88	66.3	Average	Unsure
Q5. ChatGPT helps me improve my writing skills.	3.84	0.73	76.8	High	Agree
Q6. ChatGPT helps me improve my vocabulary and grammar skills.	4.11	0.72	82.2	High	Agree
Q7. I enjoy using ChatGPT as part of my learning process.	4.07	0.62	81.3	High	Agree
Q8. ChatGPT is easy to use.	4.28	0.61	85.7	Very High	Strongly Agree
Q9. ChatGPT is more engaging than traditional learning methods.	3.93	0.71	78.7	High	Agree
Q10. I trust ChatGPT to provide reliable language-learning assistance.	3.71	0.70	74.2	High	Agree
Q11. Concerns about privacy and data security affect my willingness to use ChatGPT.	3.75	0.60	75.0	High	Agree
Q12. ChatGPT helps me learn independently without needing a teacher.	3.46	0.74	69.2	High	Agree
Q13. Chat GPT should be integrated into university courses to enhance learning.	3.92	0.62	78.3	High	Agree
Q14. Using ChatGPT in the classroom enhances interaction and participation.	4.22	0.64	84.3	Very High	Strongly Agree
Q15. ChatGPT can support teachers with supplementary language-learning resources.	4.38	0.62	87.5	Very High	Strongly Agree
Overall mean score	***3.89***	***0.68***	***77.8***	***High***	***Agree***

Note: M = Mean score, S.D. = Standard Deviation, % = Percentage

The analysis of the data provides valuable insights into students' perceptions of using ChatGPT to enhance their English language learning. Based on responses to 15 items measured on a five-point Likert scale, the overall mean score was 3.89 with a standard deviation of 0.68. These results indicate a generally favorable perception, suggesting that students hold a positive attitude toward integrating ChatGPT into their language learning process. To provide a more detailed understanding, Table 2 presents the mean scores, standard deviations, and percentages associated with students' perceptions of ChatGPT.

Table 2 illustrate the perceptions of English major students regarding AI-powered language learning applications, revealing generally positive trends in their effectiveness. Notably, among the top-ranked items, students strongly agree that AI tools are easy to use (Item 8: M = 4.31, SD = 0.72), indicating that user-friendliness is a significant factor in their adoption and perceived value. Additionally, students reported a high level of enjoyment when using AI apps as part of their learning (Item 7: M = 3.91, SD = 0.81), suggesting that the interactive and engaging features of these tools contribute to a more enjoyable learning experience. Students also agreed that AI tools help improve their English skills (Item 1: M = 3.76, SD = 0.72) and support vocabulary and grammar development (Item 6: M = 3.73, SD = 0.81). These findings reflect students' perceptions of AI as an effective aid in language learning. While the improvement in listening and speaking skills received a slightly lower score (Item 4: M = 3.16, SD = 0.95), it still indicates moderate agreement, suggesting that students find some benefit in these areas, though perhaps to a lesser extent. By converting the total mean score to a percentage, it was found that approximately 73% of participants agreed or strongly agreed with the statements, based on an overall mean of 3.67. This suggests a consensus that AI-powered apps are beneficial for language learning and academic success.

Advantages and Disadvantages

RQ2: What are the advantages and disadvantages of using AI-powered language learning apps for students?

To address the second research question, which examined the advantages and disadvantages of using ChatGPT, four key themes emerged that highlight students' positive perceptions of its role in language learning. Using thematic analysis, the researchers systematically coded and categorized participants' responses, which revealed several benefits associated with AI integration in academic routines. These themes underscore the practicality, adaptability, and supportive features of ChatGPT that contribute to enhanced engagement and improved learning outcomes. The four major themes identified, ranked from highest to lowest frequency, are: (1) Efficiency and Convenience, (2) Personalized Real-Time Support, (3) Language Accuracy and Development, and (4) Enhancing Learning Motivation. In this context, frequency refers to the number of times each theme appeared across participants' responses during the coding process, reflecting the relative prominence of each theme in shaping students' perceptions.

Efficiency and Convenience

Students viewed ChatGPT as efficient and convenient because it provides instant responses, saves time in accessing information, and supports flexible learning anytime and anywhere. Table 3 presents some examples that help clarify this theme.

