

# A Study on Analyzing the Role of Chatgpt in English Acquisition among ESL Learners during English Language Classroom

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## Abstract

*In the rapidly evolving pedagogy of language education, technology has become an essential component of the learning process, offering unique tools to promote language acquisition. One such technological innovation is the launch of ChatGPT, an OpenAI language model designed to comprehend and write human-like writing. The goal of this study is to look at the multifaceted influence of ChatGPT on English learning among ESL students through the parameters of an English language classroom. This research aims to fill the gap in the literature by providing empirical data and informed viewpoints on the incorporation of ChatGPT in ESL courses, thus broadening the discussion on effective language education. The study's major goals were to assess how ESL learners perceive ChatGPT's influence on their general language proficiency and to look at how ChatGPT affects their vocabulary acquisition. In this study, a cross-sectional survey approach was used. The research collects information from ESL students on their experiences and views of using ChatGPT in the English language classroom. The study's participants are ESL Engineering students enrolled in English language lessons at several educational institutions in the Vellore District. According to the present study results, the advent of AI technologies such as ChatGPT has revolutionised learning patterns and language acquisition since it is not time-consuming and gathers information in a short period. ChatGPT efficiently assists learners in developing their listening, reading, speaking, and writing skills. The current research demonstrates that ChatGPT has a good impact on language learners' acquisition of language. The current research demonstrates that ChatGPT greatly enhanced learners' vocabulary, listening, speaking, writing, and reading skills.*

**Keywords:** ChatGPT, Engagement, Motivation, LSRW, Vocabulary Acquisition

## Introduction

Technology has become a vital component of the learning process in the changing environment of language education, providing novel tools to boost the acquisition of languages (Chun et al, 2016). One such advancement in technology is the introduction of ChatGPT, an OpenAI language model meant to read and create human-like writing. ChatGPT has the potential to revolutionize standard language learning approaches in English as a Second Language (ESL) education by offering learners a unique and interactive platform for improving their language abilities (Javaid, 2023). The purpose of this research is to investigate the multidimensional impact of

ChatGPT on English learning among ESL learners within the limits of the English language classroom. As a worldwide lingua franca, English is essential in international communication, business, and academics. ESL students, who come from a wide range of multilingual backgrounds, often have difficulties in grasping the complexities of the English language. Conventional instructional approaches, although effective, may fall short of meeting learners' individualized requirements and preferences. In this context, incorporating technology into language schools, such as ChatGPT, provides an appropriate choice for reinforcing and enhancing language education. ChatGPT is a deep learning-based AI

language model that generates consistent and relevant text depending on input prompts. Its capacity to converse in normal language makes it a potentially helpful tool for students of ESL looking to enhance their English skills. However, the magnitude of its effect, efficacy, and numerous ways in which it promotes language learning in the classroom remain undiscovered.

### **Significance of the Study**

It is important for teachers, academics, and policymakers who are engaged in creating language education policies to comprehend ChatGPT's role and function in ESL classrooms. The research seeks to give advantageous insights into optimizing the usage of ChatGPT as a supplemental tool in ESL education by putting light on the influence of this technology. Furthermore, the results may help to shape future language learning technology and instructional techniques that address the various requirements of ESL learners. As the digital age continues to transform education, it is vital to assess the possibilities, advantages and problems in developing technologies such as ChatGPT. This study aspires to bridge the existing gap in the literature by offering empirical evidence and informed perspectives on the integration of ChatGPT in ESL classrooms, thereby enriching the discourse on effective language pedagogy.

### **Literature Review**

The OpenAI-developed ChatGPT is notably a powerful language model among these tools that can completely change the way ESL students learn English. The study that has already been done on ChatGPT's function in English language classes is examined in this review of the literature, with a particular emphasis on how it affects ESL students and the dynamics of language learning. Many studies have been conducted on the use of technology in

language instruction. Technology can change lives, as noted by Warschauer and Healey (1998), who argue that by providing realistic communication opportunities, technology may improve learners' language acquisition and skills.

According to Warschauer and Healey (1998), ChatGPT, a natural language processing tool, supports this viewpoint by providing an interactive environment where ESL students can have real-time communication. Li and Chien (2018) investigated the advantages of interactive language learning technologies, emphasizing the significance of student involvement and participation. The conversational features of ChatGPT are consistent with this participatory approach, enabling students of ESL to practice and implement language abilities in a collaborative situation. The interactive feature of ChatGPT may boost learner motivation and engagement (Li & Chien, 2018). The growth of learners' vocabulary is an important part of language acquisition. Nation's (2001) research emphasized the need for extensive reading for effective vocabulary learning. ChatGPT's capacity to create contextually appropriate text exposes ESL learners to different vocabulary in real contexts, potentially developing vocabulary acquisition (Nation, 2001).

