

## ENGLISH-MAJORED SENIORS' PERCEPTIONS OF THE INTEGRATION OF CHATGPT IN LEARNING ENGLISH: CHALLENGES AND PEDAGOGICAL ADJUSTMENTS

Nguyen Chi Bao, Nguyen Huu Phat\*

Tra Vinh University

ARTICLE INFO	ABSTRACT
<b>Received:</b> 22/6/2025	This study aimed to explore perspectives of English-majored seniors on challenges and propose appropriate pedagogical adjustments for the more effective integration of ChatGPT in English language education. Participants involved 60 English-majored seniors who completed a questionnaire, followed by in-depth interviews with 06 students selected at random from the participants. The study employed a mixed-method approach, collecting both quantitative and qualitative data from a 30-item questionnaire and semi-structured interviews, respectively. Findings revealed that most English-majored seniors were aware of the limitations of utilising ChatGPT in their English language learning process. Additionally, students also held positive perceptions of pedagogical adjustments to enhance the effective utilisation of ChatGPT in educational settings. The study concludes by suggesting considerations for integrating ChatGPT into English language education and offering relevant recommendations for further studies.
<b>Revised:</b> 27/10/2025	
<b>Published:</b> 27/10/2025	
<b>KEYWORDS</b>	
Challenges	
ChatGPT	
English language learning	
Integration	
Pedagogical adjustments	

## NHẬN THỨC CỦA SINH VIÊN NĂM CUỐI CHUYÊN NGÀNH NGÔN NGỮ ANH VỀ SỰ TÍCH HỢP CHATGPT TRONG VIỆC HỌC TIẾNG ANH: THÁCH THỨC VÀ CÁC ĐIỀU CHỈNH SỰ PHẠM

Nguyễn Chí Bảo, Nguyễn Hữu Phát\*

Trường Đại học Trà Vinh

THÔNG TIN BÀI BÁO	TÓM TẮT
<b>Ngày nhận bài:</b> 22/6/2025	Nghiên cứu nhằm mục đích tìm hiểu quan điểm của sinh viên năm cuối chuyên ngành Ngôn ngữ Anh về những thách thức và đề xuất các điều chỉnh sự phạm phù hợp để tích hợp ChatGPT vào việc giảng dạy và học tiếng Anh hiệu quả hơn. Nghiên cứu được tiến hành với sự tham gia của 60 sinh viên năm cuối chuyên ngành Ngôn ngữ Anh. Những sinh viên này được lựa chọn để hoàn thành bảng câu hỏi khảo sát và tham gia các cuộc phỏng vấn chuyên sâu với 06 sinh viên được chọn ngẫu nhiên. Nghiên cứu sử dụng phương pháp hỗn hợp, thu thập cả dữ liệu định lượng và định tính từ bảng khảo sát gồm 30 câu hỏi và các cuộc phỏng vấn bán cấu trúc. Kết quả cho thấy hầu hết sinh viên năm cuối chuyên ngành Ngôn ngữ Anh đều nhận thức được những hạn chế của việc sử dụng ChatGPT trong quá trình học tiếng Anh. Ngoài ra, sinh viên cũng có nhận thức tích cực về các điều chỉnh sự phạm để nâng cao hiệu quả sử dụng ChatGPT trong môi trường giáo dục. Kết luận của nghiên cứu chỉ ra những cân nhắc khi tích hợp ChatGPT vào chương trình giáo dục tiếng Anh và mở ra các khuyến nghị có liên quan cho các nghiên cứu tiếp theo.
<b>Ngày hoàn thiện:</b> 27/10/2025	
<b>Ngày đăng:</b> 27/10/2025	
<b>TỪ KHÓA</b>	
Thách thức	
ChatGPT	
Việc học tiếng Anh	
Sự tích hợp	
Các điều chỉnh sự phạm	

DOI: <https://doi.org/10.34238/tnu-jst.13108>

\* Corresponding author. Email: [nhphat@tvu.edu.vn](mailto:nhphat@tvu.edu.vn)

## 1. Introduction

The emergence of Artificial Intelligence (AI) is an inevitable consequence of societal progress [1] - [3]. These days, AI has profoundly impacted various areas of life, including transportation, healthcare, entertainment, and education. In the field of education, AI has been widely applied, especially in language acquisition [4], [5]. In Vietnam, integrating AI-powered tools like ChatGPT into English as a Foreign Language (EFL) learning has significantly enhanced accessibility and engagement for EFL students. According to Niyozov et al [6], ChatGPT demonstrated its effectiveness in improving students' language proficiency. Furthermore, students can take advantage of ChatGPT to develop language skills, including listening, speaking, reading, and writing [7]. Consequently, ChatGPT fosters students' interest and motivation, thereby facilitating the language learning process.

