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EXPLORING THE DESIGN AND STUDENTS' PERCEPTIONS OF CHATGPT-ASSISTED ENGLISH LEARNING: A QUALITATIVE STUDY

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Abstract

This qualitative study explores how ChatGPT can be incorporated into a structured AI-assisted English learning design and how undergraduate EFL students perceive its pedagogical value and limitations. The study involved five students at Universitas Muhammadiyah Makassar who had experience using ChatGPT to support English learning activities. Data were collected through classroom observation, semi-structured interviews, and document analysis of students' learning artifacts. The instructional design consisted of five stages: orientation to responsible AI use, prompt modelling, guided language practice, independent task completion, and reflective evaluation. Thematic analysis showed that students perceived ChatGPT as useful for grammar explanation, vocabulary exploration, writing revision, conversation simulation, and self-paced learning. Students also reported that ChatGPT offered a lower-pressure space for repeated practice, which helped them experiment with English more confidently. However, the findings should be interpreted as evidence of perceived learning support rather than measurable improvement in English proficiency because the study did not use pre-test, post-test, proficiency scores, or systematic skill assessment. The participants also identified risks related to overdependence, uncritical use of AI-generated responses, and possible inaccuracies. The study suggests that ChatGPT can support student-centered English learning when it is integrated through teacher-guided, reflective, and ethically responsible activities.

Keywords: AI-assisted learning, ChatGPT, English language learning, instructional design, qualitative study, student perception.

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INTRODUCTION

In the era of digital transformation, artificial intelligence (AI) has become increasingly influential in education, including English language teaching and learning. AI-supported tools can provide adaptive explanations, flexible access to learning materials, and immediate feedback that is difficult to sustain in conventional classroom settings (Zheng & Yang, 2024). In English as a foreign language (EFL) contexts, conversational AI tools such as ChatGPT are frequently used to support grammar practice, vocabulary development, writing revision, and simulated interaction (Lo et al., 2024). These functions are relevant for Indonesian EFL learners, who often need additional opportunities to practise English beyond limited classroom time.

ChatGPT is a generative AI tool that can respond to learners' prompts, provide examples, revise sentences, explain grammatical errors, and simulate dialogue. These affordances may help students practise English more independently and interactively. Previous studies have reported that AI-assisted language learning can increase students' motivation, confidence, and access to personalized practice (Al-khresheh, 2024; Rahimi et al., 2025). However, the pedagogical value of ChatGPT depends not only on the technology itself but also on how teachers structure its use. Without instructional guidance, students may use ChatGPT mainly for quick answers or text generation rather than for meaningful language development. Despite growing interest in ChatGPT, two issues remain important. First, many studies emphasize students' positive perceptions of AI tools but provide limited explanation of the instructional design used to integrate these tools into English learning. Second, several studies make strong claims about improvement in language skills even when the research design does not include objective

measures of proficiency, such as pre-test and post-test scores, performance rubrics, or standardized assessment. Such claims need to be treated cautiously, especially in small-scale qualitative studies (Tram et al., 2024).

The novelty of the present study lies in its combined focus on instructional design, student perception, and methodological caution in a small-scale Indonesian EFL context. Rather than treating ChatGPT as a stand-alone learning solution, this study presents a five-stage teacher-guided design that includes responsible AI orientation, prompt modelling, guided practice, independent task completion, and reflective evaluation. This design-oriented focus differentiates the study from perception-only research by showing how ChatGPT can be embedded into actual learning procedures while maintaining ethical and pedagogical control (Slamet, 2024). Therefore, this study focuses on the design and implementation of ChatGPT-assisted English learning and on students' perceptions of its benefits and challenges. The study does not claim to prove that ChatGPT improves students' English proficiency. Instead, it describes how ChatGPT was used in a structured learning process and how five EFL students perceived its role in supporting their learning. This narrower focus is appropriate for a qualitative design and for the limited number of participants involved in the study (Hashemifardnia & Kooti, 2025). The study is guided by two research questions: (1) How can ChatGPT be integrated into a structured AI-assisted English learning design? and (2) How do students perceive the benefits and challenges of using ChatGPT in English learning?