Al-Shehri (2018) investigated the influence of technology on speaking abilities, emphasizing the use of interactive platforms to improve oral communication. The conversational interface of ChatGPT allows ESL learners to practice and improve their skills in speaking. Furthermore, Warschauer (2006) emphasized the potential of technology in developing writing abilities, implying that tools such as ChatGPT may aid in the development of appropriate and relevant content.

Motivation is essential for successful language acquisition (Dörnyei, 1998). The use of technology, such as ChatGPT, has the potential to increase

motivation among students of ESL. Park and Lee (2019) investigated the stimulating effect of technology in language learning and discovered that interactive and engaging tools help boost student motivation. The conversational aspect of ChatGPT and real-time feedback may generate a pleasant learning environment, increasing motivation among ESL learners (Park & Lee, 2019). While the potential advantages of ChatGPT in language acquisition are obvious, experts like Ortega (2019) have also raised concerns about the obstacles and ethical issues involved with using AI in education.

Data privacy, presumptions in language production, and the requirement for ethical AI usage in educational contexts are all issues that must be carefully considered (Ortega, 2019). ChatGPT has the potential to be a beneficial tool in English language courses for ESL learners. Its interactive and conversational features are in line with modern language education methodologies, providing chances for vocabulary building, speaking and writing skill improvement, and increased motivation. Researchers and educators, on the other hand, must handle possible obstacles and ethical concerns linked with the incorporation of AI in language instruction. This research adds to the existing debate by investigating the particular effect of ChatGPT on English learning among ESL learners in the classroom setting.

## **Materials and Method**

### **Research Question and Objectives**

The goal of this research is to get a comprehensive knowledge of ChatGPT's impact on ESL students' English language learning during lessons in the classroom. The main objectives of the study were to evaluate how ESL learners perceive ChatGPT's effect on their general language competency and investigate how ChatGPT affects their vocabulary acquisition. Additionally, it looks at how well ChatGPT

works to enhance writing and speaking abilities in English and investigates the motivating elements of using ChatGPT in an ESL learning environment. It looks at the preferences as well as trends of ESL students with regard to ChatGPT for language learning.

### **Research Sample and Method**

A cross-sectional survey method was employed in this research. The study obtains responses from ESL learners on their experiences and perceptions of employing ChatGPT in the English language classroom. The selected participants of the study are ESL Engineering students enrolled in English language classes at different educational institutions in Vellore District. The sample will be diverse in terms of age, gender, skill levels, and prior experience with technology-assisted language learning. The sampling method employed in my study are random sampling method. Kregcie and Morgan's formula was employed to calculate the sample size from the population. The random sampling method will be employed in the study. The primary data collection tool employed in the present study is a structured questionnaire designed to gather quantitative information. The questionnaire will consist of closed-ended questions with Likert scale responses, allowing participants to rate their agreement or disagreement with statements related to the role of ChatGPT in English language acquisition.

Participants will be requested to submit demographic information such as their gender, age, proficiency in English, and the frequency with which they utilise technology in their everyday lives. This survey will investigate participants' prior experience with ChatGPT, including its frequency and context of usage, as well as their general their level of comfort with the technology. Participants will be asked to score ChatGPT's observed influence on several language skills, such as acquiring new vocabulary,

speaking competence, writing abilities, and general proficiency in languages. This section's questions concentrate on participants' levels of motivation and engagement while utilising ChatGPT as a language learning tool. The questionnaire will be delivered electronically using Google Forms, an online survey tool. Participants will get an email invitation with a link to the survey and their consent stating that data will be interpreted anonymously and data will be kept confidential.

### Statistical Analysis

Both qualitative and quantitative analyses were performed on the acquired data. With the use of SPSS Statistics, survey data were statistically examined. To characterise the fundamental characteristics of the participants, tests such as frequency tests and descriptive statistics to determine the range, total, percentage, standard deviation, and variance were conducted. Internal consistency was examined, and Cronbach's alpha was used in SPSS to assess reliability. The Cronbach alpha test result for 30 items was  $0.841 > 0.7$ , hence the questionnaire is considered reliable.

