

Exploring EFL Learners' Use of AI Outside the Classroom

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Abstract—This study investigates the use of ChatGPT by students as foreign language (EFL) learners in doing English homework, especially regarding acceptance and use. Based on the technology acceptance model (TAM) and self-directed learning (SDL) theory, the proposed model investigates the impact of perceived usefulness (PU), perceived ease of use (PEOU), and learner autonomy on behavioral intention and actual use. A mixed-methods design was employed, using a questionnaire based on previously validated TAM-based instruments. The tool included three sections: a) a section for demographic information, b) 21 total Likert-scale items organized into three sub-sections measuring PU, PEOU, and AIU (attitude and intention to use), and c) four open-ended qualitative questions. Questionnaires were distributed to 157 EFL learners. Descriptive statistics, Pearson correlations, and regression analyses were applied to the quantitative data, while thematic analysis was conducted on the qualitative responses. Results identified ChatGPT as the most frequently used for grammar correction, vocabulary enhancement, and content generation, with PU significantly increasing the positive effect on AIU. Likewise, PEOU was high, reflecting positive views of ChatGPT's usability. The study presents both theoretical and practical implications for integrating AI into language learning and highlighting the key role of critical evaluation skills in this context.

Index Terms—ChatGPT, EFL learners, technology acceptance model, self-directed learning

I. INTRODUCTION

The rapid development of large language models and generative AI tools such as ChatGPT has significantly influenced educational environments, especially English as a Foreign Language (EFL) learning. ChatGPT is widely used as a writing companion to build vocabulary and facilitate practice activities (Gutai et al., 2024). EFL learners use AI systems beyond the classroom, raising concerns about language development, learner independence, and pedagogy. While early research reveals both enthusiasm and apprehension, a comprehensive exploration of EFL learners' application of such tools in academic activities is still needed.

This study investigates ChatGPT as a homework assistant for EFL learners. Grounded in the Technology Acceptance Model (TAM), it examines perceived ease of use (PEOU), perceived usefulness (PU), behavioral intentions, and self-efficacy in using ChatGPT for homework tasks. The study contributes to pedagogical and ethical debates on AI in language education.

Theoretically, the research extends TAM to informal, unsupervised AI use among EFL learners outside the classroom. Unlike prior studies (Lubis, 2024; Othman, 2024) focusing on academic writing instruction, this study emphasizes ChatGPT as a homework tool. It highlights learners' attitudes, motivations, and competence in predicting AI engagement in self-regulated settings (Gutai et al., 2024; Khampusaen, 2025). Thus, the study adds to the literature on agency, technological dependence, and transformations in literacy practice in the age of AI (Octavio et al., 2024).

In practice, findings help educators, policymakers, and institutions implement AI in EFL settings. Learners appreciated ChatGPT's fast feedback, explanations, and 24/7 availability, which aligned with Barabad and Anwar's (2024) findings. This can then inform teaching methods that counterbalance the benefits and challenges. However, ChatGPT also poses challenges: overly abstract language or inappropriate output in context (Lubis, 2024; Othman, 2024). Balancing AI-enabled independence with human oversight.

Furthermore, the study supports the ethical use of AI by promoting digital literacy and critical thinking. Gutai et al. (2024) and Khampusaen (2022) argue that students rely on AI for grammar checks, paraphrasing, and writing assistance; thus, teachers must learn to analyze whether AI outputs are accurate and to model ethical use. Such competencies extend beyond language acquisition into academic integrity.

Qualitative insights underscore the evolving dynamics among teachers, students, and tools. AI is no longer peripheral but central to learners' routines (Octavio et al., 2024). Recognizing this shift is vital to designing curricula, homework guidelines, and teacher training that are responsive to learner realities.

Saudi Arabia provides a unique backdrop given its expanding EFL sector. This study captures how generative AI reshapes student practices in such contexts, echoing Barabad and Anwar (2024) and Gutai et al. (2024), who highlighted evolving feedback mechanisms. Findings show a transformation in EFL guidance through ChatGPT, with implications that are relevant globally.

Focusing on learner experience, this study urges a reassessment of pedagogic standards in a technologically disruptive

context. It emphasizes both opportunities and challenges of integrating AI into language education, positioning ChatGPT as a valuable yet carefully managed support in contemporary EFL learning.

A. Problem Statement

Despite the increasing integration of AI in education, particularly language learning, the practical, learner-driven uses of ChatGPT remain underexplored in empirical research. Most existing literature focuses on the in-class applications, writing enhancements, or theoretical affordances of AI (Lubis, 2024; Othman, 2024). However, learners' independent use of ChatGPT for English homework outside the classroom remains a gray area. Research by Khampusaen (2025) and Octavio et al. (2024) underscores how student engagement with ChatGPT differs from teacher-led interaction, suggesting that informal and personal use contexts deserve special attention.