Table 3. **Efficiency and Convenience**

Code	Informant	Response	Frequency
Speeding up work	# 1	"ChatGPT helps in **speeding up work**… it helps us complete our tasks much faster than we do it on our own."	68
Fast and convenient	# 31	"…ChatGPT is **fast and very convenient** in many ways when we have limited time to complete our project…."	
Effective and resourceful	# 40	"…For me I think ChatGPT proved to be **effective and resourceful** when we write our assignments or do our projects…"	

Personalized Real-Time Support

Students perceived ChatGPT as providing personalized real-time support because it adapts responses to individual needs, offers immediate clarification of doubts, and delivers tailored feedback on language use. Table 4 provides an overview of this theme.

Table 4. **Personalized Real-Time Support**

Code	Informant	Response	Frequency
Instant feedback	# 6	"…I find it impressive that ChatGPT provides **instant feedback** regardless of time at late night"	54
Personalized Real-time interaction	# 20	"…. One of the key features of this application is it gives **personalized real-time interaction** in any topic you ask it…"	
Prompt support	# 33	"This AI provides **prompt support** to fasten the writing assignments we sometime struggle to write on our own…."	

Language Accuracy and Development

Students regarded ChatGPT as a helpful tool for language accuracy and development for it corrects grammar and vocabulary errors, explains mistakes, and provides examples that enhance understanding. Table 5 provides some examples of this theme.

Table 5. **Language Accuracy and Development**

Code	Informant	Response	Frequency
Improves grammar and sentence structure	# 17	"…It is amazing that we don't need to worry about making mistakes on grammar because ChatGPT can **improve grammar and sentence structure**, making writing clearer and more formal…"	42
Corrects spelling errors	# 48	"…. This AI tool helps me a lot because it **corrects spelling errors** with just one click…"	
Language learning development	# 97	"…ChatGPT can support **language learning development** by providing interactive practice which I don't need to find a language tutor…"	

Enhancing Learning Motivation

Students perceived ChatGPT as enhancing their learning motivation because it provides instant feedback, encourages self-directed practice, and makes language learning more enjoyable. Its interactive nature fosters a sense of achievement and progress, which motivates learners to engage more actively and consistently in their studies. Table 6 offers an overview of this theme.

Table 6. **Enhancing Learning Motivation**

Code	Informant	Response	Frequency
Feel like talking to a native speaker	# 26	"…Sometimes I use it to ask questions verbally and the sound that responds back to me make me **feel like I'm talking to a native speaker**…"	
Boost learners' motivation	# 49	"….ChatGPT can **boost learners' motivation** by offering immediate feedback, engaging content, and instant support tailored to individual learning needs…"	31
Making learning experience more engaging	# 103	"…I found that this AI can help enhance a learner's drive **by making learning experience more engaging** …"	

To examine the disadvantages of ChatGPT, the researchers applied a coding process consistent with that used for identifying its advantages. Through qualitative data analysis, three prominent themes were identified and subsequently organized in descending order of frequency. The three themes are (1) Functional Limitations, (2) Usability Constraints, and (3) Concerns of Over-Reliance.

Functional Limitations

In the context of using ChatGPT, functional limitations refer to the inherent constraints of shortcomings in how the tool operates. These may include accuracy and reliability, lack of real-time knowledge, and inflexibility in specialized tasks. Table 7 provides some examples of this theme.

Table 7. Functional Limitation

Code	Informant	Response	Frequency
Produce incorrect and misleading information	# 35	"…I notice that several occasions that ChatGPT may **produce incorrect and misleading information** when we ask about complex topics…"	
Not have access to most current data	# 53	"….This AI somehow may **not have access to the most current data** or events that have just happened recently…"	34
Can't perform well in tasks with specific expertise	# 96	"…This ChatGPT **can't perform well in tasks with specific expertise**, such as translating cultural related issues or local practice …"	

Usability Constraints

Usability constraints of AI tools refer to the practical challenges or limitations that users may encounter when interacting with the system. Table 8 offers an overview of this theme.

Table 8. **Usability Constraints**

Code	Informant	Response	Frequency
Output lacks clarity	# 16	"…This AI tool sometimes produces the **output which lacks clarity** or relevance to the task…"	22
Not handle input well	# 25	"….ChatGPT sometimes does **not handle certain types of input well**, such as unclear questions or non-standard language …"	
Context misunderstanding	# 63	"…Sometimes AI translates or explains vocabulary **without understanding the context**, which changes the meaning.	

Concerns of Over-Reliance.

Students may become too dependent on the tool for their learning, instead of developing their own problem-solving, critical thinking, or language skills. Some examples of the participants' comments are provided in Table 9.