**Table 1 Reliability of the ChatGPT in English Acquisition Questionnaire (CEAQ-30, N=359)**

Questionnaire	Items	Cronbach Alpha Coefficient
ChatGPT in English Acquisition Questionnaire (CEAQ-30)	30	0.841

To assess the questionnaire's validity, bivariate analysis using the Pearson Correlation analysis was carried out in SPSS. The data is represented in Table 2 below. The Pearson Correlation value ranges from -0.392-0.923 for the CEAQ-30 items. The outcome

reveals that the significant value (p-value), which ranges from 0.017-0.000 for 30 items, is lesser than 0.05 and hence the data analysis has shown that the information gathered from survey participants is accurate and valid.

**Table 2 Validity of the ChatGPT in English Acquisition Questionnaire (CEAQ-30, N=359)**

Questionnaire	Items	Pearson Correlation	Sig 2-Tailed
ChatGPT in English Acquisition Questionnaire (CEAQ-30)	30	-0.392-0.923	0.017-0.000

### Data Collection and Ethical Consideration

According to the Indian University Grants Commission's GARP rules, samples were chosen for the research. The research adhered to Cherries' criteria as well. The engineering students from Vellore engineering institutions were emailed a Google form to complete as part of an open survey. The participants provided their name, email address, age, and the name of the organization as primary demographic information. Participants' agreement was secured after they were given a thorough explanation on the first page of the Google form. The necessary authorization was acquired from the engineering institutions in Vellore city, and as a preamble to the Google Form, approval for the samples' open and voluntary participation was sought. The research participants possess the liberty and entitlement to revoke their consent to complete the form before its submission at any given moment. The participants received the Google Form via email addresses and WhatsApp groups after it was sent to the institution's administration. Anonymized and confidential interpretation and analysis of the participant data has been carried out.

## Result and Discussion

The participant's characteristics and demographics are shown in Table 1. A total of 526 people were provided with the questionnaire; 359 of them responded to the questionnaire. While 35.37% of participants were between the ages of 20 and 21, 35.93% of individuals were between the ages of 21 and 22. Among the participants, 28.69% were between the ages of 18 and 19. In comparison to the number of female participants (45.12%), the total number of male participants (54.87%) was of higher magnitude. Among the 359 participants, 25.62% (N=92) attended the Vellore government engineering institution, whereas 37.88% (N=136) attended the Vellore Private Engineering institution. In Vellore, more than 25.62% (N=131) of the participants' studies were classified as university-level. More than 76.88% of respondents say that ChatGPT should be used by both students and teachers in everyday ESL classrooms.

**Table 3 Demographic Data of CEAQ(N=359)**

Items	Category	N	%
Age (Mean: 21, SD:4.32)	18-19 Years	103	28.69%
	20-21 Years	127	35.37%
	21-22 Years	129	35.93%
Gender	Male	197	54.87%
	Female	162	45.12%
Institution	Vellore Private Engineering College	136	37.88%
	Vellore Government Engineering College	92	25.62%
	Vellore Deemed to be University	131	36.49%

Do you recommend ChatGPT in ESL classrooms for both students and teachers?	Yes	276	76.88%
	No	83	23.11%

The descriptive statistics and frequency of the questionnaire were tabulated in Table 4.127 participants agreed that ChatGPT has positively influenced their English language learning abilities (Mean=3.64, Item=1). 75 participants have affirmed that ChatGPT has improved their English vocabulary (Mean=2.76, Item=2). 143 participants disagreed with the statement that ChatGPT has enhanced their speaking skills in English (Mean=2.19, Item=3). 156 participants have avowed that ChatGPT has helped them understand cultural nuances in English communication (Mean=3.86, Item=4). 186 respondents have acknowledged that ChatGPT has contributed to a more inclusive learning environment (Mean=3.30, Item=5). Almost 162 respondents remained neutral to the statement that ChatGPT has improved their listening skills in English (Mean=3.105, Item=6). However, 258 participants have confirmed that they find ChatGPT to be a time-efficient way to practice English (Mean=3.99, Item=7). Almost 136 participants admitted that ChatGPT has increased their exposure to authentic English language usage (Mean=3.217, Item=8). 229 participants have stated that they can express themselves better in English due to ChatGPT (Mean=3.74, Item=9). 174 participants have admitted that ChatGPT has made learning English more interactive for them (Mean=3.490, Item=10). Almost 222 participants have agreed that they believe ChatGPT is a useful tool for English language teachers (Mean=3.66, Item=11). Although, 162 participants have remained neutral to the

statement ChatGPT has helped them to overcome language barriers in the classroom (Mean=2.70, Item=12). 137 participants have asserted that they feel more engaged in English language lessons when using ChatGPT (Mean=2.87, Item=13). 117 respondents have negatively responded to the statement that ChatGPT has provided valuable feedback on their English language skills (Mean=2.86,

Item=14). 128 participants have declared that they would recommend ChatGPT to other ESL learners (Mean=3.61, Item=15). Almost 192 participants have neutrally responded to the statement they feel that ChatGPT has personalized their English learning experience (Mean=3.18, Item=16).