Furthermore, concerns have been raised that students may become overly dependent on AI tools, thereby compromising their critical thinking and authentic writing skills (Lubis, 2024). However, learners continue to report that ChatGPT is a helpful tool for vocabulary acquisition, grammar correction, and writing ideas (Barabad & Anwar, 2024). This contradiction between perceived support and potential overreliance forms the core problem of this study: How do EFL learners strategically or habitually use ChatGPT for homework, and what are the implications for their academic autonomy and language development?

B. Scope of the Study

This study is delimited to the investigation of university-level EFL learners' experience with ChatGPT in out-of-class settings. It focuses on how learners interact with the tool to complete homework assignments, particularly in grammar, vocabulary, writing, and reading. The scope includes both qualitative and quantitative components: survey data measuring variables from the TAM framework and open-ended responses exploring learners' reflections on the tool's utility and limitations.

Rather than evaluating learning outcomes longitudinally, the study focuses on students' perceptions, attitudes, and usage patterns at a given point in time. This strategy captures a snapshot of current trends in AI-assisted self-directed learning, especially in a post-pandemic context where blended and remote education formats have increased learners' technological agency.

C. Research Objectives

This study aims to investigate the frequency and primary purposes for which EFL learners use ChatGPT in completing English homework, examine their perceptions of its usefulness and ease of use for grammar, vocabulary, and writing support, assess their attitudes toward continued independent use of the tool outside formal instruction, and explore their personal experiences, including perceived benefits and challenges.

D. Research Questions

The study addresses the following questions: How often do learners use ChatGPT to support homework tasks, and for what specific purposes (e.g., grammar, vocabulary, idea generation)? How do they perceive its usefulness and ease of use in completing assignments? What attitudes do they hold toward continued independent use beyond classwork? Finally, what benefits or challenges do learners report from their autonomous use of ChatGPT?

II. LITERATURE REVIEW

A. Introduction to Generative AI in Applied Linguistics

The integration of generative AI tools, such as ChatGPT, has significantly reshaped applied linguistics, especially in EFL contexts. Unlike earlier forms of computer-assisted language learning (CALL), which were static and drill-based, ChatGPT represents a shift toward interactive, generative, and learner-responsive technologies (Xiao & Zhi, 2023). As a large language model producing coherent, contextually relevant text, ChatGPT offers a conversational interface that simulates peer-to-peer engagement. This enables learners to engage in real-time written interactions that resemble human dialogue, supporting naturalistic language production and experimentation.

A key pedagogical change is the movement away from teacher authority toward learner autonomy. Yang and Li (2024) described how learners can use ChatGPT as a conversational partner to gain clarification, generate examples, and explore syntactic structures without direct teacher input. Such dynamics encourage a student-centered model of language use, where students have greater agency.

Duong et al. (2023) found that generative AI fosters lexical diversity and syntactic progression. Students are exposed to a broader vocabulary, context-appropriate constructs, and idioms through interactions with AI. These tools allow for recursive writing and self-monitoring of output. One of the things ChatGPT enables learners to do is rephrase, edit, and otherwise fine-tune their output.

B. ChatGPT's Linguistic Potential in Enhancing Writing Proficiency

ChatGPT has recently been identified as a valuable resource for EFL learners' writing. A recent study highlighted its versatility as a tool for vocabulary practice, syntax learning, and international written fluency (Han et al., 2023). Unlike static grammar checkers, ChatGPT can adapt its feedback to the user's context, allowing learners to reformulate a sentence

directly in response to it. It ensures they are grammatically correct and elevates their language use, since it is interactive.

With students using ChatGPT on a larger scale, there has been a more careful selection of lexical items and better genre awareness. Furthermore, ChatGPT-assisted academic writing improved EFL learners' language use compared to traditional methods, as they wrote more academically and appropriately, with more explicit topic elaboration and better word choice (Baskara & Mukarto, 2023). This is particularly important in non-classroom settings, where learners may lack direct instructor feedback but still need to produce high-quality assignments. ChatGPT fills this void by providing a round-the-clock assistant that reinforces the writing process with customized conversation.

The platform's capabilities to improve fluency and structural cohesion were also noted in studies on collaborative self-regulated learning. One study found that students believe ChatGPT may help improve clarity, structure, and transitions between ideas (Vo & Nguyen, 2024). Some students treat ChatGPT as a co-author, enlisting it to help write introductions, flesh out ideas, and polish conclusions—thus enhancing their confidence and willingness to write independently.