Despite the numerous benefits ChatGPT provides to learners, integrating ChatGPT into the English learning process might pose challenges for EFL students [8] - [10]. Previous studies have investigated the challenges that language learners encounter when learning language[s] with the integration of ChatGPT. First, Teng [8] stated that ChatGPT can increase EFL learners' over-reliance on technology. Furthermore, he emphasised that ChatGPT might also decrease learners' critical thinking skills. Similarly, Van Horn [9] believed that learners' creative and critical thinking skills can be limited when they depend on ChatGPT. Second, ChatGPT and other AI models can lead to technical challenges and limitations in generating accurate language output. Therefore, the accuracy and reliability of language generated by ChatGPT have to be considered [10]. Furthermore, improper use of AI-based tools like ChatGPT can make students passive in language learning, reducing learning efficiency [11].

Therefore, the purpose of this study is to provide a more objective and comprehensive perspective of ChatGPT's limitations in English learning for English-majored seniors. Simultaneously, the present study also proposes appropriate pedagogical adjustments to assist students in making more effective utilisation of technology in English language learning.

In alignment with two research objectives, two research questions are formulated to provide answers for the present study:

1. What are the main challenges in the integration of ChatGPT in learning English faced by English-majored seniors?
2. What pedagogical adjustments can be proposed to facilitate English-majored seniors in improving English language learning with the integration of ChatGPT?

## 2. Methods

### 2.1. Research design

This descriptive study focused on a quantitative and qualitative approach to examine English-majored seniors' perceptions of learning English with the integration of ChatGPT. First, the quantitative data was collected through a 30-item questionnaire with a five-point Likert scale. The design of the questionnaire form allows the researchers to collect data more accurately, saves time and effort (see further [12], [13]), and provides versatility (i.e., wide applicability) for the research [14], [15]. Furthermore, Schwarz and Bohner [16] claimed that the Likert scale allows for the valid and reliable quantification of subjective thought, feeling, and action preferences. Regarding qualitative data, a semi-structured interview was employed with six selected students. The data from the interview assists the researchers in probing deeper into the participants' responses. In other words, the researchers might have a better understanding of research issues [17]. In summary, it can be seen that the two research instruments mentioned are required to meet the research objectives.

### 2.2. Participants

The Raosoft sample size calculator was used for selecting the sample size of the present study. The researchers identified the sample size for participants based on the total number of 90

English-majored seniors of five classes in the Faculty of Foreign Languages at this university, with a margin of error equivalent to 5% and a confidence level of 95%. Based on the formula, the researchers chose 60 English-majored seniors who represent the population for the present study.

Participants were 60 final-year students majoring in English Studies from a public university in the Mekong Delta. Their ages ranged from 20 to 22 years old. These participants were chosen to deliver the questionnaire because they were familiar with the AI-generated applications in English language learning. In particular, these students have used ChatGPT in their English learning process at a certain time. As a result, they encountered challenges when learning English with the integration of ChatGPT. Therefore, these participants are perfectly appropriate to complete this questionnaire survey. In addition, six students who completed the questionnaire were randomly chosen to answer the questions from the semi-structured interviews.

Before participating in the study, participants were informed of its purpose. After that, the study's terms were explained to them. This fosters participant respect and clarifies the study's transparency [18].

### **2.3. Research instruments**

#### *2.3.1. The questionnaire*

A questionnaire with a five-point Likert scale (*1 = Strongly Disagree, 2 = Disagree, 3 = Agree to Some Extent, 4 = Agree, 5 = Strongly Agree*) was adapted from [19] to probe English-majored seniors' perceptions of learning English with the integration of ChatGPT. The questionnaire version was written in English because the participants of the current study were English-majored seniors. Therefore, the participants at this level can understand the items on the questionnaire. The questionnaire consists of two parts. The first part of the questionnaire, including 20 items, investigates challenges English-majored seniors encountered when learning English with the integration of ChatGPT. The second part of the questionnaire, with 10 items, centers on examining pedagogical adjustments for learning English with the integration of ChatGPT.

To check the comprehensiveness and reliability of the questionnaire, the pilot phase for the questionnaire was conducted, and the result of Cronbach's Alpha coefficient = 0.791. This is an appropriate reliability level, indicating that the items in the questionnaire survey were consistent between the design of the items and the ease of understanding of the participants. Data gathered from the initial 20 survey respondents was used to compute this coefficient. Therefore, the questionnaire can be used for the official questionnaire survey with relatively guaranteed reliability.

