

CHATGPT AS A TOOL FOR EFL LEARNING: ITS IMPACT ON MOTIVATION AND ENGAGEMENT

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ABSTRACT

This study focuses on the impact of ChatGPT, an artificial intelligence-based language model, on students' motivation and engagement in learning English as a Foreign Language (EFL). The research employs both qualitative and quantitative research methodologies, combining data collected through questionnaires and semi-structured interviewing. The sample included 133 EFL students from Universitas Muhammadiyah Kalimantan Timur, with additional narratives gathered from three selected participants. Quantitative findings reflected high levels of motivation ($M = 23.89$) and engagement ($M = 22.88$), with a strong positive correlation ($r = .767$, $p < .01$) between the two variables. Motivation was significantly higher than engagement based on the

Mann-Whitney test. The qualitative findings reveal the uses of ChatGPT by the students as grammar correction, translation, and writing, which improved their confidence and learning interest. In contrast, some of the students expressed dependence on the tool and encountered issues of incorrect generation and lack of access in the free version. Despite all this, the participants expressed the need of using ChatGPT as a support tool rather than a replacement for independent learning. This study aims to address gaps in prior studies that examined ChatGPT's benefits but rarely compared students' motivational and engagement levels using both quantitative and qualitative lenses, this research offers a more comprehensive analysis of how learners experience AI-assisted language learning. The study concludes that ChatGPT can be an effective tool when used strategically. It offers practical implications for integrating AI in language education and encourages the development of digital literacy and critical thinking among learners.

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INTRODUCTION

The past decades have witnessed extensive growth in technology, and this technology has significantly impacted other areas of life, making different tasks faster, simpler, and more attainable (Volti & Croissant, 2024). The foremost benefit of this advancement is the discovery of Artificial Intelligence (AI), which is programmed to mimic human intelligence, thereby helping in critical tasks like the analysis of data,

recognition, and learning from updates (Fitria, 2021; Issa, 2024). One of the most popular AI tools today is ChatGPT which is a type of conversational artificially intelligent program designed by OpenAI, assisting by generating text as if from humans (A. Alazzam et al., 2023; Gill & Kaur, 2023). Its use has spread widely in education, especially in language learning, as it is capable of assisting in grammar correction, translation, writing ideas, and speedy feedback (Mabuan, 2024; Shaikh et al., 2023).

Learning tools play an indispensable role in cognitive development and learning achievements (Egan, 1997). These tools, including digital platforms like ChatGPT, can aid learning in numerous ways (Nursamsu & Rachmatsyah, 2021). In EFL learning, ChatGPT provides novel learning experiences as it allows learners to practice and develop confidence and gain non-judgmental feedback (Anjum et al., 2025; Baskara & Mukarto, 2023). This tool further proven to be very useful as found in the study by Zhou & Li (2023), found positive motivational outcomes for learners through ChatGPT, particularly in reading and writing skills.

Motivation is an essential component of the learning process, as it can affect the willingness of learners to participate and commit to learning (Tabacaru, 2021). It can be intrinsic, driven by interest and satisfaction, and this will often result in more significant engagement and ownership of learning activities (Seven, 2020; Zhou & Li, 2023). Several recent studies identify the utilization of ChatGPT in raising motivation and engagement in EFL learning environments. In relation to this, studies. Jayaputri (2024) found that ChatGPT's benefits, personalized feedback and interaction, improve motivation and language skills. While Samala et al. (2024) and Werdiningsih et al. (2024), both identified positive and negative implications, including becoming overly reliant and some ethical implications. Other studies by Oktarina et al. (2024) discovered improvements in writing and engagement, along with Supianto et al. (2024), suggesting greater utilization of ChatGPT by learners in recognition of academic value.

In spite of this, there is still limited information on the effects of ChatGPT on the level of motivation and engagement of language learners. This study aims to use the mixed-method research technique and investigate the perceptions of students on the effects of ChatGPT on language learning motivation, as well as the challenges they go through while learning languages through ChatGPT. In this case, the research questions are proposed as follows; 1) What are students' perceptions of ChatGPT's impact on their learning motivation?; 2) In what ways does ChatGPT affect learners' engagement and interest in language learning activities?; 3) What challenges do EFL learners experience

when using ChatGPT for English learning, and how do these challenges influence their motivation?.