C. Learner Interaction Patterns With ChatGPT Outside the Classroom

The use of ChatGPT for language self-study is a matter of acceptance and trust for the user. Perceived usefulness and ease of use are key drivers for its adoption. Based on the findings of Vo and Nguyen (2024), when learners believe that ChatGPT can enhance their linguistic skills through a user-friendly interface, they are more likely to interact with it. This result supports broader research indicating that acceptance of educational technologies is highly contingent on the expectation that their use will help individuals achieve their goals. Second, the second big reason for this trend is trust: trust in ChatGPT to make the right suggestions about the words to use, the correctness of grammar, and appropriate syntax. Gutai et al. (2024) even found that when the AI explains its reasoning or provides illustrative examples to support its corrections, learners are more likely to trust the AI's response. Repetitive, consistent, positive interactions with a tool that acts and walks like a peer or tutor strengthen this trust. Casual users think of AI more as a one-time approach to learning; users who feel empowered by AI will use it more frequently every day (Çobanogullari, 2024). It is concluded that this tool cannot be very effective for language learning due to the subjective nature of trust and the learners' long-term perceptions of its benefits.

D. Challenges and Risks in ChatGPT Mediated Linguistic Practice

While the applied linguistics literature reveals growing interest in ChatGPT, its use remains restricted, especially regarding autonomous LD. The biggest worry is that students will become dependent on structures that AI creates and lose the agency to create language on their own, both critically and creatively. According to Woo et al. (2023), excessive exposure to artificial intelligence can lead to a form of linguistic debilitation, in which students adopt clichéd or formulaic structures thoughtlessly, losing the capacity to express themselves in an authentic voice. Thus, overuse suggests the loss of creativity and the ability to expressiveness in L2 writing.

Another serious issue is that ChatGPT's linguistic output sometimes contains errors. While the tool usually generates fluent text, it can sometimes introduce lexical vagueness, syntactic anomalies, or pragmatic errors, especially in infrequently taught languages and in complex writing genres (Han et al., 2023). If learners fail to detect such inaccuracies, these inaccuracies can not only propagate a fossil error but also lead to misconceptions. Subsequently, ChatGPT also generated L1 interference and culturally loaded expressions, but this occurred primarily when the user prompts lacked clear context.

On an academic level, it has undoubtedly sparked debate over whether edits written by AI programs should be considered real help for schoolwork. However, the distinction between genuine revision support and plagiarism blurs when ChatGPT is used as a self-editing tool, potentially leading to diminished cognitive effort and a lack of genuine self-expression (Fütterer et al., 2023). Pedagogically, these concerns highlight the need for instructors to guide students in using AI tools responsibly and critically. Ultimately, although ChatGPT offers valuable linguistic support, the risks it poses to autonomy, originality, and accuracy necessitate an informed, reflective, and ethically grounded approach.

E. Future Directions in AI-Mediated Linguistic Research and Practice

As ChatGPT and similar generative tools become widespread in applied linguistics, significant gaps remain in the empirical understanding of their outside-of-class impact on language development. Current literature primarily focuses on classroom-based use and general user attitudes (Xiao & Zhi, 2023), with limited attention to how EFL learners utilize ChatGPT for independent lexical or syntactic practice. There is a need for robust studies that explore AI-mediated interaction through corpus-based and discourse analysis methods. Such studies could examine how AI influences collocational range, code-switching behavior, or pragmatic adaptation in the learner's language over time.

Future work should also move beyond purely textual interactions. According to Katinskaia (2025), multimodal AI tools that combine text, audio, and visual aids may enhance students' phonological awareness, prosody, and discourse cohesion. Future directions include developing linguistically grounded evaluation rubrics to assess AI responses, as existing rubrics fail to capture subtleties such as vocabulary selection, adherence to genre, and syntactic innovation. Gamper and Knapp (2002) highlight the importance of autonomy and genuine production in AI scaffolding.

Advancements may further models of AI-mediated learning informed by sociolinguistics, corpus linguistics, and psycholinguistics, investigating cultural and cognitive aspects of adaptation. Given ChatGPT's rise, the field must shift toward systematic, theory-driven, linguistically rich evaluations.

III. THEORETICAL FRAMEWORK

The current research employed two well-established theories, the TAM and self-directed learning (SDL), to examine EFL learners' informal use of ChatGPT. These frameworks enabled us to examine not only learners' acceptance and use of AI tools, but also linguistic independence in self-managing language development.

TAM, proposed by Davis (1989), asserts that acceptance of a specific technology depends primarily on two factors: PU and PEOU. PU is the extent to which a person believes the system will help in doing their task, whereas PEOU is the extent to which a person believes using the system will not require effort. In this study, these constructs are closely related to how EFL students perceive ChatGPT as applicable to their English homework assignments (and other tasks, such as grammar correction, vocabulary, and writing) and as easy to use. Results showed that PU was a significant predictor of learners' AIU, and that learners generally rated ChatGPT's ease of use as high. Numerous recent studies (e.g., Dahri et al., 2024; Liu & Ma, 2024) have successfully applied TAM to examine learners' behavioral intentions toward ChatGPT in language-learning environments, and the current findings further reinforce TAM's validity in this context.

