



Castledown

 OPEN ACCESS

Technology in Language Teaching & Learning

ISSN 2652-1687

<https://www.castledown.com/journals/tltl/>

Technology in Language Teaching & Learning, 6(3), 1741 (2024)

<https://doi.org/10.29140/tltl.v6n3.1741>

ChatGPT in Language Education: Centering Learner Voices



EMILY A. HELLMICH 

KIMBERLY VINALL 

ZARA M. BRANDT 

SHUQI CHEN 

MADELYN M. SPARKS 

University of California, Berkeley, USA

eahellmich@berkeley.edu

kvinall@berkeley.edu

zmbrandt@berkeley.edu

shuqc@berkeley.edu

sparksm@berkeley.edu

Abstract

Within educational linguistics and applied language studies, the debut of ChatGPT has spurred significant scholarship analyzing its potential benefits and consequences in language teaching and learning. However, limited empirical research on factors influencing language learners' use or non-use of ChatGPT exists. From an ecological theoretical perspective, an understanding of this (non)usage is nevertheless essential: a nuanced understanding of if, how, and why language learners use these tools is necessary to craft meaningful approaches to ChatGPT and other similar generative AI tools in the language classroom. To address this gap, the current article reports on an online survey of 173 learners of non-English languages at a large public university in the United States. Survey data were analyzed using descriptive statistics and iterative qualitative coding (e.g., thematic analysis). Analysis revealed a large majority of participants (74%) elected not to use ChatGPT in their language learning. The article subsequently explores the factors that influenced this non-use, namely policies; concerns about ethics both inside and outside the language classroom (e.g., concerns about cheating, intellectual theft, and questions of fairness); beliefs about tool limitations; considerations of the potential negative impacts on language learning; and reflections on education more broadly. We discuss the implications of these

Copyright: © 2024 Emily A. Hellmich, Kimberly Vinall, Zara M. Brandt, Shuqi Chen & Madelyn M. Sparks. This is an open access article distributed under the terms of the Creative Commons Attribution Non-Commercial 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. **Data Availability Statement:** All relevant data are within this paper.

findings in relation to the role of digital literacies in language education; the production of knowledge in education; and the meaning of language study, including actionable items in the language classroom

Keywords: *ChatGPT, learner perceptions, ecological CALL*

Introduction

The release of ChatGPT (Chat Generative Pre-Trained Transformer) in November 2022 sparked widespread excitement and concern. Developed by OpenAI, ChatGPT is a large language model (LLM) known for its ability to generate and articulate text, write and debug code, and solve mathematical problems. The model enjoyed immediate, explosive popularity following its release, garnering over 100 million users within four months (Fütterer et al., 2023).

While AI technologies – including chatbot-style tools – have been implemented in education for years (see Ouyang et al., 2022), ChatGPT's unprecedented ability to emulate human writing sparked global debates about the implications of the tool within educational contexts (Fütterer et al., 2023). Online discussion reflected a range of attitudes towards the tool in relation to academic work, with the public recognizing ChatGPT's potentials (e.g., providing feedback and streamlining writing processes); its limitations (e.g., inaccuracy); and ethical concerns about students' use of the tool to cheat on writing assignments (Fütterer et al., 2023).

The potentials and pitfalls of ChatGPT are particularly salient for language education, given the centrality of language and communication at the core of the technology. Indeed, since the release of ChatGPT, significant scholarly work within the fields of educational linguistics and applied language studies has analyzed the potential benefits and consequences of ChatGPT for language teaching and learning (e.g., Kohnke et al., 2023; Warschauer et al., 2023). That said, less empirical work into student beliefs and uses of ChatGPT has been produced, particularly inquiries into the different factors that influence language learners' use or non-use. An understanding of this (non)usage and the factors that influence these choices is nevertheless essential to crafting broader approaches to these new tools within educational linguistics and applied language studies and to helping instructors address these tools productively in their classrooms.

To that end, the current article reports on a survey of 173 learners of non-English languages at a large public university in the United States, chronicling whether learners used ChatGPT to support their language study, and what factors influenced this use or non-use.

Literature Review

ChatGPT in Education

Academic scholarship has explored the potential benefits, drawbacks, and implications of ChatGPT use by students in educational contexts since its inception. In terms of potential benefits, a 2024 systematic review noted ChatGPT may allow for enhanced personalized learning; efficient creation and delivery of content for users; collaborative as well as independent learning; and enhanced student engagement and motivation (Mohebi, 2024). In general, researchers widely suggest that ChatGPT will transform pedagogical practices across disciplines (Mohebi, 2024), with some viewing it as a positive disruptor that will shift education to better align with students' needs (e.g., Hong, 2023).

However, scholars also cite numerous concerns. For instance, although some scholars suggest that ChatGPT may support critical thinking (Mohebi, 2024), others suggest it may hurt it (Farrokhnia et al., 2023). Moreover, in addition to producing “hallucinations,” such as invented facts and citations (Walters & Wilder, 2023), ChatGPT may demonstrate insensitivity to social and cultural nuances; relatedly, bias in training data may cause ChatGPT to reproduce discriminatory stances (e.g. Baidoo-Anu & Owusu Ansah, 2023; Farrokhnia et al., 2023). Finally, a concern raised by scholars and the larger public alike relates to academic integrity: the concern that many students will unscrupulously use ChatGPT to cheat (Fütterer et al., 2023; Farrokhnia et al., 2023; Westfall, 2023).

ChatGPT in Language Education

Within education, ChatGPT’s impact in language learning contexts is unique given its ability to produce, respond to, and translate various natural languages (Baidoo-Anu & Owusu Ansah, 2023). Echoing work in education generally, researchers note the potential benefits of the tool’s capacity to create content tailored to different language learning levels (Baskara et al., 2023; Kohnke et al., 2023). Researchers have further emphasized ChatGPT’s potential as an online language tutor that delivers real-time, personalized feedback; in-depth explanations; and wide-ranging responses drawing from its extensive database (Barrot, 2023; Baskara & Mukarto, 2023; Hong, 2023; Kohnke et al., 2023; Shaikh et al., 2023; Warschauer et al., 2023; Yan, 2023). Moreover, ChatGPT’s ability to respond to prompts in a conversational style that imitates the texture of natural human speech may offer the opportunity for learners to engage in an authentic language learning environment (Barrot, 2023; Baskara & Mukarto, 2023; Hong, 2023; Kohnke et al., 2023). Other studies also discuss ChatGPT’s potential to boost student motivation through its interactive interface (e.g., Guhan & Chandramohan, 2023) and to improve students’ written work through its automatic grading (e.g., Barrot, 2023).

