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A Qualitative Study on EFL Learners' Perception of Using ChatGPT for Academic Essay Writing

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This research presents a qualitative study on the perceptions of English as a Foreign Language (EFL) learners—specifically 14 university students—regarding the use of ChatGPT for academic essay writing. Amidst the burgeoning integration of AI in education, this study explores how these learners perceive the efficacy, challenges, and ethical issues of employing ChatGPT in their writing processes. Employing semi-structured interviews to gain insights into learners' experiences, the study indicated that the learners valued ChatGPT for its ability to facilitate their idea generation, enhance essay structure, and improve their linguistic accuracy, thereby enriching the learning experience. However, concerns were also raised about potential overreliance on ChatGPT, which could impact academic integrity and personal writing styles. The study underscores the need for the balanced integration of AI tools in educational settings, suggesting that while ChatGPT can significantly support the learning process, it should be used to complement, not replace, traditional learning methods. The results contribute to the ongoing discourse on the pedagogical implications of AI in language education, offering critical perspectives for educators, policymakers, and curriculum developers to foster technological proficiency while encouraging critical thinking skills among learners.

Online Profile

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