Complementing TAM, SDL (Knowles, 1975) emphasizes the learner's role in initiating, managing, and evaluating their learning without direct supervision. SDL is particularly relevant to this study because learners were using ChatGPT autonomously for their homework, without teacher mediation. This preference was reflected in both the survey and qualitative responses, where students shared how they used ChatGPT to troubleshoot grammar, clarify vocabulary, or generate writing ideas—on their own terms and at their own pace. The SDL framework enables us to interpret learners' behaviors as acts of self-regulation, where they identify linguistic challenges, seek help (through prompts), and evaluate ChatGPT's output to enhance their language performance. The use of ChatGPT for independent learning tasks reflects an evolving model of AI-supported learner autonomy, in which the learner acts as both initiator and evaluator of language input and output.

In combination, TAM and SDL provide a robust foundation for analyzing how EFL learners interact with ChatGPT, not just as a tool but also as a linguistic resource in their self-directed language-learning journey. The patterns of high PU, PEOU, and autonomous usage evident in this analysis suggest the relevance of these frameworks, which strongly validate their application in examining modern learner engagement with AI technologies.

IV. RESEARCH METHODOLOGY

This study used a mixed-methods design to examine how EFL learners use ChatGPT for English homework. Combining quantitative and qualitative approaches allowed both statistical analysis and deeper insights through triangulation.

A. Participants and Sampling

The sample consisted of 157 undergraduate students in English Literature or Linguistics from two universities in non-English-speaking contexts. Purposive sampling was applied, focusing on learners who had previously used ChatGPT for vocabulary support, grammar checking, paraphrasing, and writing practice. The size was sufficient for both statistical testing and thematic exploration (Bryman, 2016). Ethical clearance was obtained, and participants gave informed consent.

B. Research Instrument

Data was gathered through a structured questionnaire divided into two parts. The first part contained 21 Likert-scale items adapted from technology adoption models and studies on AI in language learning. These measured frequency of use, perceived usefulness, ease of use, trust, and impact on linguistic development. The second included four open-ended questions that invited reflection on ChatGPT's role in grammar editing, vocabulary selection, sentence restructuring, and writing support.

C. Data Collection and Analysis

The questionnaire was distributed via Google Forms. Responses were anonymous, ensuring unbiased feedback. Quantitative data were analyzed using SPSS v26, applying descriptive statistics and inferential tests such as t-tests and ANOVA (Field, 2024). Reliability was checked with Cronbach's alpha ($\alpha \geq 0.7$). Qualitative data were coded thematically using Braun and Clarke's (2006) six-step method to identify patterns, including autonomy, trust, lexical benefits, and grammar awareness.

D. Validity and Limitations

Trustworthiness was enhanced through triangulation, peer debriefing, member checking, and pilot testing with ten learners. The study's main limitations were reliance on self-reports and a non-random sample, which may restrict generalizability. A more integrated or eloquent picture of EFL learners' out-of-class use of ChatGPT in Homework for English is obtained through a mixed-methods research design, including a questionnaire used in the present study. This methodology sought to achieve breadth and depth of understanding and confirmation (Creswell & Plano Clark, 2018), with quantitative trends triangulated with qualitative findings.

V. DATA ANALYSIS

This chapter presents the analysis of data collected to address the research objectives and answer questions. It includes descriptive statistics, reliability testing, and both quantitative and qualitative analyses. The findings offer insights into learners' perceptions, usage patterns, and behavioral intentions regarding ChatGPT in English language learning contexts.

A. Quantitative Analysis

(a). Descriptive Statistics

The descriptive statistics provide a general overview of the demographic characteristics and usage patterns of the 157 EFL learners who participated in the study. The descriptive spread is illustrated in Table 1. The sample consisted of 73.2% male and 26.8% female students, with the majority (59.2%) falling within the 20–29 age group. 73.9% of participants reported advanced English proficiency. The vast majority (98.7%) reported using ChatGPT.

TABLE 1
DESCRIPTIVE STATISTICS OF RESPONDENTS

Variable	Category	Frequency	Percent
Gender	Male	115	73.2
	Female	42	26.8
Age Group	Under 20	59	37.6
	20–29	93	59.2
	30–39	5	3.2
English Proficiency	Intermediate	41	26.1
	Advanced	116	73.9
Access to ChatGPT	Yes	155	98.7
	No	2	1.3

(b). Reliability Statistics

Cronbach's alpha was computed to assess the questionnaire items' internal consistency reliability. An overall reliability score ($\alpha = 0.776$ across 21 items as shown in Table 2) indicates an acceptable-to-good level of reliability.

