

## RESEARCH ARTICLE

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# Opportunities and Challenges of AI in Higher Language Education: A Case Study of ChatGPT Use Among University Students

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## Abstract

The integration of artificial intelligence technologies into educational environments has fundamentally transformed pedagogical approaches across various disciplines, with language education experiencing particularly significant developments. This study examines university students' attitudes, experiences, and perceived effectiveness of ChatGPT as an instrument for foreign language learning. Through a qualitative research methodology employing questionnaire-based data collection following hands-on experiential learning tasks, this investigation reveals that students demonstrate considerable enthusiasm and satisfaction when utilizing this conversational AI technology, despite acknowledging certain limitations and potential concerns. The findings indicate that while students recognize ChatGPT's capabilities in enhancing specific language learning activities, they also express awareness of challenges related to academic integrity, cognitive development, and the irreplaceable value of human instruction. This research contributes to the growing body of literature examining AI integration in language education and provides insights for educators seeking to incorporate emerging technologies into their pedagogical practices while maintaining educational quality and integrity.

**Keywords** : artificial intelligence, conversational AI, second language

acquisition, university education, student perceptions, educational technology

## 1. Introduction

The contemporary educational landscape has witnessed unprecedented transformation through the integration of artificial intelligence technologies, fundamentally altering traditional approaches to teaching and learning across multiple academic disciplines. Within the realm of language education, these technological advancements have introduced novel opportunities for personalized instruction, automated assessment, and enhanced student engagement (Naidu, 2019). The emergence of sophisticated AI-driven tools has created new paradigms for second language acquisition, offering learners unprecedented access to interactive, responsive, and adaptive learning environments that extend beyond conventional classroom boundaries.

Among the most significant recent developments in this technological evolution is the introduction of ChatGPT, a large language model developed by OpenAI that became publicly available in November 2022. This conversational artificial intelligence system has rapidly gained attention within educational communities due to its sophisticated natural language processing capabilities and its potential to serve as an interactive learning companion for students across various academic disciplines (Dowling & Lucey,

2023). The technology's ability to engage in human-like conversations, provide explanations, generate content, and offer feedback has positioned it as a potentially transformative tool for language learning applications.

The implications of ChatGPT's integration into foreign language education extend far beyond simple technological adoption, encompassing fundamental questions about pedagogical effectiveness, student engagement, and the evolving role of educators in AI-enhanced learning environments. Research has demonstrated that AI-powered tools can facilitate more personalized learning experiences, enabling students to receive immediate feedback and engage with content at their own pace (Gayed et al., 2022). Furthermore, these technologies can potentially reduce the administrative burden on educators while providing students with continuous access to learning support (Reiss, 2021).

However, the integration of such advanced AI technologies into educational settings also raises significant concerns regarding academic integrity, the development of critical thinking skills, and the potential for over-reliance on automated systems (Klimova et al., 2023). Educational institutions and practitioners must carefully consider how to harness the benefits of these technologies while mitigating potential risks and maintaining the essential human elements of effective language instruction.

The rapid adoption and widespread discussion of ChatGPT within academic communities necessitates empirical investigation into how students actually experience and perceive this technology when applied to language learning tasks. Understanding student attitudes, satisfaction levels, and identified challenges is crucial for developing effective integration strategies and informing pedagogical decisions about AI adoption in language education contexts.

This study addresses this critical need by investigating university students' perceptions

and experiences with ChatGPT as a tool for foreign language learning. Through systematic examination of student attitudes, performance evaluations, and identified challenges, this research aims to provide evidence-based insights that can inform educational practice and policy decisions regarding AI integration in language education.

The research is guided by four primary objectives: first, to examine students' initial attitudes and reactions toward using ChatGPT for language learning purposes; second, to assess students' perceptions of the technology's usefulness and effectiveness in supporting various language learning activities; third, to identify specific challenges and limitations that students encounter when utilizing ChatGPT for educational purposes; and fourth, to explore the implications of ChatGPT adoption for pedagogical approaches and instructional design in foreign language education.