Literature Review

AI-Assisted English Language Learning

AI-assisted learning refers to the use of artificial intelligence technologies to support teaching, learning, assessment, and learner engagement. In English language education, AI systems can provide personalized learning experiences by adapting explanations and feedback to learners' needs. AI-enhanced language education can also support adaptive learning environments that facilitate continuous practice and interaction (Crompton & Burke, 2023). Through these capabilities, AI can help learners access educational support beyond traditional classroom limitations.

The integration of AI into language learning has become increasingly important because English learners often require extensive exposure to language input and regular opportunities for practice. Traditional classroom instruction may not always provide sufficient time for individualized feedback and repeated exercises. AI technologies help address this limitation by offering instant responses and learning support that can be accessed anytime. As a result, learners can engage in more frequent and flexible language practice (Ouyang & Jiao, 2021; Ma & Chen, 2024). One significant advantage of AI-assisted learning is its ability to provide immediate feedback. Feedback is essential for language acquisition because it helps learners identify errors and understand how to improve their performance. Unlike conventional classroom settings, where feedback may be delayed due to time constraints, AI systems can instantly respond to students' questions and language production. This immediacy encourages learners to revise their work continuously and supports more efficient learning practices (Mohebbi, 2024).

Despite its advantages, the effectiveness of AI-assisted learning depends on how the technology is integrated into educational contexts. AI tools should not merely function as information providers but should be incorporated into meaningful learning activities. Teachers play an important role in guiding students to use AI critically, evaluate information, and connect AI-generated responses with learning objectives. Without proper guidance, learners may use AI passively and fail to develop deeper language competence (Slamet, 2024).

ChatGPT as a Tool for Language Practice

ChatGPT is one of the most widely used generative AI tools in education. Developed to understand and generate human-like language, ChatGPT can interact with users through conversational prompts. In language learning contexts, it can provide explanations, answer questions, generate examples, and simulate communication activities. These features make ChatGPT a potentially valuable resource for English learners seeking additional practice opportunities (Lo, 2023; Situmorang et al., 2023).

Recent studies suggest that ChatGPT can support multiple language skills, including speaking, writing, reading, vocabulary development, and grammar practice. Through interactive conversations, learners can practise constructing sentences, expressing ideas, and receiving feedback. Unlike static learning resources, ChatGPT allows learners to engage in dynamic exchanges that resemble real communication. This interactive nature can increase learners' engagement and participation (Kohnke et al., 2023; Lo et al., 2024). In writing activities, ChatGPT can assist learners by identifying grammatical mistakes, suggesting alternative vocabulary, and improving sentence organization. Students can submit drafts and request revisions or explanations regarding language errors. Such support enables learners to reflect on their writing and understand the reasons behind corrections. Consequently, ChatGPT can function as a supplementary writing tutor that encourages revision and

improvement, although teacher guidance remains necessary to ensure accuracy and academic integrity (Karatas et al., 2024; Kasneci et al., 2023).

ChatGPT can also support speaking and listening-related practice. Learners may use the tool to create dialogue simulations, role-play situations, and conversational scenarios. These activities allow students to practise language production in a relatively safe environment. For learners who feel anxious about speaking English in front of others, ChatGPT provides opportunities for repeated practice without immediate social evaluation (Zakiyah, 2023). However, the educational value of ChatGPT should not be equated with automatic language improvement. Although the tool provides practice opportunities and feedback, actual language development requires sustained effort, appropriate task design, and systematic assessment. Therefore, ChatGPT should be viewed as a learning aid that supports language practice rather than as direct evidence of proficiency gains (Tlili et al., 2023).

Pedagogical and Ethical Considerations

The increasing use of ChatGPT in education has generated discussions regarding pedagogical and ethical issues. While the technology offers many learning opportunities, educators must also consider potential risks associated with its implementation. Effective integration requires careful planning so that students use the technology responsibly and productively. Without proper guidance, the educational benefits of ChatGPT may be reduced (Fütterer et al., 2023). One major concern is student overdependence on AI-generated responses. Because ChatGPT can provide answers quickly, learners may become accustomed to relying on the tool instead of developing their own problem-solving skills. This situation may reduce opportunities for critical thinking and independent learning. Consequently, students should be encouraged to use ChatGPT as a source of support rather than as a substitute for their own intellectual effort (Cotton et al., 2024).