In addition to these potential benefits, the current literature on ChatGPT in language learning identifies several threats ChatGPT may pose. Scholars suggest that students may rely on it too extensively due to its convenience and accessibility; indeed, some students report that when using ChatGPT, they feel encouraged to take shortcuts in their learning (Barrot, 2023; Javier & Moorhouse, 2023; Karataş et al., 2024). Warschauer et al. (2023) suggest that when ChatGPT is introduced prior to the establishment of foundational writing and comprehension skills, this dependency is more likely to occur; furthermore, they caution that if learners do not put in effort, language learning will not take place. Other scholars suggest that this overreliance threatens to diminish higher-order cognitive skills, which can ultimately impede students’ abilities to effectively engage with class material (Barrot, 2023; Karataş et al., 2024; Shaikh et al., 2023).

An additional area of concern centers on the information produced by ChatGPT. For instance, echoing concerns in education generally, researchers note that ChatGPT has been found to produce misinformation due to, for example, cultural biases in its training data (Bekou et al., 2024; Javier & Moorhouse, 2024; Kohnke et al., 2023; Shaikh et al., 2023). As Baskara et al. (2023) point out, this can be offensive and possibly harmful to users. Relatedly, because ChatGPT is not an original source and is often unable to provide credible citations for the information produced, students are at risk of committing unintentional plagiarism (Kohnke et al., 2023). Finally, there is the question of accuracy, particularly in non-English languages where the tool is often less robust (Kohnke et al., 2023). These issues underscore broader concerns expressed by researchers regarding the possible threat ChatGPT presents to maintaining academic integrity in the language classroom (Athanassopoulos et al., 2023; Bekou et al., 2024; Shaikh et al., 2023; Yan, 2023).

Empirical work assessing the potentials, threats, and uses of ChatGPT for language learning remains limited, particularly regarding student perspectives (for preliminary work on student uses

and perceptions of ChatGPT in education more broadly, see Mennella & Quadros-Mennella, 2024; Smolansky et al., 2023; Stojanov et al., 2024; Yu et al., 2024). For instance, some of the first studies that have explored language learner behaviors, uses, and beliefs about ChatGPT have done so within controlled experimental settings (e.g., Athanassopoulos et al., 2023; Yan, 2023), or through case studies and interviews with small groups of participants (e.g., Karataş et al., 2024; Xiao & Zhi, 2023). Notably, these initial studies center on English language learners in non-U.S. universities and secondary schools. Considering this limitation, as well as the predominance of studies focusing on experimental student use, additional research is needed to assess the more naturalistic use of ChatGPT among learners of languages other than English at U.S. universities.

Furthermore, survey-based research on ChatGPT in language learning has emphasized quantitative analysis (e.g., Liu & Ma, 2023; Guhan & Chandramohan, 2024; Qu & Wu, 2024). For example, Qu and Wu (2024) acknowledge that their research design – which utilizes a structured questionnaire based on the Hedonic-Motivation System Adoption Model – excludes contextual considerations related to ChatGPT use among language learners. Therefore, there is a further need for a holistic exploration of students' mediating beliefs about the benefits, drawbacks, and implications of ChatGPT use in language learning.

Ecological Orientations to Technology and Language Education

The call to holistically examine and understand non-English language learners' beliefs about and uses of ChatGPT finds a theoretical foundation in ecological theory (Kramsch, 2002; Larsen-Freeman, 2011). Ecological orientations to technology and language teaching/learning emphasize the interconnectedness and relationality of learning systems, exploring the diverse factors (e.g., beliefs, policies, technology tools) that interact across scale levels (e.g., individual, classroom, institution, society) to influence if and how learners engage with digital tools (Blin, 2016, p. 75). Key to this current moment, wherein a new, potentially disruptive technology has made its debut in language teaching/learning, an ecological theoretical approach provides important understanding of the nuanced reasons language learners would use the technology and the multiple mediating factors that influence this use.

If we as a field are to respond constructively to these tools, it is essential to better understand the multiple factors influencing student use/non-use of ChatGPT to develop critical interventions that support language learning. Without clear, detailed, and research-based approaches to these tools, instructors will be left on their own and may implement policies that are not supportive of learning or student-instructor relationships (Hellmich & Vinall, 2023).

To that end, the current article looks to apply an ecological theoretical lens to questions of reported use and beliefs about ChatGPT for language learning among university-level non-English language learners in the United States, asking the following research questions:

- RQ#1: To what extent are undergraduate non-English language learners using ChatGPT for language learning?
- RQ#2: What is influencing use/non-use of ChatGPT for non-English language learning?

Methods

Context

This study was conducted at a top-tier public university in the United States known for its competitive admissions, diverse student body, and rigorous academics. The institution has an honor code, but it

does not specifically address the use of ChatGPT or similar generative AI tools. At the time of data collection, there was no institutional policy regulating the use of these tools.

Currently, the university offers over 60 world languages. All undergraduates must fulfill a two-semester world language requirement or demonstrate equivalent skills through three years of high school world language coursework, institutional proficiency exams, or standardized tests such as AP, IB, or SAT subject tests. Additionally, some students take language courses as electives.

This project was conducted by two head researchers and three undergraduate student researchers. Team members were familiar with language learning courses and discussions surrounding ChatGPT on campus but were not affiliated with any language classes or survey respondents. This article reports the initial findings from a broader study.

Participants

A total of 173 undergraduate students participated in this study by completing an online survey. All participants indicated that they were enrolled in a world language class at the time of survey administration. Of the 173 respondents, 12 reported that they were learning more than one language; of these, two reported learning a third language, and one reported learning a fourth, resulting in a sum of 188 language course enrollments across 20 languages (see Figure 1).

Of the 188 individual class enrollments reported by our 173 participants, 90 are beginning level, 46 are intermediate, and 52 are advanced (see Figure 2).

Data Collection

The research data were collected using a survey instrument. The survey was designed to reflect the ecological theoretical framework and the desire to more holistically understand non-English language learners' uses of and beliefs about ChatGPT; as such, the survey instrument included both closed-ended and open-ended questions.

At the time of survey distribution, ChatGPT was the most well-known and best performing generative AI tool. However, to account for the possibility that participants used other tools with

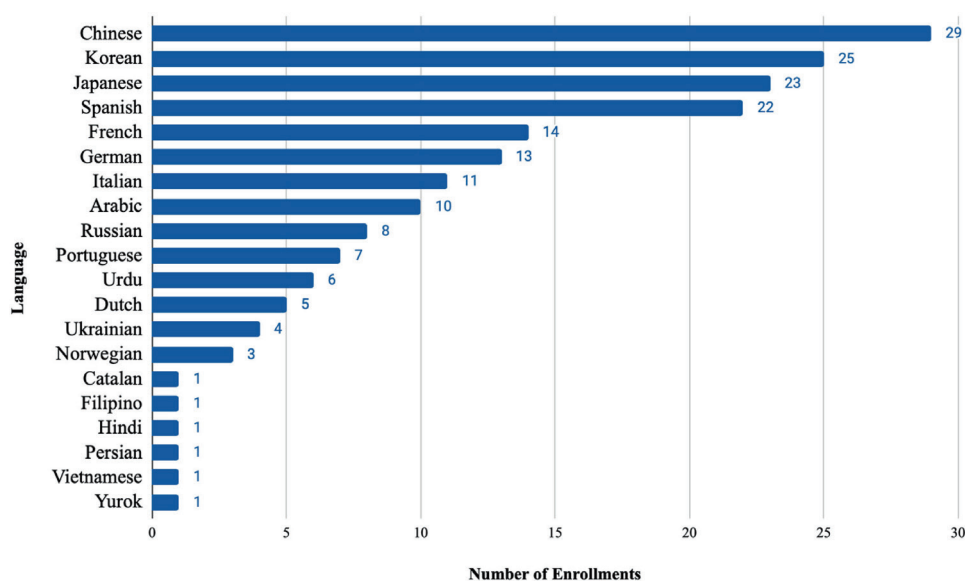


Figure 1 Total Language Enrollments Across Languages.