## **2. Theoretical Framework and Literature Review**

### **2.1 Artificial Intelligence in Language Education**

The integration of artificial intelligence technologies into language education represents a significant paradigm shift that has evolved considerably over the past decade. Educational AI applications have demonstrated substantial potential for enhancing learning outcomes through personalized instruction, adaptive content delivery, and intelligent tutoring systems (Ashfaque et al., 2020). These technologies offer unique advantages in language learning contexts, where individualized feedback, repetitive practice opportunities, and exposure to diverse linguistic inputs are essential for successful acquisition.

Research has consistently demonstrated that AI-powered educational tools can provide learners with more flexible and accessible learning opportunities compared to traditional instructional methods. The ability of AI systems to process natural language, analyze learner performance, and adapt instructional

content in real-time has created new possibilities for addressing individual learning needs and preferences (Firat, 2023). These capabilities are particularly valuable in language education, where learners often require extensive practice opportunities and immediate corrective feedback to develop proficiency.

The theoretical foundations for AI integration in language education draw from established second language acquisition theories, including input hypothesis, interaction hypothesis, and output hypothesis frameworks (Liu, 2022). AI technologies can potentially enhance each of these theoretical components by providing comprehensible input, facilitating meaningful interaction, and creating opportunities for productive language use in supportive environments.

## **2.2 Conversational AI and Chatbot Technologies in L2 Learning**

Conversational artificial intelligence systems, particularly chatbots, have emerged as promising tools for supporting second language acquisition through their ability to simulate human-like interactions and provide learners with opportunities for authentic communication practice. Research has shown that chatbot technologies can effectively support the development of various language skills, including speaking, listening, reading, and writing, while offering learners a non-threatening environment for language practice (Belda-Medina & Calvo-Ferrer, 2022).

The effectiveness of chatbots in language learning contexts has been attributed to several key factors, including their availability for continuous interaction, their ability to provide immediate feedback, and their capacity to adapt to individual learner needs and preferences (Huang et al., 2022). These systems can offer learners opportunities for extensive practice without the social anxiety that may accompany human interaction, particularly for beginning-level learners who may feel self-conscious about their language abilities.

Systematic reviews of chatbot-supported language learning have revealed generally positive outcomes, with studies indicating improvements in learner motivation, engagement, and language proficiency when chatbots are effectively integrated into instructional programs (Huang et al., 2022). However, research has also identified important limitations, including the need for careful instructional design, appropriate task selection, and ongoing human supervision to ensure educational effectiveness.

The development of more sophisticated conversational AI systems has expanded the potential applications of chatbot technologies in language education. Advanced systems like ChatGPT demonstrate capabilities that extend beyond simple conversational practice to include complex language tasks such as writing assistance, grammar explanation, and content generation (Kohnke et al., 2023). These enhanced capabilities have generated considerable interest among educators and researchers seeking to understand how such technologies can be effectively integrated into language learning programs.

## **2.3 Student Perceptions and Technology Acceptance in Language Learning**

Understanding student perceptions and attitudes toward educational technologies is crucial for successful implementation and sustained adoption in academic settings. Research in technology acceptance has consistently demonstrated that student attitudes, perceived usefulness, and ease of use are primary factors influencing technology adoption and continued usage in educational contexts (Fryer et al., 2019).

In language learning contexts, student perceptions of technology effectiveness are often influenced by factors such as the technology's ability to support specific learning goals, its integration with existing instructional approaches, and its perceived impact on learning outcomes. Studies have shown that students are more likely to embrace educational technologies when they perceive clear benefits for their language development

and when the technologies complement rather than replace human instruction (Pikhart et al., 2022).

Research examining student experiences with AI-powered language learning tools has revealed generally positive attitudes, with students appreciating the personalized feedback, flexible access, and interactive features that these technologies provide. However, studies have also identified concerns related to the accuracy of AI-generated content, the potential for over-reliance on automated systems, and the importance of maintaining human elements in language instruction (Klimova & Al-Obaydi, 2023).

The emergence of advanced conversational AI systems like ChatGPT has introduced new dimensions to student technology acceptance, as these systems offer capabilities that more closely approximate human-like interaction and support. Understanding how students perceive and experience these advanced technologies is essential for developing effective integration strategies and addressing potential concerns or limitations.

