

Students' Attitudes Toward ChatGPT Use in English Assignments at Universitas Kristen Artha Wacana: Perceived Benefits, Risks, and Guidance

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ABSTRACT

The growing use of generative artificial intelligence has created new possibilities and new tensions in English language learning. This study examines undergraduate students' attitudes toward using ChatGPT for English assignments and considers whether students view it as more helpful or harmful. A descriptive quantitative survey was conducted with 129 students from the English Education and Christian Educational Management programs at Universitas Kristen Artha Wacana. Data were collected through a five-point Likert questionnaire and two open-ended questions, then analyzed using frequencies, percentages, means, and thematic coding. The findings show generally favorable perceptions: 63.6% agreed or strongly agreed that ChatGPT made assignments easier, and 56.6% reported better understanding of English materials. At the same time, 64.3% were concerned that excessive use could reduce independent writing ability. Students also expressed uncertainty about academic integrity, while 66.7% supported official lecturer guidance. Overall, ChatGPT was perceived as a useful learning aid, but its value depended on critical and responsible use rather than substitution for students' own work.

Keywords: *Chatgpt, Artificial Intelligence, English Assignments, Student Attitudes, Higher Education, Academic Integrity*

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INTRODUCTION

The rapid development of generative artificial intelligence (AI) has begun to reshape how university students search for information, develop ideas, draft texts, and complete academic tasks. One of the most widely recognized tools is ChatGPT, a conversational large language model capable of generating explanations and written responses based on natural-language prompts. Its accessibility has increased the visibility of AI-assisted work in higher education, including English language learning. Recent reviews indicate a growing body of research examining ChatGPT in relation to teaching, learning, writing, and ethical considerations (Baig & Yadegaridehkordi, 2024; Kohnke et al., 2023; Li et al., 2024). In Indonesian English as a Foreign Language (EFL) education, this development forms part of the broader digitalization of teaching and learning, in which digital tools have increasingly become integrated into educational practices (Hockly & Dudeney, 2018; Jonathans & Metboki, 2021).

In English language education, ChatGPT is particularly relevant because academic assignments often require students to manage vocabulary, grammar, sentence structure, paragraph organization, translation, and idea development simultaneously. ChatGPT can provide immediate explanations, examples, alternative expressions, and feedback, potentially helping students overcome difficulties during independent learning. Recent empirical studies have reported that EFL learners use ChatGPT to brainstorm ideas, organize arguments, revise language, clarify concepts, and obtain feedback on their writing (Arifin et al., 2025; Meniado et al., 2024; Teng, 2024). Similarly, Mahapatra (2024) reported positive outcomes when

ChatGPT was integrated as a formative feedback tool in undergraduate ESL writing instruction. These findings suggest that ChatGPT can serve not only as a source of generated answers but also as a language-learning resource when students critically evaluate and appropriately apply its suggestions.

Despite these potential benefits, the use of ChatGPT in academic assignments raises concerns about students' independent thinking, writing development, and learning autonomy. Students may become overly dependent on AI-generated content, allowing the tool to replace rather than support their own reasoning and language practice. When students accept generated answers without checking their accuracy, revising the wording, or understanding the underlying ideas, they may miss valuable opportunities to develop their language proficiency. Barrot (2023) discusses the pedagogical potential of ChatGPT alongside limitations concerning its accuracy and intelligibility in second-language writing, while Bouteraa et al. (2024) highlight academic integrity as an important consideration in students' adoption of generative AI. Accordingly, concerns about overreliance, inaccurate information, diminished independent thinking, and academic misconduct have become central to discussions of AI in education (Tlili et al., 2023; UNESCO, 2023).

These concerns are particularly significant in English writing because writing is both an academic product and a learning process through which students practice language, organize ideas, make linguistic choices, and develop their personal voice. Although AI-generated paragraphs may help students complete assignments more efficiently, excessive reliance on generated content may reduce opportunities to practice these essential skills. Alternatively, students can use ChatGPT constructively to identify grammatical errors, compare expressions, request explanations, and obtain feedback on their own drafts. Research suggests that AI-supported writing can improve certain aspects of writing performance and student engagement when its use is integrated into instructional activities and accompanied by appropriate guidance (Mahapatra, 2024; Werdiningsih et al., 2024; Woo et al., 2024). Therefore, the educational value of ChatGPT depends not only on its technical capabilities but also on students' patterns of use and the instructional approaches adopted by lecturers.