Another concern involves the accuracy and reliability of AI-generated information. Although ChatGPT often provides useful responses, it may occasionally produce inaccurate, incomplete, or misleading information. Users therefore need to critically evaluate AI outputs before accepting them as correct. Verification through textbooks, academic sources, and teacher feedback remains essential (Baidoo-Anu & Owusu Ansah, 2023; Fraiwan & Khasawneh, 2023). Academic integrity is also an important issue in AI-assisted learning. Students may be tempted to submit AI-generated work without modification or acknowledgment. Such practices can undermine learning objectives and reduce opportunities for genuine skill development. Therefore, educators need to establish clear guidelines regarding acceptable and responsible uses of AI in academic tasks (Dwivedi et al., 2023). Responsible AI integration requires a balance between technological innovation and educational values. ChatGPT should complement human instruction rather than replace it. By combining teacher guidance, learner reflection, and ethical awareness, educational institutions can maximize the benefits of AI while minimizing potential risks associated with its use (Bubeck et al., 2023; Crompton & Burke, 2023).

Research Gap

Research on ChatGPT in language education has expanded rapidly since the emergence of generative AI technologies. Many studies have explored students' attitudes, experiences, and perceptions regarding the use of ChatGPT in English learning. The findings generally indicate positive responses, particularly in relation to motivation, engagement, and access to learning support. However, several important gaps remain in the literature (Rahimi et al., 2025; Balcı, 2024). One limitation of previous studies is the lack of detailed explanations regarding instructional design. Although researchers often report positive outcomes, they do not always describe how ChatGPT was integrated into classroom activities. Information about learning stages, teacher roles, prompt modelling, and reflective tasks is frequently limited. As a result, it can be difficult for educators to replicate or adapt successful practices (Albadarin et al., 2024; Law, 2024).

Another gap concerns the relationship between perceptions and learning outcomes. Many studies focus primarily on students' opinions about ChatGPT without examining how those perceptions relate to actual learning processes. Positive perceptions do not necessarily indicate measurable improvement in language proficiency. Without pre-tests, post-tests, proficiency measures, or standardized evaluation tools, conclusions about effectiveness should be interpreted cautiously (Gill et al., 2024; Olga et al., 2023). Therefore, this study addresses these gaps by presenting a structured ChatGPT-assisted English learning design and exploring students' perceptions of the learning process. Its contribution is not an experimental claim about proficiency improvement but a practical account of how ChatGPT can be integrated responsibly into English learning activities. This approach contributes to a more balanced understanding of AI-assisted language learning within a qualitative research framework.

RESEARCH METHOD

This study employed a qualitative descriptive design to explore the implementation of ChatGPT-assisted English learning and students' perceptions of its use. A qualitative approach was appropriate because the study aimed to understand participants' experiences, learning interactions, and interpretations in a specific educational

context (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The study did not use an experimental or quasi-experimental design; therefore, it did not attempt to measure the effectiveness of ChatGPT through pre-test and post-test comparison. The study was conducted in an undergraduate EFL learning context at Universitas Muhammadiyah Makassar. The participants were five students who were enrolled in English learning activities and had experience using ChatGPT as a supplementary tool for learning purposes. They were selected through purposive sampling because they were able to provide relevant information about AI-assisted English learning. The participants were identified as P1, P2, P3, P4, and P5 to protect confidentiality. The participant profile and learning context are provided in Appendix A to maintain a concise method section.

The ChatGPT-assisted learning design was implemented through five stages: orientation to responsible AI use, prompt modelling, guided language practice, independent task completion, and reflective evaluation. The design emphasized three principles: using ChatGPT for explanation, practice, and revision rather than direct copying; maintaining teacher guidance so that AI-generated responses could be checked against course materials and learning objectives; and requiring reflection so that students could evaluate both the benefits and risks of AI-assisted learning. A summary of the instructional design is presented in Appendix B. Data were collected through classroom observation, semi-structured interviews, and document analysis. The observation protocol focused on students' prompt writing, interpretation of ChatGPT responses, revision behavior, and use of teacher feedback. The interviews explored students' English learning difficulties, experiences using ChatGPT, perceived benefits, perceived challenges, and understanding of responsible AI use. Document analysis examined learning artifacts such as writing drafts, revised sentences, grammar exercises, vocabulary notes, role-play prompts, and prompt-response records. Participants were informed about the purpose of the study, participation was voluntary, and all data were anonymized.