Overall, this research offers useful information on the role of ChatGPT in EFL learning and how it influences the learning process and EFL learners' motivation and engagement. By examining both broad trends and individual experiences, this research defines the necessary steps and enables educators and decision-makers to improve the process of EFL learning through ChatGPT and use this tool as an educational resource as effectively as possible.

METHODS

In this research, a mixed-method research paradigm is used to cater to the diverse demands of research questions. The quantitative data collected from organized questionnaires is utilized to respond to RQ1 and RQ2, focusing on general patterns found in the level of motivation and engagement of students in ChatGPT for learning English language courses. In contrast, qualitative research is required for answering RQ3, requiring in-depth insights into the encounters of the participants and the effects on their level of motivation. In order to combine both research types, this research utilizes an explanatory sequential design, permitting qualitative research to expand on the outcome of the quantitative research. The study involved 198 students from the English Education Study Program at Universitas Muhammadiyah Kalimantan Timur (UMKT), with 133 samples collected by calculating with Slovin's formula and employing simple random sampling techniques. The participants for the interview will then be determined through purposive sampling, considering criteria aligned with the aims of this research.

Data gathering was conducted through two prominent methods, namely surveys and semi-structured interviews. The survey, modeled Vallerand et al. (1992) and Hart et al. (2011), used 16 questions on a 4-point Likert-type scale, giving qualitative information on the perceptions of ChatGPT's contribution to the participant's English learning motivation. Then, the instrument was followed by semi-structured interviews, guided by an elastic format, giving in-depth qualitative information, as suggested by Kircher & Zipp (2022). The survey instrument was administered through Google Forms, disseminated through messaging applications like WhatsApp, giving maximum convenience. Interview participants were selected based on their survey responses to ensure relevance. In this research, participant consents were gathered before conducting the surveys, ensuring utmost confidentiality and anonymity. Quantitative data were analyzed using descriptive statistics—mean, standard deviation, and percentage distribution—via SPSS software to

uncover trends. As suggested by Taherdoost (2020), descriptive analysis offered a simple yet effective summary of survey results. In this research, the qualitative data was processed through both narrative and theme analysis. In narrative analysis, insights were explored on how the participants interpreted their experiences, giving meaning, while theme analysis helped in recognizing patterns. This combined technique for the qualitative analysis gave a well-rounded and comprehensive explanation on the participant perceptions on ChatGPT's contribution to EFL learning motivation and engagement.

RESULT AND DISCUSSION

Result

Before proceeding with the data analysis, it is important to note that the questionnaires used in this research were validated and tested for reliability to establish the quality and validity of the instrument used in this research. The process of testing the questionnaires and establishing validity was geared toward uncovering whether the items were measuring the construct they were supposed to measure. At the same time, it tested the instrument for internal consistency and whether it will provide reliable and constant results.

Table 1. Validity of The Questionnaire

Number of Questions	R-Value	R-Table	Desicion
M1	0,75	0,16	Valid
M2	0,73	0,16	Valid
M3	0,81	0,16	Valid
M4	0,78	0,16	Valid
M5	0,74	0,16	Valid
M6	0,71	0,16	Valid
M7	0,83	0,16	Valid
M8	0,59	0,16	Valid
E1	0,75	0,16	Valid
E2	0,72	0,16	Valid
E3	0,78	0,16	Valid
E4	0,82	0,16	Valid
E5	0,83	0,16	Valid
E6	0,76	0,16	Valid
E7	0,74	0,16	Valid
E8	0,63	0,16	Valid

From the result of the validity test shown in Table 1. Validity of The Questionnaire, all questionnaire items have R-values ranging from 0.59 to 0.83. With a sample size of $n = 133$ and a significance level of $\alpha = 0.05$, the critical R-table value is 0.16. Since all the obtained R-values are greater than the R-table threshold, it can be concluded that all items in the questionnaire are valid and appropriately measure the intended constructs.

Table 2. Reliability of The Questionnaire

Cronbach's Alpha	N of items
0.936	16

From the outcome shown in Table 2. Reliability of The Questionnaire, it is clear that the value of Cronbach’s Alpha obtained as a result of the reliability test of the research instrument, with a total of 16 items, is 0.936. From the standards used in social science research, any value above 0.90 is excellent, and this indicates high internal consistency.