Understanding students' attitudes is consequently important for examining the relationship between the perceived usefulness of ChatGPT and the risks associated with its use. Students may appreciate the tool's convenience, accessibility, and ability to provide immediate assistance while remaining concerned about dependency, information accuracy, writing authenticity, and academic misconduct. Studies involving EFL learners have similarly identified positive perceptions of AI-assisted writing alongside concerns about its limitations and the appropriate boundaries of its use (Meniado et al., 2024; Teng, 2024; Werdiningsih et al., 2024). A positive attitude toward ChatGPT should therefore not automatically be interpreted as uncritical acceptance. Instead, it may reflect a conditional willingness to use the technology when students recognize its benefits, understand its limitations, and remain responsible for their own academic work.

Although international research on ChatGPT in education has expanded rapidly, further investigation is needed to understand how Indonesian university students perceive its use specifically for English assignments within their institutional contexts. Existing studies provide valuable insights into AI-assisted language learning, writing support, accuracy, and academic ethics. However, the ways students simultaneously perceive practical benefits, potential threats to independent writing, academic integrity, and the need for lecturer guidance warrant further examination. These perceptions may vary according to students' English proficiency, previous learning experiences, access to academic support, classroom expectations, and institutional practices. At Universitas Kristen Artha Wacana (UKAW), students from different study programs may encounter English assignments with varying purposes and levels of difficulty. Investigating their perceptions can therefore provide context-specific evidence to inform the responsible integration of ChatGPT into English language learning.

Against this background, the present study addresses three research questions: (1) How do students perceive the usefulness of ChatGPT for English assignments? (2) What risks and ethical concerns do students associate with its use? and (3) What do students' open-ended responses reveal about the perceived benefits and challenges of ChatGPT? These questions are intended to capture students' experiences from both practical and ethical perspectives. Rather than treating ChatGPT as simply helpful or harmful, the study recognizes that perceived benefits and risks may coexist within the same student's experience. For example, a student may consider ChatGPT useful for improving grammar and developing ideas while also expressing concerns about dependence on AI-generated content or the potential for academic misconduct. The study adopts a descriptive approach to examining these perceptions and does not seek to establish a causal relationship between ChatGPT use and academic achievement.

By combining Likert-scale responses with students' open-ended comments, this study seeks to provide a balanced understanding of how undergraduates at UKAW perceive ChatGPT as a tool for supporting English assignments and language learning. The quantitative responses provide an overview of students' perceptions of its usefulness and associated risks, while the qualitative responses offer further insight into their experiences, concerns, and expectations. Bringing these forms of evidence together allows the study to examine not only whether students value ChatGPT but also the reasons underlying their perceptions and the challenges they encounter when using it. The findings are expected to contribute context-specific insights into responsible AI use in English language education and inform lecturers' efforts to establish appropriate guidance that supports students' learning, independent thinking, and academic integrity.

METHOD

Research Design and Participants

This study employed a descriptive quantitative survey design, supplemented by qualitative descriptive analysis of two open-ended questions. The design was selected because the purpose was to identify patterns in students' experiences and attitudes rather than establish causal relationships (Creswell & Creswell, 2018). The participants were 129 undergraduate students at Universitas Kristen Artha Wacana. The sample consisted of 64 students (49.6%) from the English Education Program and 65 students (50.4%) from the Christian Educational Management Program. Students from Semester 2 constituted 76 respondents (58.9%), followed by Semester 6 with 28 (21.7%) and Semester 4 with 25 (19.4%). The respondents were approximately 20–22 years old. Of the 129 responses, 87 were female (67.4%), 41 were male (31.8%), and one response did not report gender (0.8%). Participants were recruited through convenience sampling because the questionnaire was distributed to students who were accessible and willing to respond. Participation was voluntary.

Instrument

The questionnaire contained demographic items, a question about prior ChatGPT use, a five-category frequency item, ten five-point Likert statements, and two open-ended questions. The ten Likert statements addressed perceived understanding of English materials, assignment efficiency, perceived assignment quality, independent writing, academic dishonesty, academic integrity, comfort, perceived learning effectiveness, lecturer guidance, and future use. Responses ranged from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was administered in Indonesian through Google Forms so that respondents could answer the items in the language used in the original instrument. The available study record does not document formal pilot testing, back-translation, or factor-analytic validation; these procedures are therefore not claimed in this study. The two open-ended questions asked students to describe the main advantage of using ChatGPT for English assignments and their main concerns or challenges.