The data were analyzed using thematic analysis. The researchers organized interview summaries, observation notes, and learning documents; read the data repeatedly; identified meaningful units; and grouped initial codes into broader themes, including immediate feedback, confidence, autonomous learning, flexible access, overdependence, and critical evaluation. To strengthen credibility, findings from interviews, observations, and learning artifacts were compared. For example, a student's statement about using ChatGPT for writing revision was checked against the student's written draft or prompt-response record when available. An illustration of the coding process is presented in Appendix C.

FINDINGS AND DISCUSSION

Implementation of the ChatGPT-Assisted Learning Design

The first finding concerns how ChatGPT was integrated into English learning activities. The implementation followed the five-stage design described in the method section. Students were first introduced to the appropriate use of ChatGPT and were reminded that AI-generated responses should be evaluated critically. They then practised writing prompts for specific language-learning purposes, such as asking for grammar explanations, requesting vocabulary alternatives, generating conversation examples, or revising paragraph drafts. During guided practice, students used ChatGPT to obtain immediate explanations and examples. The teacher/researcher monitored the process by encouraging students to ask follow-up questions and compare ChatGPT responses with their own understanding. In the independent task stage, students used ChatGPT to complete language tasks and documented how they used the tool. The final stage involved reflection on whether ChatGPT helped them learn and what risks they experienced. This structure helped position ChatGPT as a learning support system rather than as a replacement for students' own thinking.

Students' English Learning Difficulties

The interviews showed that students experienced different English learning difficulties. P1 reported difficulty with grammar and pronunciation because English contains complex rules and irregular sound-spelling relationships. P2 emphasized speaking confidence and limited vocabulary as barriers to classroom communication. P3 identified listening comprehension as difficult, especially when speakers talked quickly or used unfamiliar accents. P4 reported difficulty in academic writing, while P5 needed support in selecting formal vocabulary. These difficulties became the basis for the ChatGPT-assisted activities. Rather than using ChatGPT for one general purpose, students used it according to their learning needs. For example, students who struggled with grammar used ChatGPT to request explanations and corrected examples, while students who needed writing support used it to revise sentences and improve paragraph clarity. P1 reported: *"The biggest difficulty I experience in learning English is grammar and pronunciation. I still often get confused about using the correct tenses and pronouncing certain words properly."* Similarly, P2 stated: *"The most frequent difficulty I face in learning English is grammar and a lack of confidence when speaking. I also still have limited vocabulary and pronunciation."* P4 further noted: *"I usually use ChatGPT to ask about grammar, correct the sentences I make, and practise conversations in English."* These responses confirm that the primary learning difficulties centred on grammar, pronunciation, and

speaking confidence, which directly shaped how each student engaged with ChatGPT as a supplementary learning tool.

Table 1. Summary of Students' Learning Difficulties and ChatGPT Use

Theme	Participants	Evidence from Data	Interpretation
Grammar and pronunciation	P1	Interview and observation data indicated difficulty with complex grammar rules and irregular pronunciation patterns.	ChatGPT was used for explanation, correction, and examples.
Speaking confidence and vocabulary	P2	Interview data indicated hesitation in speaking due to limited vocabulary and fear of mistakes.	ChatGPT was used for vocabulary support and conversation practice.
Listening comprehension	P3	Interview data indicated difficulty understanding fast speech and unfamiliar accents.	ChatGPT was used to generate dialogue scripts and comprehension practice.
Academic writing	P4	Document analysis showed the use of ChatGPT for paragraph revision and sentence improvement.	ChatGPT functioned as a writing feedback tool.
Formal vocabulary	P5	Document analysis showed attempts to find more formal expressions for academic contexts.	ChatGPT supported vocabulary expansion but required verification.