Table 3. Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
M	133	23	9	32	23.89	.363	4.184	17.504
E	133	24	8	32	22.88	.370	4.268	18.213
Valid N (listwise)	133							

On the basis of the descriptive statistics in Table 3. Descriptive Statistic, the collected data from 133 participants shed light on their level of motivation and engagement while working on ChatGPT for language learning. The average score on the motivational scale stood at 23.89, with a standard deviation of 4.184, demonstrating moderately high motivational levels among the participants and slight variations at the individual level. The motivational score of the participants ranged from 9 to 32, suggesting that while most were highly motivated, their experiences were somewhat varied. The average score on the engagement scale stood at 22.88, with a standard deviation of 4.268, thus reflecting positive engagement levels among participants. The engagement score of the participants ranged from 8 to 32.

Table 4. Correlations Test

			Motivation	Engagement
Spearman Rho	Motivation	Correlation Coefficient	1.000	.767**
		Sig. (2-tailed)		.000
		N	133	133
	Engagement	Correlation Coefficient	.767**	1.000
		Sig. (2-tailed)	.000	
		N	133	133

**Correlation is significant at the 0.01 level (2-tailed)

The Spearman’s rho correlation analysis as shown in Table 4. Correlations Test reveals that there is a strong positive correlation between motivation and engagement, as evidenced by the correlation coefficient of .767 and a significance value of .000. This indicates that the relationship is statistically significant at the 0.01 level (2-tailed). The number of respondents (N) for both variables is 133, confirming that the analysis was

conducted using complete data. These results indicate a significant positive relationship between the levels of motivation and engagement based on the questionnaire responses.

Table 5. Mann-Whitney Test Category

Category	Ranks		
	N	Mean Rank	Sum of Ranks
Motivation	133	143.22	19048.00
Engagement	133	123.78	16463.00
Total	266		

The Mann-Whitney test was used to determine whether there was a statistically significant difference in scores between the two constructs assessed in the questionnaire: Motivation and Engagement. As shown in Table 5. Mann-Whitney Test Category, the Motivation category (N = 133) had a higher mean rank (143.22) compared to the Engagement category (N = 133), which had a mean rank of 123.78. The results in Table 6. Mann-Whitney Test Statistic indicate a Mann-Whitney U value of 7552.000 and a Z score of -2.073, with a p-value of .038 (Asymp. Sig., 2-tailed). Since the p-value is below the .05 threshold, it is clear the value is statistically significant. The outcome indicates the presence of significant variation in the score distribution between Motivation and Engagement, and Motivation received much higher ratings from the respondents.

Table 6. Mann-Whitney Test Statistic

	Score
Mann-Whitney U	7552.000
Wilcoxon W	16463.000
Z	-2.073
Asymp. Sig. (2-tailed)	.038

a. Grouping Variable: Category

Table 7. Motivation and Gender Cross-tabulation

Gender	Motivation (low) Count	Motivation (low) % within Gender	Motivation (low) % within Motivation	Motivation (high) Count	Motivation (high) % within Gender	Motivation (high) % within Motivation	Total Count
Male	2	5.9%	25.0%	32	94.1%	25.6%	34
Female	6	6.1%	75.0%	93	93.9%	74.4%	99
Total	8	6.0%	100.0%	125	94.0%	100.0%	133

Table 7. Motivation and Gender Cross-tabulation shows a comparative analysis of motivation levels across gender, based on cross-tabulation results, indicates the comparison of motivation levels among both genders, and the result of this activity indicates that male and female students are mainly categorized under the high level of motivation. In the case of male participants (n=34), 94.1% are under high motivation, and 5.9% are under low motivation. In contrast, for female participants (n=99), 93.9% are under high motivation, and 6.1% are under low motivation. Even though the percentages are very close, it is evident that female participants, constituting 74.4% of the total,

significantly contributed to the overall high motivational level. Out of a total of 125 high motivational students, 93 are female, constituting 69.9%, whereas 32 are male, constituting 24.1%, and are comprised in 25.6% of the total measure.

Table 8. Engagement and Gender Cross-tabulation

Gender	Engage ment (low) Count	Engage ment (low) % within Gender	Engage ment (low) % within Engage ment	Engage ment (high) Count	Engagement (high) % within Gender	Engagement (high) % within Engagement	Total Count
M	3	8.8%	27.3%	31	91.2%	25.4%	34
F	8	8.1%	72.7%	91	91.9%	74.6%	99
Total	11	8.3%	100.0%	122	91.7%	100.0%	133

Table 8. Engagement and Gender Cross-tabulation indicates that both male (91.2%) and female (91.9%) participants were highly engaged in ChatGPT as a language learning tool, as only 8.8 percent and 8.1 percent, respectively, reported low engagement. Although both are almost similar, the female participants, comprised of 74.6 percent, contributed more to the high engagement level by accounting for 91 out of 122 participants, or 68.4 percent of the total. Meanwhile, the male participants, comprised of 25.4 percent of the sample, accounted for 31 participants, or 23.3 percent of the total.