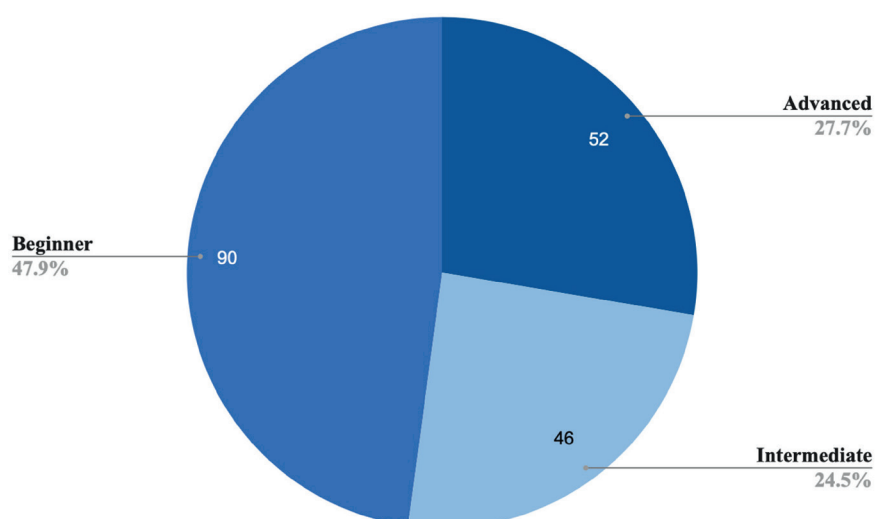


Figure 2 *Total Levels Distribution.*

similar capabilities (e.g., Bard), the survey asked participants to report on beliefs and uses of “ChatGPT and other generative AI tools.” That said, no participants indicated using a generative AI tool other than ChatGPT. As such, we will simply refer to ChatGPT in the remainder of this article.

The survey questions covered three main areas (Beliefs and Perceptions; Uses; and Policies) based on current research literature and general research questions (Appendix A). These questions were initially piloted by the research team to control for clarity, organization, and potential errors. Approval was obtained from the Institutional Review Board (IRB) for social science research before collecting data.

The survey instrument was designed in Qualtrics and distributed to undergraduate students enrolled in language classes via a listserv provided by a local language center. The survey took approximately 15 minutes to complete. To mitigate student concerns about disclosing their ChatGPT usage and to create a nonjudgmental environment, the survey was worded to reassure participants of the anonymity of their responses (i.e., IP addresses would not be collected, data were anonymous) and to reassure them that no judgments would be made with respect to their use of the tools.

The survey was distributed in two rounds: the first in November 2023 and the second in early February 2024. The second round specifically focused on languages quantitatively underrepresented in the first round, such as Nordic and South Asian languages (e.g., Thai, Hindi), in contrast to well-represented languages in the first round (e.g., Mandarin, Japanese). A total of 225 participants started the survey, with 173 participants completing 90% or more of it (a 76.9% completion rate). Our dataset only considers the responses of participants who completed 90% or more of the survey.

Data Analysis

Quantitative data from closed-ended questions were analyzed using descriptive statistics, with accompanying figures to further visualize quantitative findings.

Qualitative data from open-ended questions were analyzed in several stages via a combination of inductive and deductive coding (Miles & Huberman, 1994). After the first and second rounds of survey distribution, each researcher identified common themes and trends observed in the data set.

Following the collection of all the data, the team collaborated in creating a meta-memo to help guide the creation of inductive codes. The coding process, completed in Dedoose (a coding analysis software), involved three main rounds. In the first round, the research team categorized general orientation toward ChatGPT (e.g., positive/supportive, negative/obstructive, unclear/ambiguous) to create an initial parsing of the data. Then, in the second round, the research team developed thematic codes based on the meta-memo (e.g., beliefs about knowledge) and the literature (e.g., ethics) about mediating beliefs. In applying these codes to the data, several steps were taken to increase credibility of the analysis (Lew et al., 2018). First, each researcher coded a portion of the qualitative data individually, noting responses that caused confusion. The team reviewed those responses collectively, and in doing so, refined code definitions and updated initial coding applications. When all data had been coded with the updated codes, each coded portion of data was reviewed by another researcher to ensure consistency in code application. Finally, the head researchers reviewed all coding and resolved any issues therein. In the third round of coding, the research team added layers to mediating beliefs identified during the second round (e.g., education, cheating). The same procedure to ensure the credibility of the data analysis (Lew et al., 2018) was implemented in this third round of coding. The codebook is included in Appendix B.

Findings

RQ #1: To What Extent are Undergraduate Non-English Language Learners Using ChatGPT for Language Learning?

Of the 173 undergraduate non-English language learners who completed the survey, 73.9% ($n = 128$) reported that they did not use ChatGPT or any generative AI for language learning (see Figure 3).

The divide between use and non-use was sharp, with only 25.7% ($n = 45$) of all participants reporting usage of ChatGPT to support language learning. This trend remained across language learning levels, albeit nuanced slightly: 81% of beginning language learners opted not to use ChatGPT, with 63% of intermediate and 60% advanced learners choosing not to use ChatGPT.

Due to this sharp divide and space restrictions, the remainder of the article will focus on non-users—i.e., in the next section, we explore the different factors that influenced student non-use of ChatGPT for language learning, as illuminated by the survey instrument.

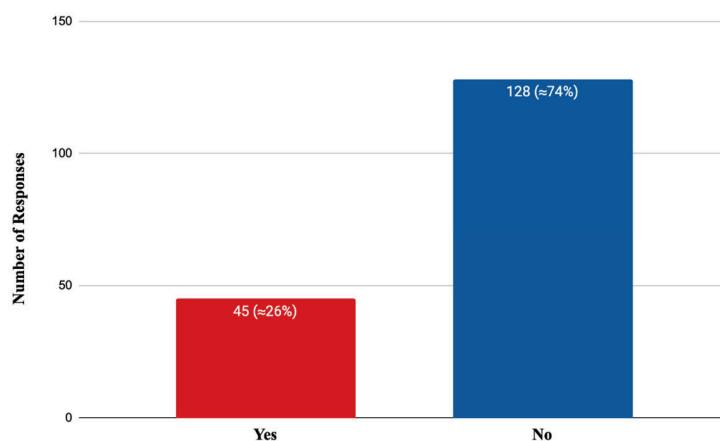


Figure 3 Participant Self-Reported Usage of ChatGPT for Language Learning.