In the official questionnaire delivery, a group of 60 English-majored seniors completed a questionnaire, and the reliability of the items was assessed using a reliability coefficient test. The findings of the questionnaire used in this study reached an acceptable reliability, with a Cronbach's Alpha coefficient of 0.709 for 30 items.

#### *2.3.2. Semi-structured interviews*

To gather more information from the participants, this study employed a semi-structured interview. With the provision of the interview, the findings of the study might become deeper and more detailed with the data collected in this manner, and the data will be more realistic [20], [21]. This method provides a more comprehensive understanding of the research problems and complements the quantitative findings.

The interview was conducted with the participation of 6 randomly selected English-majored seniors who had completed the questionnaire before. Four open-ended questions were answered by each participant. Each participant was interviewed within 5 minutes in a quiet and comfortable environment. The purpose of the questions in the interview was to find out how the students thought about the challenges of using ChatGPT to learn English and the ways they believed it could be improved. The interviews were conducted flexibly to motivate participants to elaborate on their ideas and provide deeper insights into the research theme.

### 3. Findings and Discussion

#### 3.1. Findings from the questionnaire

##### 3.1.1. Quantitative strand: Challenges of the integration of ChatGPT in learning English

**Table 1.** Overall mean score of English-majored seniors' perceptions of challenges when integrating ChatGPT in learning English

Items	Mean	Std. Deviation	Interpretation
From items 1 to 20	4.20	0.27	Agree

The Descriptive Statistics in Table 1 show the overall mean score of 20 items of the challenges of English-majored seniors encountered when learning English language with the integration of ChatGPT ( $M = 4.20$ ,  $SD = 0.27$ ). This high mean score highlights how common the challenges were among the participants as well as the significance of the impact they had on their English learning experience with the support of ChatGPT.

**Table 2.** English-majored seniors' perceptions of challenges of learning English with the integration of ChatGPT

Items	Mean	Std. Deviation	Interpretation
1. Sometimes, I feel ChatGPT gives me inaccurate information.	4.45	0.62	SA
2. I feel the information given by ChatGPT is not reliable.	4.65	0.66	SA
3. I feel the information was synthesised from various sources in ChatGPT, which makes me feel frustrated.	4.52	0.65	SA
4. I think ChatGPT's knowledge provision is limited.	3.98	0.65	A
5. I think I like the interaction between the teacher and students in the classroom.	4.08	0.70	A
6. I think when checking new words, ChatGPT cannot explain the difference between synonyms and antonyms in particular contexts.	3.82	0.81	A
7. I believe that ChatGPT has difficulty in understanding and interpreting sarcastic and ironic vocabulary and sentences.	3.90	0.78	A
8. I believe that ChatGPT cannot teach learners how to use slang or natural expressions.	3.67	0.82	A
9. In learning to write, I think that ChatGPT cannot help learners improve their creative writing skills.	3.92	0.81	A
10. I think that ChatGPT cannot teach students how to write naturally and systematically.	3.97	0.80	A
11. I think that ChatGPT does not provide practical writing samples for students.	3.95	0.79	A
12. I am concerned that the sample essays in learning to write that ChatGPT creates are plagiarised products.	4.57	0.62	SA
13. In learning pronunciation, I think the user interface of ChatGPT at present is not friendly enough.	3.87	0.79	A
14. I believe that practicing English communication with ChatGPT does not feel natural.	4.03	0.71	A
15. I think that ChatGPT cannot personalise an appropriate language learning path for each learner.	3.82	0.93	A
16. I think that ChatGPT cannot help learners practice the language in real-life scenarios.	4.10	0.68	A
17. I feel ChatGPT can reduce critical thinking skills in learning English.	4.63	0.55	SA
18. I am concerned my creativity in language learning can be limited by overusing ChatGPT.	4.68	0.54	SA
19. I feel that ChatGPT makes me overuse technology in learning English.	4.67	0.54	SA
20. I worry that students can use ChatGPT to cheat in learning.	4.68	0.50	SA

**Legend:**

The degree of agreement was based on the formula introduced by [22]. The interpretations of mean scores in the case of a five-point Likert scale are described as follows:

1.00-1.80: Strongly Disagree

1.81-2.60: Disagree

2.61-3.40: Agree to Some Extent

3.41-4.20: Agree

4.21-5.00: Strongly Agree

Table 2 lists the challenges English-majored seniors encountered when utilising ChatGPT to learn English. However, we present eight significant challenges that students face in their learning process of English with the integration of ChatGPT in this interpretation. The most significant concern was that students were concerned about the possibility of cheating in their studies, with the highest mean score ( $M = 4.68$ ,  $SD = 0.50$ ), indicating a firm belief that ChatGPT could be used for academic cheating. This is a reflection of growing apprehension regarding the moral application of AI in learning environments. Another major concern was the over-reliance on ChatGPT, which limited students' creativity in language learning ( $M = 4.68$ ,  $SD = 0.54$ ). Students believed that automated support could limit their unique thought processes. Similarly, overuse of technology facilitated by ChatGPT was a top concern among students ( $M = 4.67$ ,  $SD = 0.54$ ), indicating a fear of technological dependence. Furthermore, the problem of diminished critical thinking was observed ( $M = 4.63$ ,  $SD = 0.55$ ), suggesting that students believed using AI tools reduced the need for independent analysis and reflection. Concerns regarding the accuracy and dependability of the data that ChatGPT supplied also appeared, with mean scores of ( $M = 4.45$ ,  $SD = 0.62$ ) and ( $M = 4.65$ ,  $SD = 0.66$ ), respectively. These figures demonstrate uncertainty regarding the quality of the material and the honesty of the sources. Additionally, students became confused when content from various sources was combined without proper citations ( $M = 4.52$ ,  $SD = 0.65$ ). Finally, the potential for plagiarism in ChatGPT-generated sample essays ( $M = 4.57$ ,  $SD = 0.62$ ) illustrates students' ethical concerns regarding originality in academic work produced by AI. In sum, these findings highlighted how students viewed the pedagogical integration of ChatGPT into English language learning in a variety of complex and critical ways.

### 3.1.2. Quantitative strand: Pedagogical adjustments of the integration of ChatGPT in learning English

**Table 3.** Overall mean score of English-majored seniors' perceptions of pedagogical adjustments for learning English language with the integration of ChatGPT

Items	Mean	Std. Deviation	Interpretation
From items 21 to 30	4.40	0.28	SA

Table 3 presents the overall mean scores of English-majored seniors' opinions regarding the pedagogical adjustments that improve the effectiveness of ChatGPT's use in the English language learning process. According to these data, students were highly in agreement with all of the suggested pedagogical adjustments.

The data presented in Table 4 reflect English-majored seniors' perceptions of possible pedagogical adjustments for effectively integrating ChatGPT into English language learning. The highest mean score ( $M = 4.68$ ,  $SD = 0.54$ ) was associated with the belief that schools and language educators should hold workshops on how to use ChatGPT for language learning. According to this, there is broad agreement that students need to receive structured and supervised instruction to use AI tools effectively and responsibly. Furthermore, a significant number of participants ( $M = 4.63$ ,  $SD = 0.52$ ) strongly agreed that ChatGPT should only be used when required in order to avoid abuse or overuse, demonstrating an awareness of the risk of AI dependence and misuse in educational environments. Similarly, students showed the importance of verifying the accuracy of information generated by ChatGPT ( $M = 4.62$ ,  $SD = 0.52$ ), which is consistent with concerns about misinformation and the unreliability of AI-generated content.

Additionally, there was a strong consensus ( $M = 4.62$ ,  $SD = 0.49$ ) that ChatGPT should be viewed as a learning tool rather than a shortcut to academic success, indicating that students recognise the importance of integrity and effort in the learning process. The suggestion to combine ChatGPT with traditional classroom teaching ( $M = 4.42$ ,  $SD = 0.72$ ) emphasises the role of teachers in supporting students' learning. It supports the notion that AI should be used in pedagogy to enhance human interaction rather than replace it. In conclusion, these findings demonstrated students' proactive attitudes towards the responsible use of AI and highlighted the importance of ethical considerations and institutional support when integrating ChatGPT into English language instruction.

**Table 4.** *English-majored seniors' perceptions of pedagogical adjustments for learning English language with the integration of ChatGPT*

Items	Mean	Std. Deviation	Interpretation
21. I think it is necessary to check the information provided by ChatGPT to ensure accuracy.	4.62	0.52	SA
22. ChatGPT should only be used when necessary to avoid its abuse.	4.63	0.52	SA
23. To increase efficiency in learning, ChatGPT should be used in combination with the teacher's lectures in the classroom.	4.42	0.72	SA
24. I use ChatGPT with a variety of commands to avoid reducing creativity and critical thinking skills in language learning.	4.20	0.66	A
25. I use ChatGPT to receive feedback to improve and correct mistakes in learning to write.	4.10	0.73	A
26. I use ChatGPT in combination with pronunciation support tools to improve my speaking skills.	4.10	0.63	A
27. I think schools and language educators might organise seminars in relation to the utilisation of ChatGPT in English language learning.	4.68	0.54	SA
28. Ethical claims in using ChatGPT for English language learning should be informed to learners.	4.35	0.55	SA
29. I can contribute and correct ChatGPT when it gives incorrect information.	4.23	0.70	SA
30. I see ChatGPT as a tool to support learning, not as a way to take shortcuts to success.	4.62	0.49	SA