Table 9. Concerns of Over-Reliance

Code	Informant	Informant	Frequency
Lack independent thinking	# 56	"…Ex. "Using AI too often makes it hard to write without it. We **lack independent thinking** due to over-reliance…."	18
Weaken analytical thinking skills	# 74	"…I believe that many students put too much of their trust in AI assistance without verifying accuracy, which can **weaken analytical thinking skills**…."	
Dependence can reduce creativity	# 103	"…ChatGPT gives **a sense of dependence** among students, which **can reduce their creativity**."	

The findings reveal both advantages and disadvantages of using ChatGPT in language learning. On the positive side, students highlighted four main benefits: efficiency and convenience, as the tool saves time and supports flexible learning; personalized real-time support, offering tailored feedback and clarification; language accuracy and development, through correction of grammar, vocabulary, and structure; and enhanced learning motivation, by making the process interactive and engaging. However, three key disadvantages also emerged. These include functional limitations, such as inaccurate or outdated information and difficulty handling specialized tasks; usability constraints, where the tool may misinterpret context or produce unclear outputs; and concerns of over-reliance, as students risk diminished critical thinking, independence, and creativity when depending too heavily on AI assistance.

DISCUSSION

The findings of this study reveal that English major students generally hold positive perceptions toward the use of ChatGPT as an AI-powered language learning tool, with the overall mean score of 3.89 indicating a favorable attitude toward its integration into their academic routines. This aligns with previous studies that have emphasized the potential of AI in enhancing personalized learning, providing real-time feedback, and fostering learner autonomy (Chanpradit et al., 2024; Nguyen, 2024; Ofori-Boateng et

al., 2024; Pokrivcakova, 2019; Schmidt & Strasser, 2022). The thematic analysis further identified four key benefits—efficiency and convenience, personalized real-time support, language accuracy and development, and engagement and motivation—which collectively highlight the perceived practicality and adaptability of ChatGPT in language learning.

Theme 1: Efficiency and Convenience

The perception of ChatGPT as efficient and convenient reflects students' appreciation of its ability to provide immediate responses and flexible access to learning support. This efficiency reduces time spent searching for information and streamlines academic tasks. Several participants highlighted its role in saving time and supporting productivity, with one student stating, "ChatGPT helps in speeding up work… it helps us complete our tasks much faster than we do it on our own" (Informant #1), while another remarked, "ChatGPT is fast and very convenient in many ways when we have limited time to complete our project" (Informant #31). These aligned responses demonstrate that students value the tool's ability to remove procedural delays, allowing them to focus on higher-level learning. This finding supports earlier claims that AI-driven tools enable learners to study at their own pace and manage diverse schedules effectively (Alam, 2021).

Theme 2: Personalized Real-Time Support

ChatGPT was also perceived as a source of individualized and immediate assistance. Students noted that it adapts to their needs, offers tailored suggestions, and is accessible at any time. For instance, one student shared, "ChatGPT provides instant feedback regardless of time at late night" (Informant #6), while another stated, "It gives personalized real-time interaction in any topic you ask" (Informant #20). This perception aligns with the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT), as students value ChatGPT's usefulness and the supportive conditions that enable easy adoption (Alsyouf, 2023; Alyoussef, 2022). Specifically, TAM suggests that students continue using ChatGPT because its feedback is genuinely helpful, while UTAUT highlights the importance of accessibility and seamless integration. Furthermore, students' emphasis on real-time feedback aligns with Krashen's Input Hypothesis, which states that language is best acquired through comprehensible input slightly beyond one's current level (Krashen, 1992). ChatGPT's adaptive responses fulfill this condition by offering feedback matched to individual proficiency.

Theme 3: Language Accuracy and Development

Students consistently viewed ChatGPT as a valuable tool for improving their linguistic accuracy. Many emphasized its ability to correct grammar, vocabulary, and sentence structure in real time. For example, one student noted, "… We don't need to worry about making mistakes on grammar because ChatGPT can improve grammar and sentence structure…" (Informant #17), while another remarked, "This AI tool helps me a lot because it corrects spelling errors with just one click" (Informant #48). These responses reflect learners' trust in ChatGPT's corrective capabilities and its role in scaffolding language development. Such findings are consistent with prior studies highlighting AI's role in providing personalized corrective feedback (Nguyen, 2024; Seo et al., 2021).