RQ#2: What is Influencing Non-Use of ChatGPT for Non-English Language Learning?***Policies***

Language course policies on appropriate ChatGPT usage in the language classroom could account for one component of participant (non-) usage. In the survey, 41.4% of non-user participants reported that their language class had a classroom policy on ChatGPT while 58.6% reported no policy (Figure 4).

Of the non-users who reported a classroom policy, 73% reported that policy to be a strict ban (see Figure 5).

In other words, more than half of the non-user participants in the survey elected not to use ChatGPT for their language learning independent of formal classroom policies. Moreover, while classroom policies that banned ChatGPT or restricted its use could explain some non-users' actions, policies were not enough to explain all non-users.

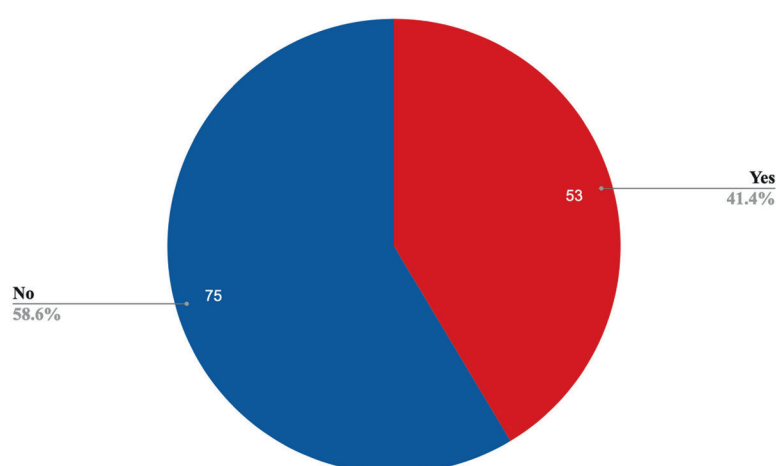


Figure 4 *Reported Presence of Classroom Policy on ChatGPT, Non-Users.*

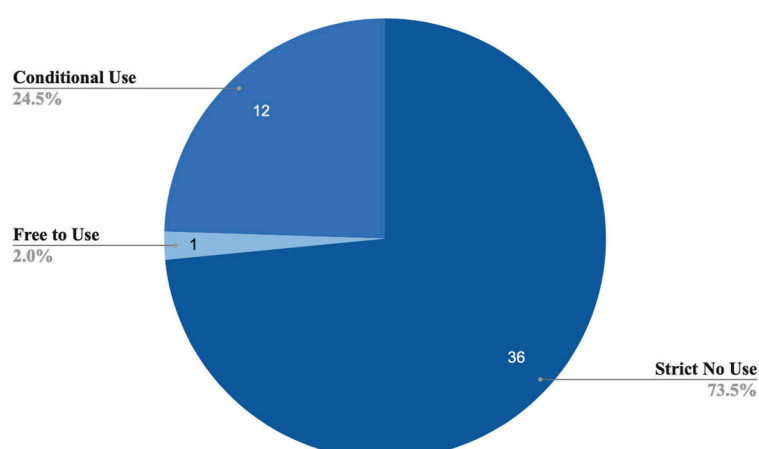


Figure 5 *Type of Classroom Policy for ChatGPT, Non-Users.*

Note: n = 49.

Beliefs about Ethics and ChatGPT

The survey revealed a constellation of beliefs that further influenced the use of ChatGPT for language learning. For instance, approximately half of non-user participants were dissuaded from using it in their language learning for ethical reasons. This mediating belief was largely constituted by a sense of fairness in relation to academic work – in other words, concerns about cheating and/or academic dishonesty. For instance, in a closed-ended question, close to half of participants indicated that “cheating” was a reason they opted not to use ChatGPT tools for language learning (Figure 6):

In open-ended questions, a quarter of non-users additionally cited cheating in their justification for their non-use of ChatGPT for language learning. Moreover, the open-ended question provided additional granularity and depth in this broader mediating belief. For instance, one participant likened ChatGPT tools to “cheating, using answers that are not yours and then do not credit it.” Similarly, another participant wrote: “First of all, I think Chatgpt isn’t correct in many of its information. And secondly, I believe that this violates the academic integrity and using these AI tools will not allow me to learn and expand my knowledge.”

It is important to note that the use of ChatGPT does not necessarily equate to cheating or academic dishonesty. One potential explanation for this connection could be classroom policies, where an explicit link between cheating and the tool could have been made. Non-user participants who reported a strict-no-use policy in their language class were more likely to connect ChatGPT use with cheating (64%) than non-user participants who reported no policy (39%). The same was true for non-user participants with any policy (strict no use, free use, conditional use): non-user participants who reported any policy in their language class were more likely to select cheating as a reason for not using the tool (55%), compared to non-user participants with no policy (39%). This finding suggests that policies on ChatGPT may prompt learners to more frequently associate any use of the tool with cheating, although some learners also maintained this belief external to instructor policies.

Additional yet more minor ethical concerns (i.e., 5–10% of non-users) were also elucidated in open-ended questions. For instance, non-user participants’ concerns about fairness extended outside non-academic situations or, as one student put it, “[I feel] anxious and frustrated because its [sic] an

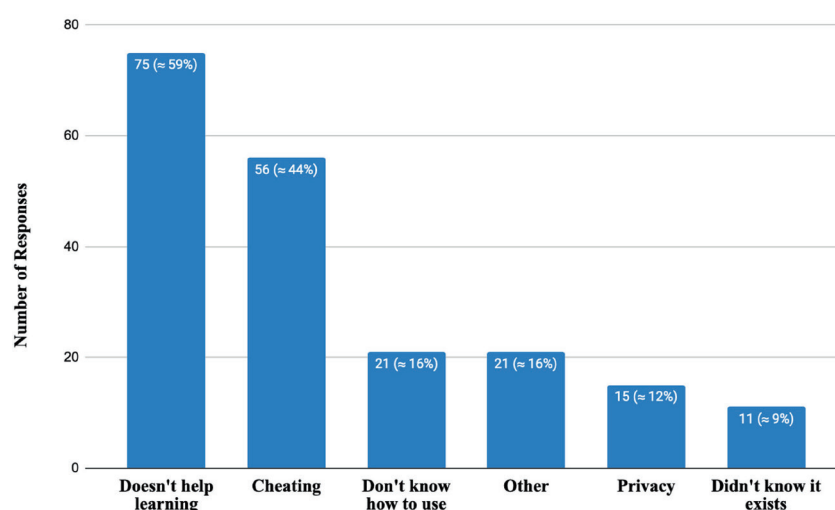


Figure 6 Participant Self-Reported Answers to the Closed-Ended Question, “Why Do You Choose not to use ChatGPT for Language/Culture Learning? (Mark all that apply)”.