## **2.4 Challenges and Opportunities in AI-Enhanced Language Education**

The integration of AI technologies into language education presents both significant opportunities and notable challenges that must be carefully considered by educators and institutions. On the opportunity side, AI systems offer potential for enhanced personalization, increased accessibility, and improved efficiency in language instruction (Grassini, 2023). These technologies can provide learners with immediate feedback, adaptive content delivery, and continuous learning support that extends beyond traditional classroom boundaries.

However, the adoption of AI technologies in educational settings also raises important concerns related to academic integrity, the development of critical thinking skills, and the potential displacement of human instruction. Research has highlighted the need for careful consideration of ethical implications,

including issues related to data privacy, algorithmic bias, and the appropriate balance between automated and human-mediated instruction (Kooli, 2023).

Specific challenges identified in the literature include the potential for students to become overly dependent on AI assistance, concerns about the accuracy and reliability of AI-generated content, and the need for educators to develop new competencies for effectively integrating AI tools into their instructional practices (Kasneci et al., 2023). Additionally, questions about assessment validity and academic integrity have become increasingly prominent as AI capabilities continue to advance.

Despite these challenges, research suggests that thoughtful integration of AI technologies can enhance language learning outcomes when implemented with appropriate pedagogical frameworks and ongoing human oversight. The key lies in developing approaches that leverage the strengths of AI systems while maintaining the essential human elements of effective language instruction (Tlili et al., 2023).

## **3. Research Methodology**

### **3.1 Research Design and Approach**

This investigation employed a qualitative research methodology designed to explore university students' perceptions, experiences, and attitudes toward ChatGPT as a tool for foreign language learning. The qualitative approach was selected to enable in-depth exploration of student perspectives and to capture the nuanced aspects of their experiences with this emerging technology. This methodological choice aligns with the exploratory nature of the research, given the relatively recent introduction of ChatGPT and the limited existing empirical evidence regarding its application in educational contexts.

The research design incorporated an experiential learning component, requiring participants to engage directly with ChatGPT through structured tasks before providing their

evaluations and reflections. This hands-on approach was essential for ensuring that participant responses were based on actual experience rather than preconceived notions or secondhand information about the technology.

### **3.2 Participants and Context**

The study involved university students enrolled in foreign language programs, representing a population with direct experience and investment in language learning processes. Participants were selected based on their enrollment in language courses and their willingness to engage with new educational technologies. The university context provided an appropriate setting for investigating ChatGPT's potential applications in higher education language learning environments.

All participants provided informed written consent prior to their involvement in the study, and ethical considerations were carefully addressed throughout the research process. The study design ensured participant anonymity and confidentiality, with all data collected and analyzed in accordance with established research ethics protocols.

### **3.3 Data Collection Procedures**

Data collection was conducted through a structured questionnaire administered after participants completed a series of hands-on tasks using ChatGPT. The questionnaire was designed to capture multiple dimensions of student experience, including initial impressions, performance evaluations, perceived usefulness, and identified challenges or concerns.

Prior to completing the questionnaire, participants were required to engage with ChatGPT through five specific language learning tasks designed to expose them to various capabilities and potential applications of the technology. These tasks included:

1. Requesting explanations of English article usage (zero, definite, and indefinite articles)

2. Generating a short article on a topic of choice with reference requirements
3. Seeking explanations or information on topics of personal interest
4. Composing a complaint email to a hotel regarding service issues
5. Translating text passages and evaluating translation quality and naturalness

These tasks were carefully selected to represent common language learning activities and to provide participants with exposure to different aspects of ChatGPT's capabilities, including explanation, content generation, information provision, practical writing assistance, and translation support.

The questionnaire consisted of twelve open-ended questions designed to elicit detailed responses about various aspects of the ChatGPT experience. Questions addressed topics including initial awareness and first impressions, satisfaction with performance, specific task effectiveness, perceived usefulness, potential applications, challenges encountered, comfort levels, general attitudes, desired functionality improvements, concerns or worries, and perceived benefits for language learning.

### **3.4 Analytical Framework**

Data analysis followed established qualitative research procedures, with responses analyzed thematically to identify patterns, trends, and key insights across participant experiences. The analytical approach focused on understanding the range and depth of student perspectives while identifying common themes and divergent viewpoints.