**Table 4 Descriptive Statistics and Frequency of CEAQ-30 (N= 359)**

CEAQ Items	Mean	Standard Deviation	Standard Error Mean	Frequency				
				1	2	3	4	5
Item 1	3.649025	1.330536	0.070223	42	30	60	107	120
Item 2	2.763231	1.156563	0.061041	52	96	136	35	40
Item 3	2.192201	1.261526	0.066581	139	104	50	40	26
Item 4	3.869081	1.297663	0.068488	35	25	43	105	151
Item 5	3.300836	1.456549	0.076874	60	60	53	84	102
Item 6	3.10585	1.177036	0.062122	41	48	162	48	60
Item 7	3.991643	1.210954	0.063912	23	24	54	90	168
Item 8	3.21727	1.134838	0.059894	30	54	139	80	56
Item 9	3.746518	1.290201	0.068094	35	25	70	95	134
Item 10	3.490251	1.268127	0.066929	29	48	108	66	108
Item 11	3.660167	1.282173	0.067671	37	27	73	106	116
Item 12	2.704735	1.052666	0.055558	59	72	162	48	18
Item 13	2.871866	1.296865	0.068446	65	72	126	36	60
Item 14	2.860724	1.129884	0.059633	53	64	156	52	34
Item 15	3.618384	1.260397	0.066521	30	39	82	95	113
Item 16	3.189415	1.037185	0.054741	29	30	192	60	48
Item 17	3.791086	1.293874	0.068288	36	25	54	107	137
Item 18	2.763231	1.156563	0.061041	52	96	136	35	40
Item 19	2.476323	1.466144	0.07738	119	104	49	20	67
Item 20	3.75766	1.281493	0.067635	35	25	63	105	131
Item 21	3.320334	1.439818	0.075991	60	50	66	81	102
Item 22	2.849582	1.263892	0.066706	73	48	148	40	50
Item 23	4.108635	1.163653	0.061415	20	20	45	90	184
Item 24	3.197772	1.004123	0.052996	23	36	194	59	47
Item 25	3.568245	1.259686	0.066484	35	24	113	76	111
Item 26	2.791086	1.229674	0.0649	36	154	72	43	54

Item 27	3.660167	1.282173	0.067671	37	27	73	106	116
Item 28	3.317549	1.394121	0.073579	46	56	110	32	115
Item 29	2.807799	1.128278	0.059548	54	67	172	26	40
Item 30	3.328691	1.319402	0.069635	40	48	129	38	104

However, 144 participants have admitted that ChatGPT has expanded their knowledge of English idioms and expressions (Mean=3.79, Item=17). 148 participants have negatively responded to the statement that they use ChatGPT regularly as an aid to their English language studies (Mean=2.76, Item=18) whereas 223 participants have averred that ChatGPT has made learning English more enjoyable for the ESL learners (Mean=2.47, Item=19). Almost 137 participants have responded that they believe ChatGPT has improved my overall English language proficiency (Mean=3.75, Item=20). 183 participants positively professed that they find ChatGPT to be a helpful tool for practising pronunciation (Mean=3.32, Item 21). 122 participants have refuted that ChatGPT has helped them to understand complex English grammar rules (Mean=2.84, Item=22). 274 respondents have admitted that they feel more confident in their English writing after using ChatGPT (Mean=4.10, Item=23). 194 participants have remained neutral to the statement that ChatGPT has increased their motivation to learn English (Mean=3.19, Item=24). 187 participants have confessed that they use ChatGPT to clarify doubts about English language concepts. (Mean=3.56, Item=25). 190 participants have disproved that ChatGPT has facilitated communication with English speakers (Mean=2.79, Item=26). 222 participants have asserted that ChatGPT has improved the comprehension of English texts (Mean=3.66, Item=27). 147 participants have stated that they believe ChatGPT has positively impacted their academic performance in English (Mean=3.31, Item=28). Almost 172 participants remained neutral

to the statement that ChatGPT has made the learners more comfortable participating in English discussions (Mean=2.80, Item=29). 142 participants have confirmed that they would like to continue using ChatGPT as a learning tool in the future (Mean=3.32, Item=30). The questionnaire data concludes that there is a strong correlation between language acquisition and usage of ChatGPT in language classrooms.