Note: $n = 128$.

algorithm that uses theft of others' intellectual property to work, but i still have to worry about it stealing my job in the future." Other non-users cited concerns about intellectual theft ("When I think about ChatGPT, I feel mixed emotions. I am thankful for its help and convenience but upset at what this advancement in AI technology means for writers, artists, and etc.") and the need for regulations ("Any system that gives unfair advantage to students who use them ought to be regulated. I'm tired of seeing ways in which people cheat to pass their classes.").

Beliefs About ChatGPT Tools and its Limitations

A second set of beliefs that dissuaded participants from using ChatGPT for language learning centered on ChatGPT tools themselves and perceptions of their potentials and, more importantly, their limitations. Specifically, one fifth of non-user participants expressed in open-ended questions distrust in ChatGPT tools due to the incorrect, incomplete, inconsistent, or vague information that it generates. For these participants, distrust was nuanced in relation to ChatGPT tools' usefulness. Some dismissed any potential usefulness of the information altogether because it may result in "wrong understanding and thinking" as well as "less learning;" others acknowledged ChatGPT tools' potential usefulness under certain conditions, such as task type (worksheets), information (parsing new knowledge, gaining deeper understanding), idea generation, and convenience (speed of access).

Distrust was also connected to the type of knowledge sought or questions asked, e.g., that ChatGPT can be trusted for "simple questions" and that it can adequately provide "basic information." For those respondents who specifically referenced language or language learning in relation to their distrust, an additional consideration included the type of language knowledge— with more trust in queries related to vocabulary or "specific phrases/grammatical questions" as opposed to those involving the "nuances of language"— and the specific language in question. For instance, one survey participant studying a less commonly taught language noted: "I think [ChatGPT] works for certain languages. Other languages it becomes a mess."

The distrust participants displayed in relation to ChatGPT tools was constructed differently. Some participants personified the tool, labeling it as a "liar" because it "makes up answers." This personification ascribes intentionality to the tool itself, making its deception purposeful. From this perspective, there is also a layer of responsibility for verifying information that is attached to the tool, yet is unrealized: "it spits out information without checking its accuracy."

Others constructed ChatGPT more like a "person with limited knowledge." This orientation suggests the belief that there was no purposeful deception, and the tool's limits are related to its functionality, including the fact that it can't ascertain correctness. As one student noted, "[ChatGPT] pools from the internet for its resources and doesn't actually know what is right." In this case, the responsibility for verification resides with the user and not the tool. This verification can be achieved through triangulation with "other reliable tools, like books, websites of authority" or "professor, tutors, or verified reputable online resources." In the case of participants who specifically mentioned language and language study, questions of nativeness and the authority of the native speaker become salient as sources of reliable knowledge.

Beliefs About (Language) Learning and ChatGPT

Another constellation of beliefs that factored into participants' reported non-use of ChatGPT for language learning was related to tool inaccuracies: concerns about the impact of ChatGPT on (language) learning. As indicated in Figure 6, 59% of non-users indicated that a reason not to use ChatGPT tools was that the tools "won't help language learning." Moreover, in open-ended questions, non-users further expressed concerns that ChatGPT could be detrimental to learning generally (n = 57, 43% of

non-users) and to language learning specifically ($n = 34$, 26% of non-users). For most non-user participants, the negative impact of ChatGPT on language learning was general, as evidenced in this quote from a participant:

To me, nothing beats actually learning from someone who knows the language. It doesn't benefit me to use AI to complete assignments cause then I just cheat myself of learning + even if I actually gain some knowledge from it, I don't consider it to be as accurate or meaningful as from a seasoned instructor or academic text.

A few participants (5–10%) specified what features of language learning, from their perspective, were endangered by ChatGPT. One such specific belief was that language learning requires effort and hard work, which can be replaced by ChatGPT tool usage. As one participant put it, “Language learning is more beneficial if you're actually putting in the effort to learn.”

A second specific belief about language learning focused on independence: for another 5–10% of participants, language learning required independent work that is usurped by ChatGPT tools. One participant noted that “I just don't use [ChatGPT] often because I want to learn some things on my own without the help of AI.”

Approximately 30% of non-user participants also indexed beliefs about knowledge itself in explaining why they opted not to draw on ChatGPT tools to support language learning. For instance, non-user participants indexed beliefs about who produces knowledge, citing concerns that ChatGPT inappropriately takes others' work (“stealing,” “taking people's ideas”) and that it interferes with student knowledge production (“it does the ‘thinking’ for you”). Relatedly, non-user participants indexed beliefs about how knowledge is produced, noting that ChatGPT interfered with critical thinking and idea generation by providing answers and information (“it will cause the end of critical thinking”).

As indicated in the previous section, some non-users of ChatGPT for language learning nuanced their assessments, indicating ways in which ChatGPT could support language learning. For instance, approximately 20% of non-user participants noted potentials for ChatGPT and language learning, but most always heavily qualified these potentials with limitations. These potentials included explaining (concepts, grammatical points); checking answers and grammar; and, to a lesser extent, acting as a language practice partner.

Beliefs About the Educational System and ChatGPT

Non-users' explanations of why they opted not to use ChatGPT tools for language learning extended beyond learning and knowledge to include beliefs about education itself. Approximately 10% of non-user respondents emphasized the disruptiveness of the technology to education and academics broadly, from a neutral position of registering the transformations taking place (“it's clearly changing the way academics are ran”) to measured critiques of its use (“i also think that the reasons why students use chatgpt calls [sic] out inherent flaws in the education system”) to vitriolic rejection (“ashamed the worlds number 1 public university is even remotely considering allowing cheating in their classrooms”).

There were some disciplinary-specific aspects to this disruption. Non-users acknowledged that the impact might be different based on field. One student noted, for example:

AI is quickly collected and produced information that cannot explicate the value of a culture or cultural practice or even the language itself. In the case of language and the humanities in general AI is disruptive to learning, however it may serve STEAM fields in another beneficial way.

In the specific case of language study, the technology provoked broader existential questions. One non-user participant noted: “it will force human teachers/educators to define what they mean by ‘learning’, ‘language’, ‘culture’ and what the ultimate purpose is of learning foreign languages.”

Discussion

The current findings indicate that most survey participants chose not to use ChatGPT to support their language learning. Interestingly, this broad finding seems to contradict widespread fears of mass student usage for language learning (Fütterer et al., 2023; Westfall, 2023). Moreover, the positive potentials of ChatGPT cited by scholars – for example, personalized learning and feedback – did not appear to be pushing participants toward usage (Barrot, 2023; Baskara & Mukarto, 2023; Hong, 2023; Kohnke et al., 2023; Shaikh et al., 2023). That is not to say, however, that participants were absolute in their rejection of ChatGPT. Some non-users expressed beliefs that ChatGPT could support language learning in ways that aligned with projections by applied language scholars, due to its efficiency, ability to explain concepts, and capacity to check grammar, for example. While the presence of a classroom policy may have discouraged some participants from using ChatGPT, this was not an applicable consideration for most non-user participants, reinforcing the importance of additional components of the ecology in this non-use.