TABLE 2
RELIABILITY STATISTICS
Cronbach's Alpha: **0.776**
Number of Items: **21**

(c). Objective 1: Frequency and Purposes of ChatGPT Use

Research Objective 1 (RO1) aimed to investigate how frequently EFL learners use ChatGPT and for what specific English homework-related purposes. This objective also relates to Research Questions 1 and 2.

Frequency of ChatGPT Use

Table 3 summarizes the overall frequency of ChatGPT use during English homework tasks. Most respondents reported **frequent use**; only a small fraction reported using it "sometimes," "rarely," or "never".

TABLE 3
FREQUENCY OF CHATGPT USE (N = 157)

Frequency	Count (N)	Percent
Never	1	0.6%
Rarely	2	1.3%
Sometimes	9	5.7%
Often	87	55.4%
Always	58	36.9%

These results demonstrate a **high level of engagement** among EFL learners with ChatGPT for homework support.

Purposes of ChatGPT Use

Table 4 displays the number and percentage of participants who reported using ChatGPT for various English-related tasks. The results show that ChatGPT is used **multifunctionally** across a range of learning needs.

TABLE 4
PURPOSES FOR USING CHATGPT IN ENGLISH HOMEWORK (N = 157)

Task	Frequency	Percentage
Grammar correction	157	100%
Vocabulary help	151	96.2%
Generating ideas for writing	148	94.3%
Sentence rephrasing	147	93.6%
Translation	135	85.9%
Reading explanations	125	79.6%

These findings indicate that **grammar correction** is the most common use, followed closely by **vocabulary enhancement, idea generation, and sentence rephrasing**. These findings indicate widespread and multifaceted use of ChatGPT across a range of linguistic functions. This usage pattern highlights the perceived utility of ChatGPT in supporting diverse aspects of English language homework among learners.

Figure 1 illustrates the widespread and multifaceted adoption of ChatGPT, with most students utilizing the tool for more than one task. This visual reinforces the descriptive findings and supports the **first objective**, confirming that students used ChatGPT **frequently and in diverse ways** to support various aspects of English language learning outside the classroom.

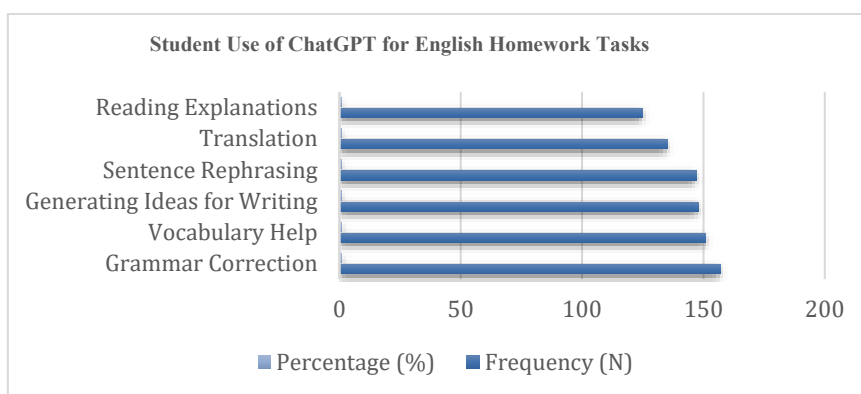


Figure 1. Student Use of ChatGPT for English Homework Tasks

(d). Objective 2: Learners' Perceptions of ChatGPT's Usefulness and Ease of Use

Descriptive and Correlational Analysis

To assess **PU** and **PEOU** in relation to behavioral responses, such as **usage frequency** and **intention to use ChatGPT**, descriptive statistics, and correlation and regression analyses were conducted. As depicted in Table 5, **PU** has a mean of 4.33, **PEOU** is slightly higher at 4.40, and **AIU** has a mean of 4.42, all on a 5-point Likert scale. The low standard deviation indicates consistent positive perceptions among participants of ChatGPT's utility, ease, and desirability in supporting their English learning tasks.

TABLE 5
DESCRIPTIVE STATISTICS OF VARIABLES

Variable	Mean	SD
PU	4.33	0.31
PEOU	4.41	0.34
AIU	4.43	0.35

Correlation Between Perceived Usefulness and Intention to Use (H2b)

A **Pearson correlation** test revealed a statistically significant positive correlation between **PU** and **AIU**. This answers the second RQ, demonstrating that perceptions of usefulness are positively associated with behavioral intentions. The correlation results are shown in Table 6.

TABLE 6
PEARSON CORRELATION BETWEEN PU AND AIU

Variable	1	2
1. PU	—	0.271**, p < 0.001
2. AIU	.271**, p < 0.001	—

Correlation Between Perceived Usefulness and Frequency of Use (H2a)

A **Spearman's rho** correlation between **PU** and actual frequency of use showed a **weak and nonsignificant** correlation, shown in Table 7. This suggests that although many learners perceived ChatGPT as applicable, this perception did not

significantly predict how frequently they used it.