Table 9. Motivation Semester Grouping

Semester	N	Mean Rank
2	46	72.00
4	17	51.03
6	44	63.32
8	26	74.83
Total	133	

Table 10. Motivation Kruskal Wallis Test

Kruskal-Wallis H	5.242
df	3
Asymp. Sig.	.155

Table 9. Motivation Semester Grouping depicts the distribution of motivation scores by semester, including the number of respondents and their mean ranks. The eighth-semester group recorded the highest mean rank at 74.83, followed by the second semester group, which recorded the same mean rank as the eighth-sem group with 72.00. The sixth-sem group recorded the lowest mean rank at 63.32, while the fourth semester recorded the lowest mean rank at 51.03. To determine whether these differences were statistically significant, a Kruskal-Wallis H test was conducted. As shown in Table 10. Motivation Kruskal Wallis Test, the test yielded an H value of 5.242 with three degrees of freedom

and a p-value of .155. Since p-value is greater than .05, it is clear that there is no significant difference in motivation levels among the groups.

Table 11. Engagement Semester Grouping

Semester	N	Mean Rank
2	46	72.93
4	17	61.29
6	44	60.51
8	26	71.21
Total	133	

Table 12. Engagement Kruskal Wallis Test

Kruskal-Wallis H	3.057
df	3
Asymp. Sig.	.383

Table 11 Engagement Semester Grouping displays the Engagement scores grouped by semester, along with the number of participants (N) and their corresponding mean ranks. The 2nd semester group (N = 46) had the highest mean rank of 72.93, followed closely by the 8th semester group (N = 26) with a mean rank of 71.21. The 4th semester (N = 17) and 6th semester (N = 44) groups had lower mean ranks of 61.29 and 60.51, respectively. To test for statistically significant differences in Engagement scores across the semester groups, a Kruskal-Wallis H test was conducted. As presented in Table 12. Engagement Kruskal Wallis Test, the test produced a Kruskal-Wallis H value of 3.057, with 3 degrees of freedom, and a p-value of .383. Since the p-value is greater than .05, the result indicates that there is no statistically significant difference in Engagement scores across the different semesters.

Following the quantitative phase, the study continued with qualitative interviews to gain deeper insight into students' personal experiences and perspectives. Three participants were purposefully selected based on their survey results, and their responses were analyzed using two methods: thematic analysis to identify common themes such as motivation, engagement, and challenges, and narrative analysis using Labov & Waletzky (1967) model to explore how participants structured their stories through orientation, complication, evaluation, resolution, and coda. This dual approach allowed the researcher to understand both what was said and how the experiences unfolded over time. All interviews were conducted in Bahasa Indonesia and translated into English, with careful attention to preserving the participants' original tone and meaning.

Participant T, an 8th-semester English Education student, initially highlighted how ChatGPT served as a valuable aid in improving their writing. T often felt insecure about

grammar and verb usage, and thus turned to ChatGPT to check and correct their written work. The tool's ability to provide immediate suggestions was particularly appreciated. However, over time, T noticed a shift in their learning behavior. Although ChatGPT improved the quality of their assignments, it also inadvertently fostered a sense of dependency. T admitted that this reliance reduced their intrinsic motivation to learn, resulting in a more task-oriented rather than learning-oriented approach. In the end, T reflected on a growing sense of disengagement, expressing concern that ChatGPT was being used more as a shortcut than as a means to enhance genuine learning.

Participant Z, also an 8th-semester student, reported using ChatGPT for approximately two hours daily. Z acknowledged the risk of over-dependence, especially when engaging in tasks that required critical thinking, such as academic writing. Despite these challenges, Z found ChatGPT motivating for general language learning. The participant likened the tool to a conversational partner, particularly valuable in the absence of opportunities to practice with international friends. Over time, this led to increased use of English and gradual improvement in comprehension. Z concluded that while ChatGPT is a useful learning companion, especially for language practice, students must first attempt tasks independently to foster real growth. This reflection shows a shift toward more mindful and strategic use of the tool.