**Legend:**

The degree of agreement was based on the formula introduced by [22]. The interpretations of mean scores in the case of a five-point Likert scale are described as follows:

1.00-1.80: Strongly Disagree

1.81-2.60: Disagree

2.61-3.40: Agree to Some Extent

3.41-4.20: Agree

4.21-5.00: Strongly Agree

**3.2. Findings from the semi-structured interviews****3.2.1. Qualitative strand: Challenges English-majored seniors encountered when learning English with the integration of ChatGPT**

**Authenticity and naturalness of responses.** A few interviewees expressed doubts regarding the accuracy and naturalness of the data generated by ChatGPT. ChatGPT's results were heavy on the subject, rigid like a textbook, and did not fully capture the nuances in sentences as native speakers do, despite being grammatically and semantically correct.

"The biggest challenge is probably that sometimes I am not entirely sure whether ChatGPT's answers are completely accurate, especially when studying academic content." [Student 3]

"...Sometimes I am unsure if the responses I get sound natural enough, since ChatGPT is still a machine, not a real person, so its replies can occasionally miss the mark in real-life contexts." [Student 1]

**Pronunciation and oral feedback.** Participants figured out that ChatGPT's voice response and communication capabilities were highly limited. This might impact the growth of English language learners' speaking and listening abilities. The lack of immediate visual feedback also made learners less confident in their ability to pronounce words correctly.

"Sometimes I struggle when trying to check pronunciation or intonation, since ChatGPT cannot actually listen to or evaluate my speech like a real teacher would." [Student 2]

**Overreliance and cognitive passivity.** A number of students acknowledged that they have a tendency to rely too much on AI to generate ideas and solutions, which decreases critical thinking and mental effort. This "passivity effect" appeared when users asked ChatGPT for answers before trying tasks on their own.

“I think the tricky part is that ChatGPT sometimes provides answers that are almost too perfect, which makes me rely on it more than I should.” [Student 6]

“One issue is that I sometimes rely on it too much. For example, instead of thinking through how to phrase things myself, I ask ChatGPT first. If I am not careful, it can make me a bit ‘mentally lazy’.” [Student 5]

**Question formulation challenges.** Data from interviews also revealed that users’ general or ambiguous queries to ChatGPT occasionally produced disappointing results. Without techniques for practicing asking specific questions, students struggled to get an answer that suited their learning requirements.

### 3.2.2. *Qualitative strand: English-majored seniors’ perceptions of pedagogical adjustments for learning English with the integration of ChatGPT*

**Integration with human interaction.** Interviewees suggested that ChatGPT should be used in conjunction with real-life communication contexts to address concerns about responsiveness, friendliness, and authenticity. For example, ChatGPT could be used to assist when speaking with native speakers, studying with instructors, joining an English conversation club, or combining specialised books and documents. It is anticipated that this strategy might help balance the rigidity of ChatGPT’s use in English language learning.

“I believe the best approach is to combine ChatGPT with reliable learning resources like textbooks, academic dictionaries, and feedback from instructors.” [Student 3]

“I think the ideal approach is to combine ChatGPT with real human practice, like joining English clubs or conversing with native speakers.” [Student 1]

**Multimodal tool combination.** In order to make up for ChatGPT’s lack of a visual evaluation of speaking abilities, learners recommend combining it with listening and pronunciation applications. Pronunciation and intonation correction feedback can be obtained through specialised speech analysis applications.

“I am experimenting with combining ChatGPT, pronunciation apps, and native speaker videos to boost my listening and speaking skills.” [Student 2]

“...And when I need pronunciation practice, I supplement with dedicated listening and speaking applications.” [Student 3]

**Guided prompt engineering.** Interviewees emphasised how crucial it is to give specific and focused prompts in order to elicit clearer and pertinent answers. Training in question design techniques was deemed necessary to improve AI assistance.