TABLE 7
SPEARMAN'S RHO CORRELATION BETWEEN FREQUENCY OF USE AND PERCEIVED USEFULNESS

Variable	1	2
1. Frequency	—	0.105
2. PU	0.105	—

Regression Analysis

To further explore the predictive value of **PU** and **PEOU** on **AIU**, a **multiple linear regression** was conducted with **PU** and **PEOU** as independent variables and **AIU** as the dependent variable.

TABLE 8A
MODEL SUMMARY FOR MULTIPLE LINEAR REGRESSION PREDICTING AIU FROM PU AND PEOU

Model	R	R ²	Adjusted R ²	SE of the Estimate
1	0.281	0.079	0.067	0.34208

TABLE 8B
ANOVA FOR MULTIPLE LINEAR REGRESSION PREDICTING AIU FROM PU AND PEOU

Model	SS	Df	MS	F	P
Regression	1.550	2	0.775	6.624	0.002
Residual	18.021	154	0.117		
Total	19.571	156			

TABLE 8C
COEFFICIENTS FOR MULTIPLE LINEAR REGRESSION PREDICTING AIU FROM PU AND PEOU

Predictor	B	SE B	B	T	P
Constant	2.784	0.487	—	5.711	< 0.001
PU	0.299	0.091	0.258	3.294	0.001
PEOU	0.079	0.082	.076	0.969	0.334

Tables 8a, b, and c show that **R² = 0.079**, indicating that approximately **7.9%** of the variance in students' intention to continue using ChatGPT is explained by the model. The overall model was statistically significant, suggesting that the predictors collectively have a meaningful impact on **AIU**. According to Table 8c, **PU** had a **significant positive effect** on **AIU**, indicating that higher **PU** predicts a higher intention to continue using ChatGPT. **PEOU**, on the other hand, was not a significant predictor, suggesting that although learners may find ChatGPT easy to use, ease of use alone does not strongly influence their intention to keep using it.

(e). Objective 3: To Examine the Influence of Perceived Usefulness on Learners' Intention to Continue Using ChatGPT for English Homework

This section addresses **Research Question 4 (RQ4)**, which posits that learners who perceive ChatGPT as applicable are more likely to continue using it.

Correlation Analysis

To explore the relationship between **PU** and **AIU**, a Pearson correlation test was conducted. The results are presented in Table 9.

TABLE 9
PEARSON CORRELATION BETWEEN PERCEIVED USEFULNESS AND INTENTION TO USE

Variables	PU	AIU
PU	1	0.271**
AIU	0.271**	1

p < 0.01

The results show a **statistically significant positive correlation** between **PU** and **AIU**, suggesting that students who found ChatGPT helpful were more likely to continue using it. Although the correlation is moderate, the significance indicates a meaningful association in the context of technology adoption in language learning.

Regression Analysis

To further assess the predictive power of **PU** for **AIU**, a simple linear regression was conducted with **PU** as the independent variable and **AIU** as the dependent variable.

TABLE 10A
MODEL SUMMARY

Model	R	R ²	Adjusted R ²	Std. Error
1	0.271	0.074	0.068	0.34201

The model explains approximately **7.4% of the variance** in the intention to use ChatGPT. Although the model's

explanatory power is modest, it remains significant and relevant for understanding user behavior.

TABLE 10B
ANOVA FOR REGRESSION MODEL

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.440	1	1.440	12.314	0.001
Residual	18.131	155	0.117		
Total	19.571	156			

The ANOVA results demonstrate that the regression model is statistically significant, confirming that perceived usefulness is a significant predictor of continued use intention.

TABLE 10C
COEFFICIENTS OF THE REGRESSION MODEL

Predictor	B	Std. Error	Beta	T	Sig.
(Constant)	3.068	0.389	–	7.887	0.000
PU	0.314	0.090	0.271	3.509	0.001

The **unstandardized coefficient** suggests that for every unit increase in perceived usefulness, the intention to use ChatGPT increased by 0.314 units. According to Table 10c, the **standardized beta coefficient** further supports the conclusion that PU exerted a moderate, statistically significant effect on AIU. The analysis indicates that **perceived usefulness significantly influenced learners’ intention to continue using ChatGPT** for English homework tasks.

B. Qualitative Analysis

Based on the qualitative responses provided, a thematic analysis was conducted for each open-ended question to address Objective 4 and the related research question.

Thematic Analysis

ChatGPT’s Impact on English Homework

Five themes were deduced from responses to Question 17 and are elaborated below.

Theme 1: Grammar and Vocabulary Support. A dominant theme in students’ responses was the correction and enhancement of grammar, sentence structure, and vocabulary. Learners reported using ChatGPT to identify and correct grammatical mistakes, expand their vocabulary, and improve their understanding of article usage, verb tenses, modal verbs, and cohesive devices.