Perceived Benefits of ChatGPT in English Learning

The participants generally perceived ChatGPT as useful for supporting English learning. One perceived benefit was immediate feedback. Students stated that ChatGPT helped them identify errors quickly and understand why a sentence needed correction. This feature was particularly useful for grammar and writing because students could compare their original sentences with revised versions and request additional explanation. Participant-specific evidence strengthened this finding. P1 used ChatGPT mainly to request grammar explanations and examples, while P4 used the tool to revise paragraph drafts and improve sentence clarity. Observation notes also showed that students did not only receive corrections but often asked follow-up questions to clarify the reason for a suggested change. These patterns indicate that ChatGPT supported learning most effectively when students treated the response as feedback to be examined rather than as a final answer to be copied.

Another perceived benefit was flexibility. Students could use ChatGPT outside classroom time, repeat practice as needed, and ask questions without waiting for teacher feedback. This flexibility supported autonomous learning because students were able to seek clarification independently. P5, for example, used ChatGPT to explore formal vocabulary alternatives for academic contexts, while P3 used dialogue simulations to support listening and comprehension practice. The students also perceived ChatGPT as less intimidating than direct classroom interaction. For students who lacked confidence, practising with ChatGPT created a lower-pressure environment in which they could try new vocabulary, write sentences, and simulate dialogue. P2's interview data indicated that conversation practice with ChatGPT helped reduce hesitation before classroom communication. However, these findings indicate students' perceptions of support, not verified improvement in language proficiency. P1 reflected on the corrective value of ChatGPT: *"ChatGPT helps me understand grammar because the explanations are easy to follow and come with examples."* P2 described how practising with ChatGPT reduced anxiety before in-class speaking: "*I feel comfortable using English on ChatGPT because I can practise without being afraid of making mistakes."* P4 explained how the tool supported paragraph revision: *"ChatGPT helps me correct grammatical errors and improve the structure of my sentences."* These excerpts illustrate how students leveraged ChatGPT as a low-pressure environment for practising grammar correction, conversational rehearsal, and writing revision.

Table 2. Participant-Specific Evidence of Perceived Benefits

Participant	Learning Focus	Evidence from Interview/Observation/Artifact	Theme
P1	Grammar and pronunciation	Used ChatGPT to request explanations of sentence errors and compare corrected examples with original sentences.	Immediate feedback
P2	Speaking confidence and vocabulary	Reported using ChatGPT for conversation practice and vocabulary preparation before speaking activities.	Confidence and lower anxiety
P3	Listening comprehension	Used dialogue simulations and comprehension prompts to practise understanding conversational English.	Multi-skill support
P4	Academic writing	Learning artifacts showed draft revision and paragraph-level feedback supported by ChatGPT responses.	Writing support
P5	Formal vocabulary	Used ChatGPT to find more formal expressions and refine sentences for academic contexts.	Vocabulary expansion

Concerns and Limitations Experienced by Students

Although students responded positively to ChatGPT, they also identified several concerns. The most important concern was overdependence. Some students felt that ChatGPT made it easy to obtain answers quickly, which could reduce their effort to think independently. This concern was related to critical thinking because students might accept AI-generated suggestions without checking whether the explanation was accurate or appropriate for context. Another concern was the reliability of AI-generated responses. Students recognized that ChatGPT could produce useful explanations, but they also needed teacher guidance to evaluate grammar suggestions, vocabulary choices, and writing revisions. These findings show that ChatGPT should be used as a supplementary learning tool. Teacher supervision remains necessary to help students verify responses, understand language rules, and avoid copying AI-generated text without reflection.

P1 acknowledged a limitation in this regard: *"Sometimes I still find it difficult to understand explanations that are too long."* P3 similarly noted*: "There are some topics that still need simpler explanations."* P4 elaborated: *"Sometimes I still struggle when the explanation given is too long, so I need a simpler one."* These responses indicate that students were not entirely passive consumers of AI output; they recognised instances where ChatGPT's responses required further verification or simplification, which underscores the continued importance of teacher guidance to help students evaluate and critically engage with AI-generated content.