Procedure

Data were collected through an online questionnaire. After the responses were exported, the dataset was checked for completeness and organized by demographic variables and questionnaire items. No attempt was made to infer missing information. One respondent did not report gender and was retained as a missing category in the descriptive profile. The frequency question included a “Tidak pernah” option although it was introduced with “Jika ya”; this response was retained because it was part of the submitted dataset.

Data analysis

Quantitative responses were summarized using frequencies, percentages, and item means. Agreement refers to the combined categories of agree and strongly agree; neutrality refers to the neutral category; and disagreement combines disagree and strongly disagree. For internal-consistency analysis, the three negatively worded risk items (independent writing, possible academic dishonesty, and damage to academic integrity) were reverse-coded. The ten-item scale yielded a Cronbach's alpha of 0.824 after reverse coding, indicating acceptable internal consistency for descriptive use. This coefficient should not be interpreted as evidence that the ten items form a single unidimensional construct because the instrument covers several related dimensions of students' attitudes. No formal factor analysis was conducted. The open-ended responses were examined through descriptive thematic coding. Responses were read for recurring meanings and grouped into benefit themes (ease and efficiency; information and understanding; writing and grammar support; ideas and examples; translation support) and concern themes (accuracy and relevance; critical thinking and independence; dependency and reduced effort; language and comprehension; academic integrity). Theme frequencies represent the number of responses mentioning a theme and are therefore overlapping rather than mutually exclusive.

FINDINGS AND DISCUSSION

Respondent profile and experience with ChatGPT

The respondent profile shows a relatively balanced representation of the two participating programs: 64 respondents (49.6%) were from English Education and 65 (50.4%) were from Christian Educational Management. The semester distribution was less balanced, with 76 respondents (58.9%) in Semester 2, 25 (19.4%) in Semester 4, and 28 (21.7%) in Semester 6. Respondents were approximately 20–22 years old. Female respondents comprised 87 participants (67.4%), male respondents 41 (31.8%), and one response did not report gender (0.8%). This profile should be considered when interpreting the findings, particularly because the sample was obtained through convenience sampling and was concentrated in Semester 2.

Table 1. Respondent Characteristics

Characteristic	Category	n	%
Age	Approximately 20–22 years	–	–
Program	English Education	64	49.6
Program	Christian Educational Management	65	50.4
Gender	Female	87	67.4
Gender	Male	41	31.8
Gender	Not reported	1	0.8
Semester	2	76	58.9
Semester	4	25	19.4
Semester	6	28	21.7

Experience with ChatGPT was widespread. A total of 119 students (92.2%) reported having used ChatGPT for English assignments, compared with 10 students (7.8%) who

reported that they had not. Among the reported frequency responses, 49 students (38.0%) selected "Sering," 17 (13.2%) selected "Sangat sering," 45 (34.9%) selected "Kadang-kadang," 12 (9.3%) selected "Jarang," and 6 (4.7%) selected "Tidak pernah." The "Tidak pernah" responses are retained because they are part of the original response set. The frequency pattern indicates substantial prior exposure to ChatGPT among respondents, which makes their reported perceptions relevant to actual assignment practices rather than only hypothetical views.