Theme 4: Engagement and Motivation

Students also highlighted ChatGPT's role in enhancing engagement and motivation. The interactive nature of the tool, especially its voice features, was seen as stimulating and enjoyable. One participant shared, "I use it to ask questions verbally and the sound that responds back to me makes me feel like I'm talking to a native speaker" (Informant #26), while another commented, "It can boost learners' motivation by offering immediate feedback, engaging content, and instant support tailored to individual learning needs" (Informant #49). These observations resonate with Self-Determination Theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation (Chen, 2022). ChatGPT supports autonomy by allowing learners to control their learning pace and content; it enhances competence through personalized feedback; and it fosters a sense of relatedness by simulating conversational interaction.

Limitations and Negative Perceptions

Despite the positive perceptions, students also expressed concerns about ChatGPT's limitations. A recurring issue was the accuracy of responses, with some students noting that the tool occasionally provides misleading or incorrect information. One participant stated, "…I notice that several occasions that ChatGPT may produce incorrect and misleading information…" (Informant #35). This concern reflects broader discussions in the literature about AI hallucinations, where models generate plausible but false outputs (Sun & Zhou, 2024). Students also questioned ChatGPT's ability to handle specialized or culturally nuanced tasks, such as translating idiomatic expressions or local practices. As one student explained, "This ChatGPT can't perform well in tasks with specific expertise, such as translating cultural related issues or local practice…" (Informant #96). This limitation suggests a gap in AI's contextual understanding, which may hinder its effectiveness in certain educational settings.

Another concern was over-reliance on AI, which some students felt could undermine their critical thinking and creativity. One student admitted, "Using AI too often makes it hard to write without it. We lack independent thinking due to over-reliance" (Informant #56), while another warned, "It can reduce their creativity" (Informant #103). These reflections correspond with the principles of self-directed learning, which highlight the value of active engagement. Excessive reliance on AI, however, may hinder learners from participating in deeper cognitive processes (Zhai et al., 2024). Similarly, issues related to privacy and data security were evident, with students acknowledging that such concerns affect their willingness to use the tool. These apprehensions mirror broader debates on the ethical and pedagogical implications of AI adoption in education (Haldar, 2024; Puspasari & Agustina, 2025).

CONCLUSION

This study concludes that English major students generally hold positive perceptions toward the integration of ChatGPT as an AI-powered language learning tool. Quantitative findings (overall mean = 3.89) and qualitative insights consistently highlight ChatGPT's perceived benefits in enhancing efficiency, providing personalized real-time support, improving language accuracy, and fostering engagement and motivation. These findings align with established theoretical frameworks such as the Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT), and Self-

Determination Theory (SDT), underscoring ChatGPT's potential to complement traditional instruction and promote learner autonomy. However, concerns regarding reliability, functional limitations, over-reliance, and privacy issues indicate the need for cautious and guided implementation.

IMPLICATIONS FOR PRACTICE

1. Curriculum Integration with Pedagogical Oversight: ChatGPT should be integrated as a supplementary tool rather than a replacement for traditional instruction. Educators should design structured activities that leverage its strengths—such as grammar correction and real-time feedback—while maintaining opportunities for critical thinking and human interaction.
2. Digital Literacy and Critical Evaluation Skills: Institutions should provide training to help students critically evaluate AI-generated content and develop strategies for verifying accuracy. This approach can mitigate risks of misinformation and over-dependence.
3. Ethical and Privacy Considerations: Clear institutional policies on data security and responsible AI use are essential. Transparency regarding privacy and ethical implications will foster trust and informed adoption among learners.
4. Teacher Professional Development: Educators require targeted training to effectively integrate AI tools into language instruction. This includes understanding AI capabilities, limitations, and strategies for balancing technology with human-mediated learning.

RECOMMENDATIONS FOR FUTURE RESEARCH

Future research should adopt longitudinal designs to examine the sustained impact of ChatGPT on learners' language proficiency, critical thinking, and autonomy over time. To strengthen causal inferences, randomized controlled trials (RCTs) could be employed to compare outcomes between AI-assisted and traditional learning environments. Additionally, ethnographic studies may uncover nuanced learner experiences and contextual factors influencing AI adoption, particularly in underrepresented educational settings. Comparative research across cultural and institutional contexts remains essential, as current literature lacks consensus on how sociocultural variables mediate the effectiveness and acceptance of AI tools in language education. Moreover, experimental studies exploring blended learning models—integrating ChatGPT with conventional pedagogical strategies—could inform evidence-based frameworks for classroom implementation.

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