The analysis process involved systematic review of all questionnaire responses, identification of recurring themes and concepts, and organization of findings into coherent categories that address the research objectives. Particular attention was paid to both positive and negative aspects of student experiences, ensuring balanced representation of participant perspectives.

## 4. Findings and Analysis

### 4.1 Initial Encounters and First Impressions

Participants' initial encounters with ChatGPT were characterized by overwhelmingly positive reactions, with many expressing surprise and fascination at the technology's capabilities and performance. The majority of participants reported learning about ChatGPT around the time of its public launch, with many being drawn to experiment with the technology due to their backgrounds in information and communication technology fields, which kept them informed about emerging technological developments.

First impressions were dominated by amazement at ChatGPT's response speed and the quality of its outputs. Participants consistently noted their surprise at the technology's ability to communicate effectively in languages other than English, particularly in Czech, which they characterized as a minority language that typically receives poor support from AI-driven translation and language processing tools. This multilingual capability exceeded their expectations based on previous experiences with other AI language tools, which they described as producing numerous errors and providing unsatisfactory results for Czech language tasks.

Many participants expressed mixed emotions about ChatGPT's potential impact, recognizing both positive and negative implications for society and education. While impressed by the technology's capabilities, they also articulated concerns about potential misuse, particularly regarding academic integrity and the possibility that widespread adoption might lead to decreased cognitive engagement and learning effort among users.

The speed and apparent accuracy of ChatGPT's responses generated considerable enthusiasm among participants, with many describing their initial interactions as eye-opening experiences that exceeded their expectations for AI technology. Several participants noted that their first encounters with ChatGPT left them

eager to explore additional applications and to learn more about the technology's capabilities and limitations.

### 4.2 Performance Evaluation and User Satisfaction

Participants reported exceptionally high levels of satisfaction with ChatGPT's performance across the assigned tasks, consistently praising the technology's accuracy, speed, and human-like communication style. When compared to alternative information sources such as web search engines or online forums, participants indicated that ChatGPT provided more convenient and efficiently organized information, eliminating the need to evaluate multiple sources and synthesize information independently.

The technology's explanatory capabilities received particular praise, with participants noting ChatGPT's ability to provide clear, comprehensive explanations of complex topics. However, some participants observed that while ChatGPT could explain concepts effectively, its explanations sometimes lacked the depth and multiple perspectives that human teachers typically provide. They noted that when users indicated difficulty understanding an explanation, ChatGPT tended to repeat similar information rather than offering alternative explanatory approaches.

Participants identified several areas where ChatGPT demonstrated exceptional performance, including general information provision, mathematical and scientific problem-solving, and computer programming assistance. Many were particularly impressed by ChatGPT's ability to identify errors in computer code and generate functional programming solutions rapidly and accurately.

For professional communication tasks, such as email composition and technical writing, participants reported high satisfaction with ChatGPT's ability to produce appropriate content even when users lacked specialized knowledge or expertise in the relevant domain. The technology's capacity to generate professional-quality text was viewed as

particularly valuable for academic and workplace applications.

However, participants also identified significant limitations in ChatGPT's performance, particularly for academic writing tasks. They noted that while ChatGPT could generate well-structured content, it often provided incorrect or outdated references and relied heavily on basic information readily available through sources like Wikipedia. This limitation was viewed as problematic for scholarly work requiring current, accurate citations and in-depth analysis.

#### **4.3 Practical Applications and Effectiveness**

Participants identified numerous practical applications for ChatGPT across various domains of their academic and personal lives. Beyond language learning applications, they recognized potential uses in programming, where ChatGPT could assist with code generation and error identification, and in general information seeking, where it could provide faster and more organized responses than traditional search methods.

For language learning specifically, participants found ChatGPT particularly effective for grammar explanations, writing assistance, and translation tasks. The technology's ability to provide immediate feedback and explanations was viewed as valuable for supporting independent learning and practice outside of formal classroom settings.

Many participants appreciated ChatGPT's potential as a creative inspiration tool, noting its ability to generate ideas for various purposes, from meal planning and gift selection to academic project topics. This creative assistance capability was seen as extending the technology's utility beyond purely informational applications.