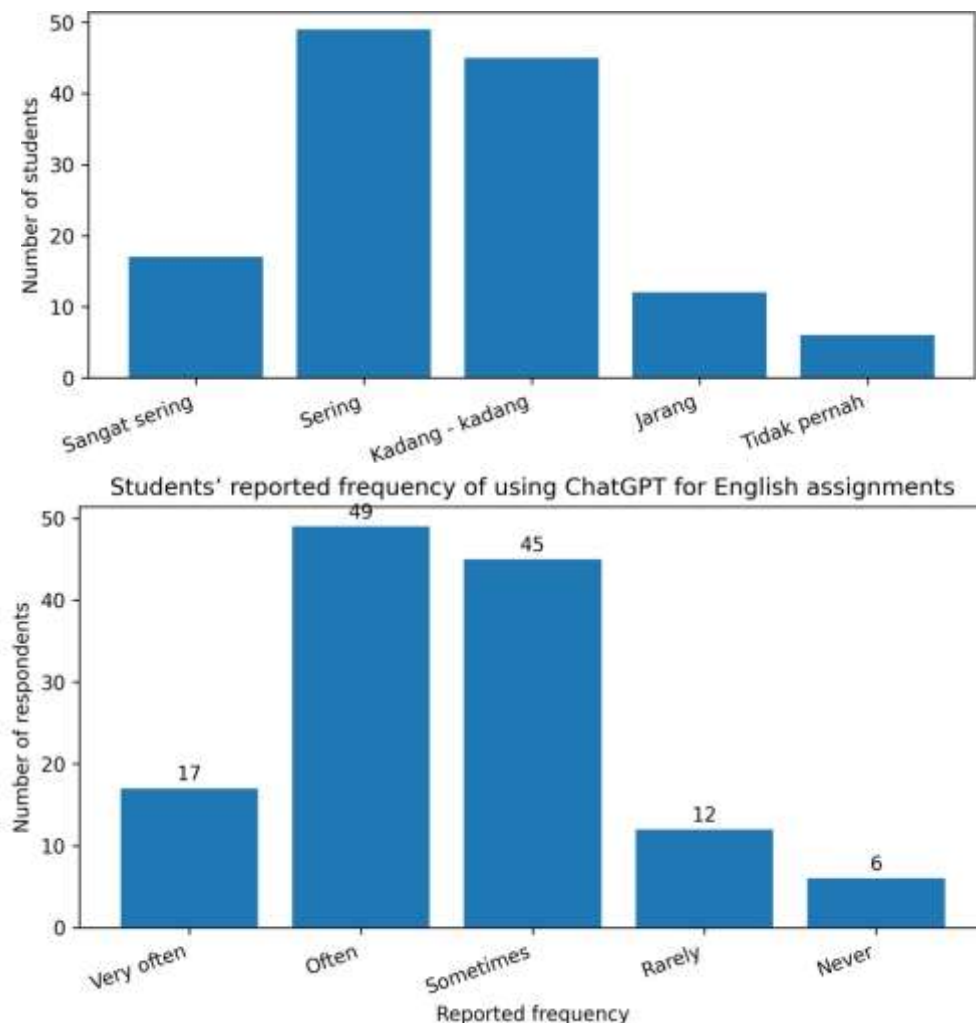


Figure 1. Students' reported frequency of using ChatGPT for English assignments.

ChatGPT is perceived as useful, especially for efficiency and understanding

The first major pattern is that students perceived practical benefits, particularly for completing assignments and understanding English materials. Eighty-two students (63.6%) agreed or strongly agreed that ChatGPT made English assignments easier, while 40 (31.0%) were neutral and 7 (5.4%) disagreed or strongly disagreed. The mean score was 3.71, the highest among the items directly addressing learning and assignment benefits. In practical terms, the open-ended responses clarify that "easier" was associated with completing tasks more quickly, finding information, simplifying difficult work, obtaining explanations, and receiving language support. 3.71 on the five-point scale, the highest among the three statements that directly addressed learning and assignment benefits. This result is consistent with students' descriptions of ChatGPT as a fast and accessible source of assistance.

Understanding of English materials was another clear perceived benefit. Seventy-three respondents (56.6%) agreed or strongly agreed that ChatGPT helped them understand English materials better, compared with 47 (36.4%) who were neutral and 9 (7.0%) who disagreed or strongly disagreed. The mean was 3.60. The open-ended data help specify this perceived

understanding: students mentioned information and explanations, as well as writing and grammar support. Thus, the finding appears to concern several aspects of English learning rather than one single skill. At the same time, the substantial neutral group indicates that this benefit was not experienced uniformly.

Perceived improvement in assignment quality was more cautious. Fifty-six students (43.4%) agreed or strongly agreed that ChatGPT improved the quality of their English assignments, whereas 58 (45.0%) selected neutral and 15 (11.6%) disagreed or strongly disagreed. The mean was 3.36. The difference between ease of completion (63.6% agreement) and perceived quality improvement (43.4%) suggests that students distinguished efficiency from quality: ChatGPT was more consistently valued for making work easier than for guaranteeing a better final product. This distinction is consistent with research emphasizing that AI-generated language still requires human checking and revision (Barrot, 2023; Werdiningsih et al., 2024).

Students' perceptions of ChatGPT as an effective learning aid were moderate. Sixty-one students (47.3%) agreed or strongly agreed that it was an effective learning aid, while 55 (42.6%) were neutral and 13 (10.1%) disagreed or strongly disagreed. Comfort with using the tool was somewhat higher, with 62 respondents (48.1%) agreeing or strongly agreeing. These findings are broadly consistent with Meniado et al. (2024) and Teng (2024), who report that EFL learners value ChatGPT for language-related support and feedback while also recognizing limitations. The present study adds that students' confidence in ChatGPT as a learning aid was less pronounced than their confidence in its immediate convenience.