Theme 2: Writing Organization and Style. Many learners highlighted how ChatGPT helped them structure various forms of writing, such as essays, letters, speeches, and reports, into clear introductions, bodies, and conclusions. It assisted with transitions, topic sentences, and paragraph development.

Theme 3: Task-Specific and Exam Preparation Support. Students used ChatGPT to complete specific assignments, including poem analyses, comprehension questions, summaries, vocabulary tasks, and even drama scripts. Additionally, it was seen as a tool for test preparation, helping students brainstorm ideas, simulate interview responses, and rehearse for oral exams.

Theme 4: Concept Clarification and Learning Reinforcement. Students turned to ChatGPT to clarify complex grammar rules and concepts, such as passive voice, phrasal verbs, and writing tone. ChatGPT’s ability to provide examples, mini-quizzes, and simplified explanations was particularly valued.

Theme 5: Confidence and Autonomy Building. ChatGPT encouraged self-directed learning by enabling students to work independently, often outside of school hours. Its nonjudgmental, accessible, and patient interface allowed students to engage in error correction and language learning without fear of embarrassment, thereby increasing confidence.

Benefits of ChatGPT in Learning English

Five distinct themes emerged from the responses to Question 18 and are discussed in detail below.

Theme 1: Instant Feedback and Availability. Having instant availability was the most highly valued feature. It was not always possible for students to have a teacher present for assistance, which is why many students appreciated being able to access ChatGPT whenever they needed it.

Theme 2: Clarity and Simplicity. Students often said that ChatGPT explained grammar and vocabulary approaches more clearly than their textbooks or classroom instruction. To personalize their understanding, users also found it helpful to request rephrasing of responses on demand.

Theme 3: Creativity and Fluency. ChatGPT was praised for generating ideas and assisting with creative tasks, such as storytelling, writing speeches, and improving writing fluency. Learners experienced a smoother writing flow and a more natural expression of ideas.

Theme 4: Confidence and Independence. ChatGPT was a patient, anonymous listener, allowing learners to experiment at their own speed. This encouraged students to take risks with language, edit their work independently, and understand the logic behind corrections, all of which fostered self-regulated learning.

Theme 5: Structural and Formal Support. Students liked the structured templates, step-by-step format, and emphasis on writing styles. This scaffolding helped them complete formal assignments and learn to use an academic tone and appropriate manners.

Limitations and Problems Associated with the Use of ChatGPT

The answers to Question 19 revealed five key themes.

Theme 1: Overload of Information. One common concern was that ChatGPT sometimes provides long, detailed explanations that may be beyond students' understanding. These explanations resulted in considerable confusion and had to be corrected manually.

Theme 2: Formality and Language Appropriateness. In this study, ChatGPT was noted for using unnecessarily formal or technical vocabulary, misaligning it with classroom expectations or peer-level communication in informal or creative tasks.

Theme 3: Lack of Contextual and Cultural Awareness. Some learners shared that ChatGPT was unable to comprehend their school-specific needs or cultural backgrounds. Some examples incorporated American norms that were at odds with local learning standards.

Theme 4: Dependence and Misalignment. Some students feared becoming too dependent on ChatGPT. Some said that its corrections or suggestions sometimes contradicted what their teachers had taught them, leaving them unsure which standard to adopt.

Theme 5: Nonverbal and Pronunciation Limitations. There was a consensus that ChatGPT could not replace teachers in helping with pronunciation, intonation, body language, and tone of voice. These are essential oral communication skills that the tool cannot address.

Balancing AI and Human Roles in the English Language

Responses to the last question led to the identification of three main themes, detailed in the following discussion.

Theme 1: Complementary Role of ChatGPT. Most students acknowledged that ChatGPT was a helpful support tool, especially for grammar correction, writing structure, and vocabulary enhancement. However, they stressed that it could not fully replace human instruction.

Theme 2: Teachers as Emotional and Contextual Guides. Students emphasized the irreplaceable human elements that teachers bring, such as empathy, motivation, emotional understanding, real-life examples, and personalized attention. These affective and pedagogical functions were consistently marked as absent in ChatGPT.

Theme 3: Classroom-Specific and Oral Skills Support. ChatGPT was unable to provide knowledge of classroom syllabi, school-specific grading rubrics, and performance expectations. Students also highlighted that teachers are essential for face-to-face speaking practice, pronunciation feedback, and guiding group discussions, areas where ChatGPT fell short.

This thematic analysis revealed that although ChatGPT significantly enhanced students' ability to complete English homework, especially in grammar, vocabulary, writing structure, and idea generation, it was not perceived as a substitute for a human teacher. Students valued its speed, accessibility, and clarity, but also expressed concerns about over-formality, a lack of context, and an inability to support the oral and emotional aspects of learning. Therefore, ChatGPT serves as a valuable supplementary tool that promotes self-directed learning and task completion. However, it is best used in conjunction with traditional instruction for a holistic educational experience.