Some participants even suggested that ChatGPT could serve as a conversational companion, providing a form of social interaction, although this perspective was not widely shared among the participant group. The majority viewed ChatGPT primarily as a functional tool rather than a social entity.

The technology's availability and accessibility were consistently highlighted as major advantages, with participants appreciating the ability to access assistance and information at any time without scheduling constraints or social pressures that might accompany human interaction.

#### **4.4 Limitations and Concerns Identified**

Despite generally positive evaluations, participants identified several significant limitations and concerns regarding ChatGPT's use in educational contexts. Academic integrity emerged as a primary concern, with many participants expressing worry about the potential for misuse in academic assignments and the challenges this might create for educational assessment and evaluation.

Participants were particularly concerned about the potential impact of ChatGPT on cognitive development and learning processes. They worried that over-reliance on the technology might lead to decreased critical thinking skills and reduced intellectual effort, as users might become dependent on ChatGPT to complete tasks that would otherwise require independent thought and analysis.

Technical limitations were also noted, including occasional browser compatibility issues and access restrictions during periods of high demand. Some participants experienced difficulties accessing the service when usage levels were high, limiting their ability to complete assigned tasks within desired timeframes.

The text-only interface was identified as a limitation by several participants, who suggested that audio or visual output capabilities would enhance the technology's educational value and user experience. They viewed the current interface as somewhat restrictive compared to multimedia learning environments.

Concerns about information accuracy and currency were raised, particularly regarding ChatGPT's tendency to provide outdated or incorrect references in academic contexts. Participants recognized the importance of

verifying information obtained from ChatGPT and expressed concern about users who might not exercise appropriate critical evaluation of AI-generated content.

Language-specific limitations were noted for Czech language tasks, where participants observed occasional accuracy issues, although they acknowledged that performance in this minority language was still impressive compared to other AI language tools.

## 5. Discussion and Implications

### 5.1 Student Engagement with AI Technology

The findings reveal that university students demonstrate remarkable openness and enthusiasm toward integrating ChatGPT into their language learning practices, suggesting a high level of technology acceptance among this demographic. This positive reception aligns with broader research indicating that students are generally receptive to educational technologies that offer clear benefits and enhance their learning experiences (Fryer et al., 2019). The students' willingness to experiment with ChatGPT and their detailed engagement with various tasks suggest that they view AI technology as a legitimate and valuable addition to their educational toolkit.

The high levels of satisfaction reported by participants indicate that ChatGPT meets many of their expectations for educational support tools, particularly in terms of accessibility, responsiveness, and content quality. This satisfaction appears to stem from the technology's ability to provide immediate, personalized assistance that complements their existing learning strategies rather than replacing traditional educational approaches.

However, the students' simultaneous expression of concerns about academic integrity and cognitive development demonstrates a sophisticated understanding of the potential risks associated with AI adoption in educational contexts. This balanced perspective suggests that students are capable of critically evaluating new technologies and considering both benefits and drawbacks,

which is encouraging for responsible technology integration efforts.

### 5.2 Pedagogical Implications for Language Instruction

The study's findings have significant implications for language educators seeking to integrate AI technologies into their instructional practices. The students' positive experiences with ChatGPT for tasks such as grammar explanation, writing assistance, and translation suggest that these technologies can effectively supplement traditional instruction by providing additional practice opportunities and immediate feedback.

However, the identified limitations, particularly regarding academic writing and reference accuracy, highlight the continued importance of human oversight and instruction in language education. Educators must carefully consider how to leverage ChatGPT's strengths while addressing its weaknesses through appropriate pedagogical frameworks and assessment strategies.

The students' concerns about over-reliance on AI assistance suggest that educators need to develop strategies for promoting balanced technology use that enhances rather than replaces critical thinking and independent learning skills. This might involve designing assignments that require students to critically evaluate AI-generated content, compare multiple sources, or demonstrate original thinking that goes beyond what AI systems can provide.

The findings also suggest that educators need to adapt their assessment methods to account for the availability of AI assistance. Traditional assessment approaches may need to be reconsidered to ensure that they accurately measure student learning and maintain academic integrity in an AI-enhanced educational environment.