Table 2. Distribution of attitudes toward ChatGPT. Agreement combines agree and strongly agree; risk-oriented items retain their original wording in the descriptive table.

Statement focus	Mean	Agree/strongly agree (n)	%	Neutral (n)	Disagree/strongly disagree (n)
Understanding	3.60	73	56.6	47	9
English materials					
Easier	3.71	82	63.6	40	7
assignment completion					
Improved	3.36	56	43.4	58	15
assignment quality					
Reduced	3.74	83	64.3	34	12
independent writing					
Possible	3.29	52	40.3	52	25
academic dishonesty					
Damage to	3.17	43	33.3	61	25
academic integrity					
Comfortable	3.47	62	48.1	55	12
using ChatGPT					
Effective	3.43	61	47.3	55	13
learning aid					
Need lecturer	3.84	86	66.7	38	5
guidelines					

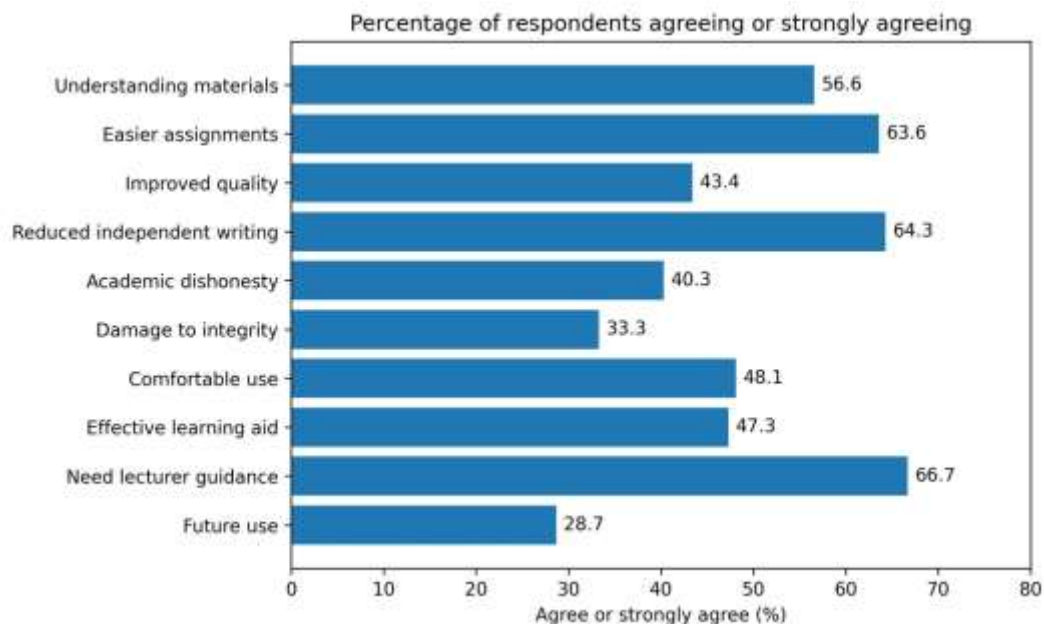


Figure 2. Percentage of respondents who agreed or strongly agreed with each attitude statement.

The pattern is consistent with previous empirical research showing that learners use ChatGPT for brainstorming, language revision, feedback, and explanations (Meniado et al., 2024; Teng, 2024), while Mahapatra (2024) found benefits when ChatGPT was used as formative feedback in ESL writing. At the same time, the present data do not demonstrate that ChatGPT improves achievement because no objective achievement or writing-quality measure was included. The evidence therefore concerns perceived usefulness, not measured learning gains. This distinction is important when interpreting the positive responses.

Usefulness is accompanied by concerns about independent writing and academic integrity

The second major pattern is that perceived usefulness coexists with substantial concern about independent writing. Eighty-three students (64.3%) agreed or strongly agreed that excessive use of ChatGPT could reduce their ability to write independently; 34 (26.4%) were neutral and 12 (9.3%) disagreed or strongly disagreed. The mean was 3.74. This finding is consistent with Barrot (2023), who identifies risks and limitations in ChatGPT-assisted L2 writing, and with Woo et al. (2024), who emphasize the importance of instructional support when students write with ChatGPT. For English learners, the concern is particularly relevant because writing competence develops through repeated attempts, revision, feedback, and conscious language choices.