“I am training myself to ask more specific, detailed questions so ChatGPT understands exactly what I need.” [Student 4]

“I should also practice asking more targeted questions to get precise feedback, like ‘Does this sound natural?’ or ‘How would a native speaker say this?’” [Student 1]

**Self-regulated usage protocols.** Learners have proposed structured usage guidelines to counteract over-reliance, including completing tasks independently before consulting ChatGPT, scheduling time-limited sessions centered on particular skills, and regularly cross-validating AI outputs with reliable sources (e.g., textbooks and instructor feedback). The goal of these protocols is to encourage critical analysis and active learning of AI-generated content.

“...I also set clearer learning goals for each session to stay focused and avoid getting sidetracked.” [Student 2]

“...I have also learned to fact-check ChatGPT’s responses rather than trusting them blindly.” [Student 3]

“I think the key is setting boundaries for usage. Instead of asking ChatGPT first, I now challenge myself to try independently, then use it to verify or refine my work.” [Student 5]

“I am cultivating the habit of cross-checking ChatGPT’s information against class materials and instructor feedback. Additionally, I set specific usage goals - like limiting today’s session to

writing error checks and reserving vocabulary practice for tomorrow - to prevent over-reliance.” [Student 6]

### **3.3. Discussion**

#### *3.3.1. For the first research question*

First, the findings of the study indicated that ChatGPT might provide students with inaccurate data, which is similar to the research results from [23]. In a similar vein, Slamet [10] agreed with the mentioned claim. In particular, participants of the study also expressed concern that ChatGPT’s inaccurate information might influence the usage process.

Second, the present study shows that students are also concerned that a minority of people would use ChatGPT as a cheating tool in their studies. This outcome is comparable to the research conducted by [24]. In this study, it is concluded that ChatGPT could be used as a way to cheat by lazy students. Additionally, the study found that students’ creativity and critical thinking may be compromised by excessive use of ChatGPT. This idea was supported by [25]. In their study, they stated that the inappropriate use of ChatGPT would reduce learners’ creativity. This is further reinforced by a study by [19] that discovered students’ critical thinking and creativity may be reduced when using ChatGPT as a writing assistance tool. Furthermore, using ChatGPT may lead to a reliance on technology in learning and raise privacy and security concerns for users, as also mentioned in this study. In particular, a study by [26] conducted in the context of Vietnam also expressed concerns that relying on AI tools such as ChatGPT in learning limits learners’ imagination, making them more dependent on AI suggestions.

In addition, the data from the study demonstrated that students felt that ChatGPT responses were unnatural and mechanical. The finding by [9] that ChatGPT lacks several human characteristics is in alignment with this. Saifi [7] agreed with this viewpoint. The results of his study showed that ChatGPT lacks human interactions, which limits it from organising activities that are interesting and engaging for learners. Teng [8] further added that ChatGPT responses are unnatural and confusing due to the lack of human emotions.

In summary, the research data show many similarities with previous studies on the limitations of ChatGPT in educational language contexts. The findings indicate that learners are concerned about the accuracy of information, the risk of abusing the tool for cheating, and a decline in critical and creative thinking. In addition, ChatGPT is also assessed as lacking in naturalness in feedback, reducing interactivity in the learning process. These findings contribute to clarifying the limitations of using ChatGPT in English language learning.

#### *3.3.2. For the second research question*

In order to address the low accuracy of the information provided by ChatGPT, the study’s data suggests that students should verify the results produced by ChatGPT and compare them with those from several reliable sources. This supports the conclusion drawn by [23] that students should verify the accuracy of the answers they receive from ChatGPT rather than relying too heavily on them. This viewpoint is further supported by [10], who advises students to carefully consider the feedback generated by ChatGPT. Additionally, Xiao and Zhi [24] stated that in order for students to evaluate the responses they receive from ChatGPT, they need to develop their critical thinking abilities. Especially, a study by [27] conducted in the context of Vietnam also suggested that the quality of results generated by ChatGPT should be re-evaluated to avoid receiving inaccurate or incomplete information.

Furthermore, the findings of the study highlight the significance of holding workshops, training sessions, and classes on how to use ChatGPT effectively for English language learning and instruction for both teachers and students. This is to reduce the potential harm that ChatGPT may cause. The authors of [24] agreed with this perspective. They noted in their study that it is important to help students identify ChatGPT’s shortcomings when it comes to language

learning. Similar ideas were expressed by Slamet [10], who suggested a solution that combined awareness-raising with instruction on how to use ChatGPT to its full potential. Ali [28] also emphasised the significance of maintaining uniformity between educators and learners when instructing them on the appropriate use of ChatGPT for learning English.