Table 3. Thematic Findings from the Qualitative Data

Theme	Codes	Supporting Evidence	Implication
Immediate feedback	Correction, explanation, examples	Students used ChatGPT to identify grammar errors and revise sentences.	AI feedback can support practice when students review and understand the correction.
Confidence and lower anxiety	Safe practice, reduced fear, repeated attempts	Students reported feeling more comfortable practising English with AI than in socially evaluative situations.	ChatGPT can provide low-pressure practice opportunities.
Autonomous learning	Self-paced practice, independent clarification, flexible access	Students used ChatGPT outside immediate classroom instruction to clarify language problems.	AI tools may extend learning beyond classroom time.
Multi-skill support	Grammar, vocabulary, writing, dialogue, comprehension practice	Students applied ChatGPT to different English tasks according to their needs.	The tool is flexible but requires task-specific guidance.
Overdependence and critical thinking risk	Quick answers, copying, reduced effort	Students expressed concern that excessive reliance on ChatGPT could weaken independent learning.	Teachers need to design reflective and evaluative tasks.
Accuracy and verification	Need to check AI responses, teacher guidance	Students recognized that AI responses may not always be fully reliable.	Human oversight remains essential in AI-assisted learning.

Interpretation of the Findings

The findings show that ChatGPT can be integrated into English learning through a structured instructional design that includes orientation, prompt modelling, guided practice, independent task completion, and reflection. This result is important because the pedagogical value of ChatGPT depends on how the tool is used. If students use ChatGPT only to obtain quick answers, the learning process may become passive. However, when students are guided to ask questions, compare responses, revise their work, and reflect on AI-generated feedback, ChatGPT can function as a scaffold for language learning.

The students' positive perceptions are consistent with previous studies that describe generative AI as a source of immediate feedback and personalized practice (Karatas et al., 2024; Tram et al., 2024). In this study, students perceived ChatGPT as helpful for grammar explanations, vocabulary support, writing revision, conversation simulation, and self-paced learning. These findings support the view that AI tools can expand learning opportunities beyond the classroom (Zheng & Yang, 2024). Nevertheless, the present study does not provide evidence of measurable proficiency improvement. Because the research involved only five participants and did not include pre-test or post-test data, the findings should be understood as perception-based evidence of learning support.

The findings also suggest that ChatGPT may contribute to students' confidence and motivation. Students who were hesitant to speak or write in English perceived ChatGPT as a safe space for practice. This supports Zakiyah's (2023) argument that AI-supported learning environments may reduce anxiety by allowing students to practise without fear of immediate negative evaluation. Similarly, Kohnke et al. (2023) note that AI-based tools can increase students' willingness to communicate when used appropriately. In the present study, the non-

judgmental nature of ChatGPT encouraged repeated practice, although this practice still required teacher feedback and peer interaction to develop communicative competence.

Another important finding is the role of ChatGPT in autonomous learning. Students used the tool to seek clarification, revise their work, and practise English outside classroom activities. This aligns with Tram et al. (2024), who found that generative AI can support self-directed learning. However, autonomy should not be confused with unsupervised dependence. Students need guidance in evaluating AI-generated explanations, identifying inaccurate responses, and using AI suggestions as learning input rather than final answers. The concerns expressed by participants reinforce the need for responsible AI pedagogy. Overdependence on ChatGPT may reduce independent thinking if students simply copy responses. Kasneci et al. (2023) and Rudolph et al. (2023) highlight similar concerns about the accuracy, reliability, and ethical use of generative AI in education. Therefore, teachers should design activities that require students to explain their revisions, compare AI suggestions with course materials, and reflect on why a particular language choice is appropriate. Such activities can reduce the risk of passive reliance while preserving the benefits of immediate feedback and flexible practice.

CONCLUSION

This study examined the design and students' perceptions of ChatGPT-assisted English learning. The findings show that ChatGPT can be integrated through five stages: orientation to responsible AI use, prompt modelling, guided practice, independent task completion, and reflective evaluation. Within this structure, students perceived ChatGPT as useful for grammar explanation, vocabulary exploration, writing revision, conversation simulation, and self-paced practice. The conclusion should be interpreted cautiously. This study involved only five participants and did not use pre-test, post-test, proficiency scores, or systematic skill assessment. Therefore, it cannot claim that ChatGPT directly improves students' English proficiency. The more appropriate conclusion is that ChatGPT was perceived to support English learning in a small-scale qualitative context, particularly when students used it reflectively and under teacher guidance.