Participant H, a frequent user of ChatGPT (averaging three hours per day), shared both technical and pedagogical experiences. H encountered practical limitations such as usage caps and occasional grammatical inaccuracies, compounded by connectivity issues. Nevertheless, H viewed ChatGPT positively always accessible source of support that reduced dependence on instructor availability. The tool helped clarify difficult concepts and enhanced H's confidence, particularly when preparing for presentations. Unlike the other participants, H reported increased diligence and motivation as a result of using ChatGPT. However, H also emphasized the importance of maintaining a balance, cautioning against overreliance and advocating for the development of personal literacy and critical thinking skills.

Table 13. Qualitative Thematic Analysis

Theme	Code	Code Description	Participants	Statement
1. ChatGPT as Academic Support	Grammar check	Using ChatGPT to check grammar	T, Z, H	"I use ChatGPT to recheck my writing..." (T)
	Translation	Used to translate sentences or	Z, H	"Usually use it to translate sentences... sounds

Theme	Code	Code Description	Participants	Statement
	Paragraph/dialogue creation	vocabulary Helps in creating text for assignments	H	more natural" (Z) "I ask for help in making paragraphs or dialogues..." (H)
2. Impact on Motivation and Confidence	Increased motivation	Feeling more enthusiastic due to assistance	Z, H	"More motivated because there's a study buddy..." (H)
	Dependency	Feeling lazier due to overreliance	T, Z	"Because of the dependency, I became lazy..." (T)
	Increased confidence	Slight boost in confidence during discussions or presentations	T, Z, H	"More confident when delivering the presentation..." (H)
3. Learning Engagement	More active	More frequent learning and completing assignments	T, Z, H	"More active... more often using English" (Z)
	Assisted discussion	Still passive but aided during discussions	T	"I prefer to stay silent... but ChatGPT is a support" (T)
4. Technical and Cognitive Challenges	Usage limit	Free account has usage restrictions	Z, H	"Features are limited, using the free version..." (Z)
	Misinterpreting prompts	ChatGPT doesn't always provide correct grammar	T, H	"Sometimes it gives verb 2 even though it's supposed to be present tense..." (T)
	Network issues	Slow response or no output	H	"Sometimes the network is bad, nothing appears..." (H)
5. Effective Usage Strategies	Use for grammar & vocab	Recommended focus on grammar and vocabulary	T, Z, H	"Use it to improve grammar or understand vocabulary..." (T)
	Avoid dependency	Should work independently before relying on ChatGPT	Z, H	"Try to do it yourself first, then use ChatGPT" (Z)
	Clear & specific questions	Questions must be simple and clear for better responses	H	"When asking, make the sentence clear..." (H)

The integration of ChatGPT into English language learning revealed varied experiences among participants, T, Z, and H, highlighting its usefulness, challenges, and effects on motivation and engagement. Based on the Table 13. Qualitative Thematic Analysis, The analysis identified five main themes: ChatGPT as academic support, its influence on motivation and confidence, learning engagement, technical and cognitive challenges, and effective usage strategies.

1. ChatGPT as Academic Support

All participants used ChatGPT for academic tasks, especially grammar checks. T consistently relied on it for writing review. Z and H used it for translation, appreciating the natural tone of responses. H also used it to generate paragraphs and dialogues, showing its creative support in writing.

2. Impact on Motivation and Confidence

ChatGPT affected motivation both positively and negatively. Z and H felt more motivated, viewing it as a digital “study buddy” that encouraged learning. However, T and Z admitted growing dependent on it, which reduced personal effort. Still, all three felt more confident, especially in discussions and presentations. H, for example, gained confidence after practicing with ChatGPT.

3. Learning Engagement

Participants became more engaged and consistent in completing assignments. Z noted increased use of English. While T remained passive in discussions, she found ChatGPT helpful for preparation, which indirectly supported her engagement.

4. Technical and Cognitive Challenges

Participants faced several issues. Z and H mentioned the free version's limited features, while T and H noted occasional inaccuracies like wrong verb tenses. H also faced network problems that disrupted learning.