In addition to the similarities with previous studies, this study provides appropriate pedagogical adjustments that have not been proposed in previous studies. At first, ChatGPT should be used in conjunction with a variety of information sources and tools to provide learners with the best possible support. Simultaneously, ChatGPT should be used in contexts in which real people interact, such as in the classroom or when communicating with native speakers, to increase engagement and motivation to learn. Additionally, students should work on using prompts in a more comprehensive, varied, and imaginative manner so that ChatGPT can accurately respond and comprehend the context and expectations.

#### 4. Conclusion

This study was conducted with the aim of finding out the perspectives on the challenges and pedagogical adjustments for English-majored seniors in integrating ChatGPT into their English learning. Based on the findings, most English-majored seniors were aware of ChatGPT's shortcomings when it came to assisting them with their English language learning. These challenges included technical constraints such as low accuracy and naturalness of responses. This study also revealed that students who overuse ChatGPT as a shortcut to success may give rise to moral dilemmas like academic dishonesty, plagiarism, and a decline in critical thinking and creativity.

Additionally, students agreed with the suggested pedagogical adjustments and offered ideas for progressively resolving the issues and transforming ChatGPT into a useful aid for English language learning. Some of these suggestions include carefully reviewing the information provided by ChatGPT to avoid unnecessary errors and comparing it to other reliable sources. ChatGPT can also be used in real-world situations or in conjunction with other support resources to enhance students' language learning. Specifically, the findings of the study highlight the significance of increasing awareness and providing education on the proper use of ChatGPT as one of the essential long-term solutions.

In conclusion, the study shows that English-majored seniors are aware of the challenges of using ChatGPT for their English language learning. Although issues of over-reliance, accuracy, and ethics were brought up, students also held positive perceptions towards appropriate pedagogical adjustments to these problems. These findings highlight the significance of encouraging the prudent and knowledgeable application of AI tools in language instruction and education.

#### Acknowledgments

We would like to express our deep gratitude to the anonymous reviewers for improving the quality of our research work. Additionally, we would also like to thank our students for their help in completing the process of data collection.

#### REFERENCES

- [1] S. Makridakis, "The forthcoming Artificial Intelligence (AI) revolution: Its impact on society and firms," *Futures*, vol. 90, pp. 46–60, 2017, doi: 10.1016/j.futures.2017.03.006.
- [2] A. M. Goralski and K. T. Tan, "Artificial intelligence and sustainable development," *The International Journal of Management Education*, vol. 18, no. 1, 2020, Art. no. 100330, doi: 10.16/j.ijme.2019.100330.
- [3] A. V. Tsvyk and V. I. Tsvyk, "Social issues in the development and application of artificial intelligence," *RUDN Journal of Sociology*, vol. 22, no. 1, pp. 58–69, 2022, doi: 10.22363/2313-2272-2022-22-1-58-69.
- [4] V. Tynnyi, E. Schukina, and O. Belyakova, "Foreign language acquisition through artificial intelligence technology," *Youth & Market*, no. 6/226, pp. 78–83, 2024, doi: 10.24919/2308-4634.2024.303934.
- [5] V. Slavuj, A. Meštrović, and B. Kovačić, "Adaptivity in educational systems for language learning: A review," *Computer Assisted Language Learning*, vol. 30, no. 1–2, pp. 64–90, 2017, doi: 10.1080/09588221.2016.1242502.