Several limitations should be acknowledged as gaps for future research. The participant profile was limited to a small group of undergraduate EFL students in one institution; the study relied mainly on perceptions, observations, and learning artifacts; no objective proficiency measurement was used; and no separate teacher interview data were reported. These limitations restrict the transferability of the findings and leave open the question of whether perceived learning support is accompanied by measurable language development. The study highlights the need for responsible AI integration in English education. ChatGPT can provide flexible and immediate support, but students must evaluate AI-generated responses, avoid overdependence, and maintain academic integrity. Future studies should involve larger participant groups, report fuller participant profiles, include verified verbatim interview quotations, provide more detailed observation procedures, and combine qualitative findings with measurable language-performance data.

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APPENDICES

Appendix A. Participant Profile and Learning Context

Appendix Table A1. Participant Profile and Learning Context

Participant	Learning Context	Reported ChatGPT Use in English Learning	Main Difficulty	Data Source
P1	Undergraduate EFL learning activities	Grammar explanation, sentence correction, and pronunciation-related clarification	Grammar and pronunciation	Interview, observation, learning artifact
P2	Undergraduate EFL learning activities	Conversation practice, vocabulary support, and speaking preparation	Speaking confidence and vocabulary	Interview, observation
P3	Undergraduate EFL learning activities	Dialogue simulation and comprehension practice	Listening comprehension	Interview, observation
P4	Undergraduate EFL learning activities	Draft revision and paragraph-level feedback	Academic writing	Interview, document analysis
P5	Undergraduate EFL learning activities	Vocabulary selection and sentence refinement for formal contexts	Formal vocabulary	Interview, document analysis

Appendix B. ChatGPT-Assisted English Learning Design

Appendix Table B1. ChatGPT-Assisted English Learning Design

Stage	Learning Procedure	Role of ChatGPT	Role of Teacher/Researcher
1. Orientation to responsible AI use	Students were introduced to the purpose, benefits, and limitations of ChatGPT in English learning.	Provided examples of explanations, corrections, and practice prompts.	Explained ethical use, academic integrity, and the need to verify AI responses.
2. Prompt modelling	Students learned how to write prompts for grammar correction, vocabulary explanation, writing feedback, and conversation practice.	Responded to model prompts and generated examples.	Demonstrated how to revise prompts and evaluate the usefulness of responses.
3. Guided language practice	Students used ChatGPT for selected English tasks such as grammar practice, sentence revision, role-play dialogue, and vocabulary development.	Provided immediate feedback, examples, and alternative expressions.	Monitored students' interaction and encouraged them to compare AI feedback with course materials.
4. Independent task completion	Students completed learning tasks using ChatGPT as a support tool and documented prompts and responses.	Supported self-paced learning and revision.	Checked whether students used AI critically rather than copying responses directly.
5. Reflective evaluation	Students reflected on benefits, challenges, and learning strategies after using ChatGPT.	Served as an object of reflection rather than an authority.	Facilitated discussion about overdependence, accuracy, and responsible learning habits.

Appendix C. Example of Coding Process

Appendix Table C1. Example of Coding Process

Data Indicator	Initial Code	Theme	Interpretation
Students asked ChatGPT to explain grammar mistakes and then compared the correction with their original sentence.	Immediate correction and explanation	Immediate feedback	ChatGPT functioned as a learning scaffold when students reviewed the correction.
Students practised conversation prompts without fear of being judged by classmates.	Low-pressure practice	Confidence and lower anxiety	ChatGPT provided a safer space for repeated practice.
Students used ChatGPT outside classroom activities to clarify vocabulary or revise sentences.	Independent clarification	Autonomous learning	The tool extended learning opportunities beyond classroom time.
Students expressed concern that quick AI answers might reduce effort to think independently.	Reliance on quick answers	Overdependence risk	Responsible use requires reflection and teacher guidance.
Students checked ChatGPT's responses with teacher explanations or learning materials.	Verification of AI output	Critical evaluation	AI-generated responses should not be accepted without review.