For instance, beliefs about ChatGPT’s inaccuracies were a factor in participants’ decision to not use ChatGPT. The limitations of ChatGPT as emphasized by researchers, i.e. that biases in training data can result in socially insensitive or discriminatory output (political incorrectness) (Baidoo-Anu & Owusu Ansah, 2023; Farrokhnia et al., 2023), did not appear to be a determining factor. Instead, non-users showed greater concern for literal inaccuracies (i.e. presenting false information as fact). The ecological approach further underscores the complexities with this concern: some participants interpreted inaccuracies as an indication of ChatGPT’s deceit while others understood that, as a probability generator, ChatGPT is not truly intelligent or intentional in its output.

While existing research has indicated that students are aware of ChatGPT’s potential to impact their learning at a broader level (Barrot, 2023; Javier & Moorhouse, 2023; Karataş et al., 2024), the current findings offer a deeper dive into student’s critical considerations of the complex ethical implications ChatGPT poses for what it means to learn, know, and uphold academic integrity. In line with Warschauer et al. (2023)’s discussion, some non-users also expressed concerns that usage of ChatGPT tools could be detrimental to language learning. Several participants specifically indicated that effort and hard work are specific features of such learning that could be replaced by ChatGPT. Notably, however, some participants thought that ChatGPT might be more useful in STEAM fields, indicating that some participants viewed language learning as distinct from other disciplines. Participants’ beliefs about what it means to know and produce knowledge also extended beyond desires to maintain academic integrity at the personal level by doing one’s “own work,” to encompass concerns about the ways they perceived ChatGPT itself to be violating such integrity – mirroring a concern expressed by Kohnke et al. (2023) that ChatGPT may be committing plagiarism. In addition to these fears about intellectual theft, several participants extended their concerns to a future temporal scale, noting anxiety about job security in their careers.

At the macro level, several participants offered critical reflections about the potential impact ChatGPT will have on the educational system, with some offering broader observations on the ways educational structures are already changing. While Hong (2023) suggests that one of these possible changes is that education may evolve to better support student needs, participants spoke to broader concerns that are not being addressed around the purpose and importance of learning (and learning languages specifically) in the face of these rapid technological developments. These critical learners’ voices contribute

to previous work on ChatGPT, introducing additional complexities that go beyond potentials/pitfalls and use/non-use and that bring to the fore numerous mediating factors at multiple scales within the larger educational ecology.

Implications

This more nuanced understanding of the multiple factors that influence survey participants' agentive non-use of ChatGPT has implications for crafting interventions that support language education and language instructors. Overall, the participants' reflective and critical stances point to a burgeoning awareness that can and should be further supported with respect to how this new technology potentially mediates their learning, the generation and expression of their ideas, and, more specifically, their communication in and through language(s).

Highlighting the Role of Digital Literacies in the Language Learning Classroom

The participants' healthy skepticism regarding the possible affordances and limitations of ChatGPT as well as the ethical questions surrounding their existence and use points to the importance of supporting the further development of students' functional and critical digital literacies (Darvin & Hafner, 2022) in (and through) language learning. The benefits of doing so extend beyond language learning, for these technologies now "mediate a large part of language students' communication and have thus become a determining element of literacy in a first language (L1) and additional languages" (Guichon, 2024). Therefore, as opposed to banning this technology or choosing to not engage with it, creating spaces for understanding its affordances and limitations and engaging in dialogue around its ethical implications can support the further development of these digital literacies, with implications that extend far beyond the language learning classroom.

Possible pedagogical interventions in this area might target the further development of functional digital literacies by helping learners to better understand tool functionality; this might include top-level understanding of the large language models that current ChatGPT tools are built on; how tool infrastructure reflects a particular understanding of what language is (i.e., language as code); and how this understanding of language compares with understandings taken up in applied linguistics (e.g., language as meaning making, language as social practice, language as symbolic power). Critical reflections on what we do with language and how we do it, from engaging in transactional exchanges in foreign cafes to exploring intercultural understandings, open further spaces to consider how this technology can mediate (or not) communication.

Overall, these pedagogical interventions can invite learners and instructors to explore together "what technologies actually do to language and language learning: how they shape communication, how they develop learner's agency in relation to their learning but also renew their responsibilities as learners" (Peters, 2023 as cited in Guichon, 2024, p. 564). Learners may, in the end, still exercise their agency and choose not to use ChatGPT or similarly advanced generative AI tools as part of their language learning; however, they will still be critically engaging with the impacts that the existence of the tools will exert throughout their personal and professional lives as digitally literate global citizens.

Exploring the Production of Knowledge in Education

Participants' reflections on the nature of the knowledge that ChatGPT produces demonstrated concerns with its originality, purity, and veracity, most notably in distrust of the knowledge it produces and the means of doing so, which is described as "stealing" other people's knowledge. Who produces knowledge and how that knowledge is produced and verified are fundamental concerns of the educational

system itself: learners are expected to learn previously produced knowledge to then learn how to generate their own knowledge to both exemplify their learning and their preparedness for their future professions. At stake in the process is competition for good grades and for potential job opportunities: you have to produce original ideas so that you can stand out from the crowd. For myriad reasons, this competition is not always fair, and learner perceptions suggest that ChatGPT adds another complicating layer.

Moving forward, it would be important to create spaces for campus wide discussions around the creation of guiding principles of technological use related to ChatGPT that involve instructors, administrators, and students. These discussions need to engage with broader concerns around who produces knowledge and how, in relation to academic integrity from within and across different disciplinary perspectives. In the classroom, this might mean that learners participate in the construction of classroom-specific practices, connecting them directly to how the tools themselves contribute to the process of knowledge production. It might also entail shifting priorities in grading policies to recognize effort in addition to the social and collaborative aspects of language learning.

(Re)Articulating the Meaning of Language Study

In a recent *Perspectives* column of *The Modern Language Journal*, Kern (2024), in his anchor piece, argues that the language education is at an “inflection point,” particularly given declining enrollments. ChatGPT and other generative AI technologies can handle many instrumental communicative needs of a transactional nature (Gao, 2024), which has produced fears that its existence will exacerbate this crisis. Kern writes:

we urgently need to articulate and communicate the value of language study in a social context, identify what technology offers that is positive for language education, rethink how we organize our teaching in light of technology’s affordances, and be clear about what technology cannot do (p. 516)

The survey respondents’ perspectives suggest that learners have much to contribute to this conversation as they also point out the need to expand it – that the profession needs to go beyond the question of the value of language study and the need to prove its worth, to the epistemological question of what it means to know a language and the existential question of what is language study.

Such exploratory dialogues can be hosted by language departments and language centers to engage with the entire teaching and learning community and to support articulating outcomes across campuses. Involving undergraduates and graduate students—particularly those seeking degrees in applied language studies—in colloquia organized as part of professional conferences that engage these key questions would provide opportunities to hear their voices and expand on their experiences. Finally, creating mentored research opportunities, like this current study, for undergraduates to engage with the intersection of applied linguistics and technologically mediated communication opens new spaces for reflection, exploration, and articulation.