The open-ended responses provide additional evidence of this concern. Students mentioned critical thinking and independence in 33 responses and dependency and reduced effort in 30 responses. Comments referred to becoming “less independent” and to the possibility that thinking ability could weaken when students routinely ask ChatGPT for answers. These responses deepen the quantitative result by showing that the concern is not limited to the final written product; students also associate excessive AI use with the learning process itself. The pattern aligns with the emphasis on learner autonomy and human oversight in recent AI-supported language-learning research (Meniado et al., 2024; Werdiningsih et al., 2024).

Academic integrity produced a more ambivalent pattern. Fifty-two students (40.3%) agreed or strongly agreed that using ChatGPT could be considered academic dishonesty, while 52 (40.3%) were neutral and 25 (19.4%) disagreed or strongly disagreed. The mean was 3.29. For the statement that ChatGPT could damage academic integrity, 43 students (33.3%) agreed or strongly agreed, 61 (47.3%) were neutral, and 25 (19.4%) disagreed or strongly disagreed, producing a mean of 3.17. The large neutral groups suggest uncertainty about boundaries rather than a settled view. This finding is consistent with Bouterraa et al. (2024),

who identify academic integrity as relevant to students' adoption of generative AI. It also supports UNESCO (2023) emphasis on clear, human-centered safeguards. The issue is therefore not simply whether students use ChatGPT, but whether they can distinguish assistance that supports learning from AI-generated work that is submitted as their own.

The open-ended responses also indicate that academic integrity was explicitly mentioned less often than accuracy or independence, appearing in 8 responses. This lower frequency should not be interpreted as evidence that integrity is unimportant; rather, the Likert responses show considerable uncertainty, with 40.3% agreeing that ChatGPT use could constitute academic dishonesty and 40.3% remaining neutral. The combination suggests that students may recognize problematic uses without having a clear rule for determining where acceptable assistance ends and inappropriate substitution begins.

Students want clearer guidance rather than a simple ban

The clearest institutional finding concerns lecturer guidance. Eighty-six respondents (66.7%) agreed or strongly agreed that lecturers should provide official guidance on ChatGPT use, 38 (29.5%) were neutral, and only 5 (3.9%) disagreed or strongly disagreed. The mean score was 3.84, the highest among the ten attitude statements. This finding is consistent with the concerns about academic integrity and independent writing: students appear to need clearer expectations about when and how AI may be used. Previous work on digital EFL learning emphasizes the role of scaffolding, feedback, interaction, and teacher support (Jonathans & Metboki, 2021; Schuler, 2020).

The open-ended findings suggest that guidance should be concrete rather than limited to a general instruction to "use ChatGPT responsibly." Task-specific guidance could distinguish among uses such as asking for explanations of grammar, generating practice questions, identifying vocabulary alternatives, obtaining feedback on a student-written draft, and generating text that is submitted without meaningful student contribution. Where appropriate, lecturers can also require transparency about substantial AI assistance. Such guidance would address the uncertainty reflected in the academic-integrity items while preserving the learning purposes of English assignments.

The future-use item further illustrates this uncertainty. Only 37 students (28.7%) agreed or strongly agreed that they would continue using ChatGPT for English assignments, while 60 (46.5%) were neutral and 32 (24.8%) disagreed or strongly disagreed. The mean was 3.02, the lowest of the ten items. This result is important because students' immediate perceptions of usefulness were stronger than their intention to continue using ChatGPT. The difference suggests that perceived usefulness for particular tasks does not automatically translate into a fixed intention to use the tool for all future assignments.

What students say in their own words: efficiency, language support, accuracy, and dependency

The open-ended responses provide concrete context for the quantitative findings. Because the coding was based on recurring mentions, a single response could contribute to more than one theme. The most frequently identified benefit was ease and efficiency, mentioned in 68 responses. Students described completing tasks more quickly, finding information, and simplifying difficult work. Information and understanding appeared in 38 responses, writing and grammar support in 24, ideas and examples in 8, and translation support in 3. These themes help operationalize what students meant by ChatGPT making assignments "easier."