5. Effective Usage Strategies

All three emphasized using ChatGPT mainly for grammar and vocabulary. T suggested focusing on these areas, while Z and H recommended attempting tasks first before consulting the tool, to avoid overdependence. H also stressed the importance of asking clear, simple questions for better responses

Discussion

The quantitative findings show that ChatGPT positively influences motivation and engagement in EFL learning. With mean scores of 23.89 for motivation and 22.88 for

engagement, students expressed favorable attitudes toward the tool. A strong positive correlation between motivation and engagement ($r = .767, p < .01$) supports Self-Determination Theory (Ryan & Deci, 2000), suggesting that motivated learners are more engaged. The Mann-Whitney test revealed significantly higher motivation than engagement, indicating that enthusiasm doesn't always equate to active involvement. These results align with Jayaputri (2024), who found AI tools enhance motivation, and Anjum et al. (2025), who highlighted ChatGPT's role in boosting engagement through personalized feedback.

Qualitative findings further illustrate students' experiences. Participants T, Z, and H used ChatGPT for grammar checks, translations, and writing, confirming its value as an academic aid, as also noted by Werdiningsih et al. (2024). They described ChatGPT as a "study buddy" that increased motivation and confidence, especially during presentations. However, some reported overreliance, echoing Balcı (2024) concerns about reduced critical thinking with excessive AI use. This pattern of reliance also carries ethical implications, particularly regarding academic integrity when students depend on AI-generated output without sufficient personal input.

Engagement appeared more task-based than social. While students frequently used English and completed assignments, not all felt emotionally involved in class. For example, T remained passive in group discussions despite using ChatGPT for preparation. This reflects Fredricks et al. (2004) engagement model, which distinguishes behavioral, cognitive, and affective dimensions. Consistent engagement across gender and semester levels suggests ChatGPT's inclusive potential, supporting Supianto et al. (2024) findings that perceived usefulness outweighs demographic factors.

Despite its benefits, challenges persist. Participants noted technical limits in the free version, occasional errors, and network issues, concerns echoed by Albadarin et al. (2024) and Žáková et al. (2024). To address this, students recommended clear questioning, focusing on grammar and vocabulary, and minimizing dependence by first trying tasks independently. These strategies promote both effective use and learner autonomy, aligning with constructivist learning principles. In summary, while ChatGPT significantly enhances motivation and engagement, its impact is greatest when used mindfully alongside human oversight and critical thinking.

These findings also imply that educators can leverage ChatGPT as a complementary tool to support grammar learning, vocabulary development, and confidence-building, aligning with Anjum et al. (2025) who emphasized the value of personalized feedback in sustaining learner motivation. Additionally, the need for guided use echoes Samala et al.

(2024) and Werdiningsih et al. (2024), who cautioned that AI tools must be integrated carefully to maintain authenticity and prevent overreliance. The distinction between motivation and engagement identified in this study also supports Fredricks et al. (2004), who noted that behavioral, cognitive, and affective engagement do not always develop equally. This suggests that while ChatGPT may successfully enhance motivation, educators still need targeted strategies to transform that motivation into deeper, more consistent engagement in EFL learning tasks.

CONCLUSION AND SUGGESTION

This study explored how ChatGPT affects students' motivation and engagement in learning English as a Foreign Language (EFL) using a mixed-methods approach. The quantitative results showed that students were highly motivated and engaged, with motivation being slightly higher. These findings support Self-Determination Theory, which says students learn better when they feel motivated. The results also showed that ChatGPT was effective across different genders and semesters, making it an inclusive tool for all learners.

The qualitative findings added depth by showing how students personally used and experienced ChatGPT. Participants said the tool helped with grammar, translation, and generating ideas, and made them feel more confident and independent. However, some also became too dependent on it, which lowered their own effort. Engagement was more focused on tasks than on social interaction in class.

What distinguishes this study from earlier research is that these qualitative insights were directly linked to the quantitative comparison of motivation and engagement, clarifying why motivation emerged slightly higher than engagement, an aspect that previous studies had not examined together. In conclusion, ChatGPT can be a helpful tool in EFL learning when used wisely. Teachers should guide its use to avoid overreliance and encourage critical thinking. Despite its technical limits, ChatGPT shows great potential to support language learning when combined with proper teaching strategies.

Despite these contributions, several limitations must be acknowledged. The study was conducted at a single institution, which may limit the generalizability of its findings. The qualitative phase involved only three participants, providing depth but not broad representation. Additionally, the study relied on self-reported perceptions, which may be influenced by personal bias. Participants also used the free version of ChatGPT, which includes usage restrictions that may have shaped their experiences. Future research should therefore involve larger and more diverse samples, compare experiences with free

and paid AI tools, and explore longitudinal impacts to better understand how ChatGPT influences motivation and engagement over time.

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