- [6] N. Niyozov, A. Bijanov, S. Ganiyev, and R. Kurbonova, "The pedagogical principles and effectiveness of utilizing ChatGPT for language learning," *E3S Web of Conferences*, vol. 461, 2023, Art. no. 01093, doi: 10.1051/e3sconf/202346101093.
- [7] A. M. Saifi, "Exploring ChatGPT for English learning: A review of benefits and drawbacks," *International Journal of English Language and Literature Studies (IJELLS)*, vol. 3, no. 2, pp. 36–46, 2024, doi: 10.5281/zenodo.14064532.
- [8] F. M. Teng, "ChatGPT is the companion, not enemies: EFL learners' perceptions and experiences in using ChatGPT for feedback in writing," *Computers and Education: Artificial Intelligence*, vol. 7, pp. 1–10, 2024, doi: 10.1016/j.caeai.2024.100270.
- [9] R. K. V. Horn, "ChatGPT in English language learning: Exploring perceptions and promoting autonomy in a university EFL context," *TESL-EJ*, vol. 28, no. 1, pp. 1–26, 2024, doi: 10.55593/ej.28109a8.
- [10] J. Slamet, "Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions," *Discover Artificial Intelligence*, vol. 4, no. 1, 2024, doi: 10.1007/s44163-024-00143-2.
- [11] L. Bai, X. Liu, and J. Su, "ChatGPT: The cognitive effects on learning and memory," *Brain-X*, vol. 1, no. 3, pp. 1–9, 2023, doi: 10.1002/brx2.30.
- [12] K. Memmedova and B. Ertuna, "Development of a fuzzy Likert scales to measure variables in social sciences," *Information Sciences*, vol. 654, 2024, Art. no. 119792, doi: 10.1016/j.ins.2023.119792.
- [13] J. M. Baker, "Data collection–questionnaire design," *The Marketing Review*, vol. 3, no. 3, pp. 343–370, 2003, doi: 10.1362/146934703322383507.
- [14] J. Galán-García, S. Merino, J. Martínez *et al.*, "Genetic and algebraic algorithms for classifying the items of a likert questionnaire," *Mathematics in Computer Science*, vol. 11, pp. 49–59, 2017, doi: 10.1007/s11786-017-0289-1.
- [15] G. Pescaroli, O. Velazquez, I. Alcántara-Ayala *et al.*, "A likert scale-based model for benchmarking operational capacity, organizational resilience, and disaster risk reduction," *International Journal of Disaster Risk Science*, vol. 11, pp. 404–409, 2020, doi: 10.1007/s13753-020-00276-9.
- [16] N. Schwarz and G. Bohner, "The construction of attitudes," in *Blackwell handbook of social psychology: Intraindividual processes*, A. Tesser and N. Schwarz, Eds. Oxford: Blackwell Publishers, 2001, pp. 436–457.
- [17] C. Wilson, "Semi-structured interviews," *Interview Techniques for ux Practitioners*, vol. 1, pp. 23–41, 2014, doi: 10.1016/B978-0-12-410393-1.00002-8.
- [18] University of Oxford, "The construction of attitudes," Research Support, 2021. [Online]. Available: <https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/consent>. [Accessed Jun. 22, 2025].
- [19] H. Aljuaid, "The impact of artificial intelligence tools on academic writing instruction in higher education: A systematic review," *Arab World English Journal*, special issues on ChatGPT, pp. 26–55, 2024, doi: 10.24093/awej/ChatGPT.2.
- [20] O. Adeoye-Olatunde and N. Olenik, "Research and scholarly methods: Semi-structured interviews," *Journal of the American College of Clinical Pharmacy*, vol. 4, no. 10, pp. 1358–1367, 2021, doi: 10.1002/jac5.1441.
- [21] J. Carruthers, "A rationale for the use of semi-structured interviews," *Journal of Educational Administration*, vol. 28, no. 1, pp. 63–68, 1990, doi: 10.1108/09578239010006046.
- [22] L. J. Pimentel, "A note on the usage of Likert Scaling for research data analysis," *USM R&D Journal*, vol. 18, no. 2, pp. 109–112, 2010.
- [23] F. A. Mubaroq, Khoirunnisa, K. F. Kamalia, and L. Zenico, "The advantages and disadvantages of using ChatGPT for writing skill in higher school," *Conference on English Language Teaching*, vol. 4, no. 1, pp. 178–183, Jun. 2024.
- [24] Y. Xiao and Y. Zhi, "An exploratory study of EFL learners' use of ChatGPT for language learning tasks: Experience and perceptions," *Languages*, vol. 8, no. 3, pp. 1–12, 2023, doi: 10.3390/languages8030212.
- [25] A. R. W. Bin-Hady, M. K. J. Ali, and A. M. Al-humari, "The effect of ChatGPT on EFL students' social and emotional learning," *Journal of Research in Innovative Teaching & Learning*, vol. 17, no. 2, pp. 243–255, 2024, doi: 10.1108/jrit-02-2024-0036.
- [26] H. H. Hua and T. T. Le, "Exploring the impact of AI in language education: Vietnamese EFL teachers' views on using ChatGPT for fairy tale retelling tasks," *International Journal of Learning, Teaching and Educational Research*, vol. 23, no. 3, pp. 486–503, 2024, doi: 10.26803/ijlter.23.3.24.
- [27] K. N. Lam, "Vietnamese university students' perceptions in learning English using ChatGPT," *International Journal of Science and Management Studies (IJSMS)*, vol. 7, no. 1, pp. 142–148, 2024, doi: 10.51386/25815946/ijms-v7i1p121.
- [28] M. K. J. Ali, "Benefits and challenges of using ChatGPT: An exploratory study on English language program," *University of Bisha Journal for Humanities*, vol. 2, no. 2, pp. 629–641, 2023.