The benefit themes show that students did not describe ChatGPT only as a source of ready-made answers. They also referred to explanations, grammar correction, sentence improvement, information, and examples. This pattern is consistent with Meniado et al. (2024) and Teng (2024), who found that EFL learners use ChatGPT for multiple forms of writing and language support. The educational significance depends on whether students remain actively involved in interpreting, evaluating, and applying the assistance.

The concern themes were similarly specific. Accuracy and relevance appeared in 34 responses, critical thinking and independence in 33, dependency and reduced effort in 30, language and comprehension in 20, and academic integrity in 8. The prominence of accuracy is consistent with Barrot (2023), who identifies limitations in the reliability and intelligibility of ChatGPT for L2 writing. The independence and dependency themes are also compatible with Werdiningsih et al. (2024), who emphasize the need to balance AI support with authenticity in academic writing. Together, the themes show that students' concerns involve both the quality of AI output and the effects of relying on it during learning.

Taken together, the quantitative and qualitative findings provide a clearer picture of students' attitudes: convenience and language support are the most visible benefits, while accuracy, independent thinking, dependency, and academic integrity are the most visible concerns. Because the qualitative counts overlap, they should be read as indicators of recurring issues rather than as mutually exclusive categories.

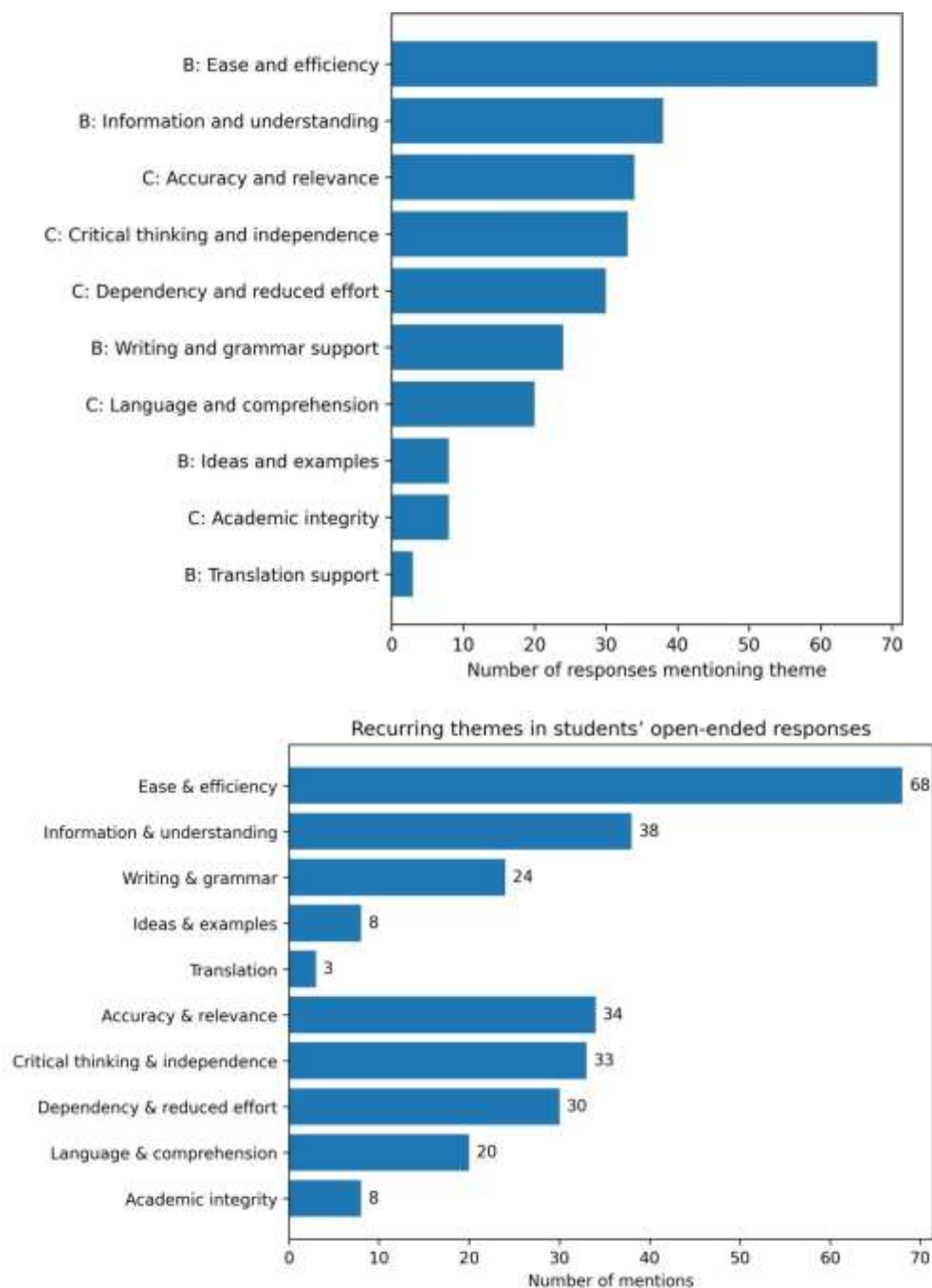


Figure 3. Recurring themes in students' open-ended responses. Theme counts represent mentions and may overlap within a response.

Tables 3 and 4. Recurring themes in open-ended responses; counts indicate mentions and may overlap within responses.

Open-ended question	Theme	Mentions
Main benefits	Ease and efficiency	68
Main benefits	Information and understanding	38
Main benefits	Writing and grammar support	24
Main benefits	Ideas and examples	8
Main benefits	Translation support	3
Main concerns	Accuracy and relevance	34
Main concerns	Critical thinking and independence	33
Main concerns	Dependency and reduced effort	30
Main concerns	Language and comprehension	20
Main concerns	Academic integrity	8

Interpreting the helpful-versus-harmful question

Taken together, the findings answer the three research questions in a connected way. For the first question, students perceived ChatGPT as useful mainly because it made assignments easier and supported understanding, information seeking, writing, and grammar. For the second question, students identified risks involving accuracy, reduced independent writing, critical thinking, dependency, and academic integrity. For the third question, the open-ended responses showed that students' perceived benefits centered on efficiency, information and understanding, and writing/grammar support, whereas concerns centered on accuracy, independence, dependency, language comprehension, and integrity. These findings show that students can perceive benefits and risks simultaneously; usefulness was not a binary category.