Limitations and Future Research

More work is needed in this area of ChatGPT and language education, both to address the limitations of the current study and to further explore the layered factors that influence student (non)use. For instance, the institution where this study was done—a top-tier public university in the United States—is not representative of all institutions or students, making additional research important to understand the factors that influence student (non)use in other educational contexts with different types of

students. A more granular approach in terms of specific languages (e.g., those that are more or less resourced in terms of LLMs) and in terms of language learning level might also be beneficial, to deepen specific knowledge of these populations, as opposed to the broad, institution-specific approach taken here. Similarly, it would be helpful for future research to disambiguate informal and formal language learning when it comes to ChatGPT usage. Additional methodologies might also be leveraged to further explore the ecology of factors influencing student beliefs about and uses of ChatGPT, such as large-scale surveys combined with focus groups and/or interviews. Moreover, there are fundamental limitations to reported use studies, such as this one, including limitations of participants' ability to accurately report on their own actions or perceptions; research on actual use, such as through computer tracking studies, is therefore essential, albeit much more time intensive.

Conclusion

The current study's use of an ecological lens as a framework to analyze and engage with language learners' survey responses contributes to identifying the complexity of the terrain at hand, namely the newfound presence of ChatGPT within the world language teaching/learning landscape. Specifically, the analysis offered here underscores that this terrain is not simply about binaries of use/non-use, potentials/limitations but language learning as situated more broadly, in an educational system, the university, where understandings of 'language', 'culture', and 'learning' are being reshaped by ChatGPT, and where much is at stake. At the same time that we must resolve to engage in conversations about these understandings and the stakes therein, we must simultaneously acknowledge the centrality of language learners in the larger language education ecology and the necessity to include and even center their voices in these conversations.

References

- Athanassopoulos, S., Manoli, P., Gouvi, M., Lavidas, K., & Komis, V. (2023). The use of ChatGPT as a learning tool to improve foreign language writing in a multilingual and multicultural classroom. *Advances in Mobile Learning Educational Research*, 3(2), 818–824. <https://doi.org/10.25082/AMLER.2023.02.009>
- Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of Generative Artificial Intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, 7(1), 52–62. <https://doi.org/10.2139/ssrn.4337484>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 2–6. <https://doi.org/10.1016/j.asw.2023.100745>
- Baskara, F. R., & Mukarto, F. X. (2023). Exploring the implications of ChatGPT for language learning in higher education. *IJELTAL* (Indonesian Journal of English Language Teaching and Applied Linguistics), 7(2), 343–358. <https://ijeltal.org/index.php/ijeltal/article/view/1387/pdf>
- Bekou, A., Ben Mhamed, M., & Assissou, K. (2024). Exploring opportunities and challenges of using ChatGPT in English language teaching (ELT) in Morocco. *Focus on ELT Journal*, 6(1), 87–106. <https://focusonelt.com/index.php/foe/article/view/132>
- Blin, F. (2016). Towards an 'ecological' CALL theory: Theoretical perspectives and their instantiation in CALL research and practice. In F. Farr & L. Murray (Eds.), *The Routledge handbook of language learning and technology* (pp. 39–54). Routledge. <https://doi.org/10.4324/9781315657899>
- Darvin, R., & Hafner, C. A. (2022). Digital literacies in TESOL : Mapping out the terrain. *TESOL Quarterly*, 56(3), 865–882. <https://doi.org/10.1002/tesq.3161>
- Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2023). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*. Advance online publication. <https://doi.org/10.1080/14703297.2023.2195846>

- Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2023). ChatGPT in education: Global reactions to AI Innovations. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-42227-6>
- Gao, X. (2024). Language education in a brave new world: A dialectical imagination. *The Modern Language Journal*, 108(2), 556–562. <https://doi.org/10.1111/modl.12930>
- Guhan, M., & Chandramohan, S. (2023). A study on analyzing the role of CHATGPT in English acquisition among ESL learners during English language classroom. *Bodhi International Journal of Research in Humanities, Arts and Science*, 8(2), 75–84. 10.13140/RG.2.2.28252.56961
- Guichon, N. (2024). Sur les traces de Richard Kern: Acknowledging the pivotal role of technologies in language education. *The Modern Language Journal*, 108(2), 563–566. <https://doi.org/10.1111/modl.12931>
- Hellmich, E. A., & Vinall, K. (2023). Student use and instructor beliefs: Machine translation in language education. *Language Learning & Technology*, 27(1), 1–27.
- Hong, W. C. H. (2023). The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research. *Journal of Educational Technology and Innovation*, 37–45. <https://doi.org/10.61414/jeti.v5i1.103>
- Javier, D. R., & Moorhouse, B. L. (2023). Developing secondary school English language learners' productive and critical use of ChatGPT. *TESOL Journal*, 15(2). <https://doi.org/10.1002/tesj.755>
- Karataş, F., Abedi, F. Y., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024). Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12574-6>
- Kern, R. (2024). Twenty-first century technologies and language education: Charting a path forward. *The Modern Language Journal*, 108(2), 515–533. <https://doi.org/10.1111/modl.12924>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54 (2), 537–550. <https://drive.google.com/file/d/1S2pvHvIUcvfUZNy3TBGxuEp4tTX3hCxL/view>
- Kramsch, C. (Ed.). (2002). *Language acquisition and language socialization: Ecological perspectives*. Continuum.
- Larsen-Freeman, D. (2011). A complexity theory approach to second language acquisition. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 48–72). Routledge.
- Lew, S., Yang, A. H., & Harklau, L. (2018). Qualitative methodology. In A. Phakiti, P. De Costa, L. Plonsky, & S. Starfield (Eds.), *The Palgrave handbook of applied linguistics research methodology* (pp. 79–101). Palgrave Macmillan.
- Liu, G., & Ma, C. (2023). Measuring EFL learners' use of ChatGPT in informal digital learning of English based on the technology acceptance model. *Innovation in Language Learning and Teaching*, 18(2), 125–138. <https://doi.org/10.1080/17501229.2023.2240316>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications.
- Mennella, T., & Quadros-Mennella, P. (2024). Student use, performance and perceptions of ChatGPT on college writing assignments. *Journal of University Teaching and Learning Practice*, 21(1). <https://doi.org/10.53761/pgwk1a93>
- Mohebi, L. (2024). Empowering learners with CHATGPT: Insights from a systematic literature exploration. *Discover Education*, 3(1). <https://doi.org/10.1007/s44217-024-00120-y>
- OpenAI. (2024). "How to change your language setting in ChatGPT." *OpenAI Help Center*, https://help.openai.com/en/articles/8357869-how-to-change-your-language-setting-in-chatgpt#h_513834920e
- Ouyang, F., Zheng, L., & Jiao, P. (2022). Artificial intelligence in online higher education: A systematic review of empirical research from 2011 to 2020. *Education and Information Technologies*, 27(6), 7893–7925.