#### Limitation

1. The questionnaire was circulated only to the Vellore district in Tamil Nadu and focused only on ESL Engineering students.
2. The questionnaire was circulated to engineering learners and focused only on the usage of ChatGPT in ESL language classrooms.
3. The study solely analyzes the teaching and learning practices of students' usage of ChatGPT in English acquisition

#### Future Scope

1. Comprehensive research should be carried out in all the districts of Tamil Nadu and states of India to address the issues and challenges in using ChatGPT in English language classroom
2. Studies could be carried out to discover the students' feedback on using ChatGPT in other subjects like science, math, online learning, and higher education.

The introduction of AI tools like ChatGPT has transformed learning patterns and language acquisition as it is not too time-consuming and gathers information in a short duration of time. The AI tool ChatGPT has multiple functions and uses when

concerning English language acquisition. ChatGPT effectively helps the learners in the acquisition of Listening, Reading, Speaking and Writing skills of the learners. The present study confirms that ChatGPT has positively influenced language learners to acquire language and the same was confirmed by the study conducted by Ali(2023). The present study confirms that ChatGPT has significantly improved learners' vocabulary skills (Shaik et al,2023; Listening skills (Munoz et al, 2023), Speaking skills (Mohamed,2023), Writingskills (Liu &Ma, 2023) and Reading skills (Zhou et al, 2023).

### Conclusion

In conclusion, AI tools, especially ChatGPT have various benefits and advantages in the language classroom, however, it has their drawbacks and liabilities which have to be considered by the learners and teachers while using the ChatGPT for language acquisition. The tool has to be used responsibly considering the individual role and responsibilities as an individual can easily exploit the nature of AI for exams, assignments and for scoring marks. Nevertheless, based on how it is utilised and applied, the application of artificial intelligence in English language instruction (ELT) could be considered simultaneously an advantage and a possible danger. On the contrary, ChatGPT can improve the efficiency and effectiveness of language acquisition by offering customised feedback and mock assignments adapted to each student's requirements as well as learning style. Educational tools and applications driven by artificial intelligence have become increasingly easily accessed and inexpensive than conventional language classes, making the learning of languages easier and more progressive. On the opposite side, others worry that the application of artificial intelligence in Esl would marginalise language acquisition by substituting individual relationships and interactions with computers.

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## Appendix

### Questionnaire

- i. Age: \_\_\_\_\_
- ii. Gender:
- Male
  - Female
  - Other (please specify): \_\_\_\_\_

### Instruction

Please rate your agreement with the following statements based on your ChatGPT experience in English language classrooms. Use the following scale:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Items	Statements	1	2	3	4	5
1	ChatGPT has positively influenced my English language learning.					
2	Using ChatGPT has improved my English vocabulary.					
3	ChatGPT has enhanced my speaking skills in English.					
4	ChatGPT has helped me understand cultural nuances in English communication.					

5	I feel that ChatGPT has contributed to a more inclusive learning environment.					
6	ChatGPT has improved my listening skills in English.					
7	I find ChatGPT to be a time-efficient way to practice English.					
8	ChatGPT has increased my exposure to authentic English language usage.					
9	I can express myself better in English due to ChatGPT.					
10	ChatGPT has made learning English more interactive for me.					
11	I believe ChatGPT is a useful tool for English language teachers.					
12	ChatGPT has helped me overcome language barriers in the classroom.					
13	I feel more engaged in English language lessons when using ChatGPT.					
14	ChatGPT has provided valuable feedback on my English language skills.					
15	I would recommend ChatGPT to other ESL learners.					
16	I feel that ChatGPT has personalized my English learning experience.					
17	ChatGPT has expanded my knowledge of English idioms and expressions.					
18	I use ChatGPT regularly as an aid to my English language studies.					
19	ChatGPT has made learning English more enjoyable for me.					
20	I believe ChatGPT has improved my overall English language proficiency.					
21	I find ChatGPT to be a helpful tool for practising pronunciation.					
22	ChatGPT has helped me understand complex English grammar rules.					
23	I feel more confident in my English writing after using ChatGPT.					
24	ChatGPT has increased my motivation to learn English.					
25	I use ChatGPT to clarify doubts about English language concepts.					
26	ChatGPT has facilitated communication with English speakers.					
27	ChatGPT has improved my comprehension of English texts.					
28	I believe ChatGPT has positively impacted my academic performance in English.					
29	ChatGPT has made me more comfortable participating in English discussions.					
30	I would like to continue using ChatGPT as a learning tool in the future.					