The findings also clarify the pedagogical implication of the 66.7% support for official lecturer guidance. Students' responses point toward a need for explicit, task-specific expectations rather than a single general rule. Assignment designs can make learning processes visible through drafting stages, reflection notes, oral follow-up, source checking, revision histories, and brief explanations of how AI assistance was used. These practices are consistent with calls for clearer institutional rules and assessment redesign in response to generative AI (Bouteraa et al., 2024; UNESCO, 2023).

Several limitations should be considered. Participants came from two programs at one university and were recruited through convenience sampling with voluntary participation; therefore, the findings should not be generalized to all Indonesian university students. The sample was concentrated in Semester 2, and respondents were approximately 20–22 years old. The questionnaire was administered in Indonesian, and the available study record does not document formal pilot testing, back-translation, or factor-analytic validation. Although the ten-item scale showed acceptable internal consistency after reverse-coding the negatively worded items (Cronbach's $\alpha = 0.824$), the instrument covers several related dimensions and the reliability coefficient should not be treated as proof of unidimensionality. The data also measure self-reported perceptions rather than actual writing quality or learning outcomes. In addition, the open-ended coding was descriptive and overlapping rather than a formal qualitative analysis. Future studies should use validated instruments, larger and more diverse samples, and direct measures of writing performance or learning outcomes where possible. Longitudinal studies could also examine how explicit lecturer policies influence students' use of ChatGPT over time.

CONCLUSIONS

This study examined 129 undergraduate students' attitudes toward ChatGPT use in English assignments at Universitas Kristen Artha Wacana (UKAW). Students perceived practical benefits, particularly in making assignments easier (63.6%) and supporting understanding of English materials (56.6%). However, concerns included reduced independent writing (64.3%), accuracy, critical thinking, dependency, and academic integrity.

Open-ended responses highlighted benefits in efficiency, information access, writing, grammar, idea development, and translation, alongside concerns about accuracy, independence, and language comprehension. Furthermore, 66.7% supported official lecturer guidance, emphasizing the need for clear policies on acceptable AI use, transparency, and academic responsibility. ChatGPT can support explanation, language learning, feedback, and idea development, but students should remain responsible for critical thinking, verification, revision, and producing their own work. Lecturers may implement drafting stages, reflection notes, source checking, revision histories, and oral follow-up to promote responsible use. As this descriptive study relies on self-reported perceptions, its findings do not establish that ChatGPT improves academic achievement but offer context-specific insights for responsible AI integration in EFL education.

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