### 5.3 Challenges for Educational Practice

The integration of ChatGPT and similar AI technologies into language education presents several challenges that educational institutions

and practitioners must address. The academic integrity concerns raised by students reflect broader questions about how to maintain educational standards and ensure authentic assessment in an era of increasingly sophisticated AI assistance.

Educators face the challenge of developing new competencies for effectively integrating AI tools into their teaching practices while maintaining the essential human elements of language instruction. This requires not only technical understanding of AI capabilities and limitations but also pedagogical expertise in designing learning experiences that appropriately balance automated and human-mediated instruction (Tawafak et al., 2023).

The students' observations about ChatGPT's limitations in providing multiple perspectives and adaptive explanations highlight the continued importance of human instruction in language education. Educators must find ways to complement AI capabilities with human expertise, particularly in areas requiring nuanced understanding, cultural sensitivity, and personalized guidance.

Institutional challenges include developing policies and guidelines for appropriate AI use, providing professional development opportunities for educators, and ensuring that technology integration supports rather than undermines educational goals and values.

#### **5.4 Future Directions for AI Integration**

The study's findings suggest several important directions for future research and development in AI-enhanced language education. The students' positive responses to ChatGPT's multilingual capabilities indicate potential for developing more sophisticated language-specific AI tools that can better support diverse linguistic communities and learning contexts.

The identified limitations in academic writing and reference accuracy suggest areas where AI technologies need continued development to better serve educational purposes. Future AI systems might benefit from enhanced fact-checking capabilities, access to current

academic databases, and improved ability to provide accurate citations and references.

The students' suggestions for multimedia capabilities point toward the potential value of developing more comprehensive AI learning environments that integrate text, audio, and visual elements to create richer educational experiences. Such developments could enhance the technology's effectiveness for language learning applications where multimodal input and output are particularly valuable.

Future research should continue to examine student experiences with AI technologies across different educational contexts and populations to better understand factors that influence successful integration and adoption. Longitudinal studies examining the long-term effects of AI use on learning outcomes and skill development would provide valuable insights for educational policy and practice.

#### **6. Conclusion**

This investigation into university students' perceptions and experiences with ChatGPT as a tool for foreign language learning reveals a complex landscape of opportunities and challenges that characterize the current state of AI integration in higher education. The findings demonstrate that students approach this emerging technology with considerable enthusiasm and openness, recognizing its potential to enhance their learning experiences while simultaneously maintaining awareness of important limitations and concerns.

The overwhelmingly positive initial reactions and high satisfaction levels reported by participants suggest that ChatGPT possesses significant potential as a supplementary tool for language education. Students particularly valued the technology's accessibility, responsiveness, and ability to provide immediate assistance across a range of language learning tasks. The technology's multilingual capabilities and human-like interaction style were especially appreciated, exceeding students' expectations based on previous experiences with AI language tools.

However, the study also reveals important limitations that must be carefully considered in educational applications. Students' concerns about academic integrity, cognitive development, and over-reliance on AI assistance highlight the need for thoughtful integration strategies that preserve the essential elements of human instruction while leveraging the benefits of AI technology. The identified weaknesses in academic writing support and reference accuracy underscore the continued importance of human oversight and critical evaluation in educational contexts.

The findings have significant implications for educators, institutions, and policymakers involved in educational technology integration. The students' balanced perspectives suggest that successful AI adoption requires careful attention to both opportunities and risks, with particular emphasis on maintaining academic integrity and promoting critical thinking skills. Educators must develop new competencies for effectively integrating AI tools while adapting their pedagogical approaches and assessment methods to account for the availability of AI assistance.

The study contributes to the growing body of research examining AI applications in language education by providing empirical evidence of student experiences and perspectives. The findings support the potential value of conversational AI technologies for language learning while highlighting important considerations for responsible implementation.

Future research should continue to examine the long-term effects of AI integration on learning outcomes, skill development, and educational practices. As AI technologies continue to evolve, ongoing investigation will be essential for understanding how to maximize their educational benefits while addressing emerging challenges and concerns.

The integration of ChatGPT and similar AI technologies into language education represents both an opportunity and a responsibility for the educational community.

By carefully considering student perspectives, addressing identified limitations, and developing appropriate integration strategies, educators can harness the potential of these technologies to enhance language learning while preserving the fundamental values and goals of education.

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