VI. DISCUSSION

This section provides an interpretation of the most important findings from the perspectives of literature, theory, and practice. It demonstrates how the results advance knowledge of AI use in EFL learning, with implications for future research and practice.

A. Findings of Research

The present study addressed four key objectives concerning the use of ChatGPT by EFL learners for English homework. First, the findings revealed that a majority of learners frequently used ChatGPT for grammar correction, vocabulary enhancement, and content generation, confirming its integration into their academic routines. Second, the quantitative analysis revealed that learners regarded ChatGPT as helpful and easy to use, and the descriptive statistics results showed that PU and PEOU had high mean scores. However, the correlation results suggested a weak but nonsignificant relationship between PU and frequency of usage, compared with the stronger association PEOU had with learners' continued use of ChatGPT. Third, regression analysis confirmed that PU and AIU were positively and significantly related, indicating that PU is a strong predictor of learners' intention to continue using ChatGPT in self-directed learning. Finally, the thematic analysis of open-ended responses revealed that learners valued ChatGPT's immediate feedback, ease of use, and assistance with vocabulary and grammar. However, the limitations included occasional inaccuracies and learners' overreliance on it, particularly at the vocabulary and grammar levels. These findings collectively emphasize ChatGPT's role as an enabling assistant in EFL homework while also indicating pathways to pedagogical support and critical AI literacy.

B. Theoretical Implications

This study extends the TAM's application by validating its constructs in the context of generative AI-assisted English homework among EFL learners. The significant positive association between PU and AIU supports the predictive strength of TAM in determining learner intention, confirming that if students find a technology beneficial, they are more likely to

adopt it in self-directed contexts. Interestingly, the weak link between PU and usage frequency suggests that behavioral intention in AI use may not always align with practical usage patterns, especially when shaped by task-specific needs. This nuance invites expanding TAM frameworks to account for context-driven usage behaviors in AI-mediated learning. Additionally, the inclusion of qualitative insights reinforces the model's adaptability by capturing learners' emotional and cognitive reflections, which are often absent in quantitative-only studies. Thus, this research not only confirms the relevance of TAM but also highlights the importance of integrating task-based contexts and qualitative evidence into its theoretical framework.

VII. CONCLUSION

A. Final Reflections

The current study investigated EFL learners' perceptions of ChatGPT as a homework assistant, focusing on PU, PEOU, and continuous intentions to use ChatGPT for self-directed English learning. The results indicated that learners commonly employ ChatGPT in their studies for grammar checking, vocabulary expansion, and writing assistance. PU was found to be significantly positively related to the intention to continue using ChatGPT in the core TAM framework. PEOU also rated highly but had less predictive power. Learners' perspectives on the findings were further contextualized through qualitative analysis, which revealed that students valued rapid support and tailored responses but feared overreliance on the tool and the risk of incorrect answers from ChatGPT. Together, these insights suggest that although ChatGPT is a valuable tool with potential applications in language learning, its integration into education should be purposeful, critical, and pedagogically informed.

B. Pedagogical and Practical Recommendations

Based on the results of this study, the following recommendations are proposed for stakeholders:

For Educators: Integrate ChatGPT as an assistant into English learning areas, specifically for grammar and writing. Educators should also nurture students' digital literacy and critical thinking skills so they can interact appropriately with AI-generated content.

For Students: Use ChatGPT as a tool to support language learning in addition to (but not instead of) participation. Critically review AI output and talk to instructors and others to achieve a better understanding and learning.

For Developers: Enhance EFL ChatGPT's usability with features such as grammar feedback, vocabulary levels, and context-aware explanations tailored to learners' levels.

For Policymakers: Include AI literacy in standard language education curricula. Policymakers should encourage strategies that orient students and instructors to the ethical, efficient, and instructional methods for implementing generative AI applications in academic settings.

C. Limitations and Future Scope

Although this study adds to the literature, it is not without limitations. The first limitation concerns the sample size: only 157 EFL learners participated in the survey, limiting the generalizability of the findings. Second, this is a cross-sectional design that cannot inform us about how learner behavior or perceptions may change over time. Third, the research limited its focus to only three variables (PU, PEOU, and AIU) from the TAM and failed to consider other potential factors, such as self-efficacy or prior experience with digitization, which may influence the dependent variables.

In future research, longitudinal designs should be explored to determine how learners' perceptions and patterns of use may change or develop each time ChatGPT is introduced. A more comprehensive view could lead to a greater understanding of variables such as motivation, learning outcomes, and ethical awareness. Furthermore, more comparative studies across various contexts and between high- and low-proficiency EFL learners would help determine best practices for incorporating AI into EFL education.

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