- Qu, K., & Wu, X. (2024). ChatGPT as a call tool in language education: A study of hedonic motivation adoption models in English learning environments. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12598-y>
- Shaikh, S., Yayilgan, S. Y., Klimova, B., & Pikhart, M. (2023). Assessing the usability of ChatGPT for formal English language learning. *European Journal of Investigation in Health, Psychology and Education*, 13(9), 1937–1960. <https://doi.org/10.3390/ejihpe13090140>
- Smolansky, A., Cram, A., Radulescu, C., Zeivots, S., Huber, E., & Kizilcec, R. F. (2023). Educator and student perspectives on the impact of Generative AI on assessments in Higher Education. *Proceedings of the Tenth ACM Conference on Learning @ Scale*. <https://doi.org/10.1145/3573051.3596191>
- Stojanov, A., Liu, Q., & Koh, J. H. (2024). University students' self-reported reliance on ChatGPT for learning: A latent profile analysis. *Computers and Education: Artificial Intelligence*, 6, 100243. <https://doi.org/10.1016/j.caeai.2024.100243>
- Walters, W. H., & Wilder, E. I. (2023). Fabrication and errors in the bibliographic citations generated by ChatGPT. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-41032-5>
- Warschauer, M., Tseng, W., Yim, S., Webster, T., Jacob, S., Du, Q., & Tate, T. (2023, April 13). The affordances and contradictions of AI-generated text for writers of English as a second or foreign language. *Journal of Second Language Writing*, 62. <http://dx.doi.org/10.2139/ssrn.4404380>
- Westfall, C. (2023, February 20). *Educators battle plagiarism as 89% of students admit to using OpenAI's ChatGPT for homework*. Forbes. <https://www.forbes.com/sites/chriswestfall/2023/01/28/educators-battle-plagiarism-as-89-of-students-admit-to-using-open-ais-chatgpt-for-homework/?sh=4aa38150750d>
- Xiao, Y., & Zhi, Y. (2023, September 13). An exploratory study of EFL Learners' use of ChatGPT for language learning tasks: Experience and perceptions. *Languages* 8(212). . <https://www.mdpi.com/2226-471X/8/3/212>
- Yan, D. (2023). Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11742-4>
- Yu, C., Yan, J., & Cai, N. (2024). CHATGPT in higher education: Factors influencing ChatGPT user satisfaction and continued use intention. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1354929>

Appendix A Survey Instrument*

*Please note that only responses of non-users of ChatGPT (participants who responded “No” to question I3) are discussed in this article—that is, sections III and V are not included in this article.

I. *Preliminary questions* (to ensure eligibility to participate)

1. Are you currently an undergraduate at X University Y/N (if No, survey exit)
2. Are you currently taking a language/culture course at X University? Y/N (if No, survey exit)
 - a. If yes:
 - i. What language(s)/culture(s) are you studying?
 - ii. What level course(s) are you taking?
 1. Beginning (first year)
 2. Intermediate (second year)
 3. Advanced (third and fourth years)
3. Do you use ChatGPT or other generative AI tools to support your study of the language/culture in any way (e.g. to prepare for exams, to complete assignments, to review material, etc.) Y/N
 - a. If Yes: complete *Policies*, *Beliefs*, and *Uses* question sets
 - b. If No: complete *Policies* and *Beliefs* question sets

II. *Policies Question Set*

1. Has the instructor of your language course communicated to you a policy on the use of ChatGPT/generative AI? Y/N
 - a. If No: Do you believe that there should be a policy? Y/N + explain your answer
 - b. If Yes: What kind of policy does your instructor have re: ChatGPT/generative AI tools? Mark one answer.
 - i. Strict no-use policy
 - ii. ChatGPT/generative AI is allowed under specific circumstances (+ please explain)
 - iii. Other (please specify)
 - c. If Yes: Do you agree with this policy? Y/N (+please explain)
2. Has your instructor ever required you to use ChatGPT/generative AI? Y/N
 - a. If Yes: Please explain.

III. *Beliefs Question Set: User*

1. What generative AI tools have you used to support your language/culture learning? Mark all that apply.
 - a. Bard
 - b. ChatGPT
 - c. DALL-E
 - d. Other
2. What generative AI tools have you used MOST to support your language/culture learning? Mark all that apply.
 - a. Bard
 - b. ChatGPT
 - c. DALL-E
 - d. Other
3. Complete the following sentence: To me, [piped in text from previous question, i.e., participants' most used generative AI tool] is like... (with a please explain) (open-ended)

4. When I think about *[piped in text from question III.3, i.e., participants' most used generative AI tool]* I feel... (open-ended)
5. Do you think that the information ChatGPT/other generative AI tools produces is precise and accurate (with a Please explain?)
 - o Always
 - o Most of the time
 - o Sometimes
 - o Rarely
 - o Never
6. What are the limitations of ChatGPT/generative AI tools for language and culture learning? (Mark all that apply)
 - o ChatGPT doesn't provide me with accurate results
 - o ChatGPT results are not always relevant to my prompt
 - o ChatGPT is not good at the language I'm studying
 - o ChatGPT does not have the function I'm looking for
 - o ChatGPT is expensive
 - o ChatGPT doesn't understand the cultural/social context
 - o Other

IV. *Beliefs Question Set: Non-User*

1. Complete the following sentence: To me, ChatGPT/other generative AI tools is like... (with a Please Explain) (open-ended)
2. When I think about ChatGPT/other generative AI tools, I feel... (open-ended)
3. Do you use ChatGPT/other generative AI tools for learning in other subject areas that you are studying? Y/N
4. Why do you choose not to use it for language/culture learning? (Mark all that apply)
 - a. Didn't know of its existence
 - b. Don't believe it will help to learn language/culture
 - c. Privacy issues
 - d. Concerns about cheating
 - e. Don't know how to use it
 - f. Other (please specify)

V. *Uses Question Set*

1. How often do you use ChatGPT/other generative AI tools to support your language learning?
 - a. Daily
 - b. Weekly
 - c. Monthly
 - d. Rarely
2. What do you use ChatGPT/other generative AI tools for with respect to your language/culture learning? (mark all that apply)
 - o to get ideas
 - o to get feedback on my work
 - o to practice
 - o to understand language structure (grammar, vocabulary)
 - o to understand cultural information
 - o to understand errors
 - o to translate texts (to or from the language being studied)
 - o Other (please explain)

3. In the context of language learning, what kinds of tasks do you most commonly use ChatGPT/ other generative AI tools for? (mark all that apply)
- to prepare for exams/quizzes
 - to aid in my writing assignments
 - to aid in my speaking assignments
 - to aid in my reading assignments
 - to aid in my listening assignments
 - other

Appendix B Codebook

General Orientation Towards ChatGPT	
Code	Description
Positive	Clearly positive orientation towards ChatGPT
Negative	Clearly negative orientation towards ChatGPT
Neutral-ambiguous	Orientation that is both positive and negative; no strongly negative or positive orientation
Thematic Codes	
Code	Description
Ethics	Use constitutes cheating; equity and fairness; impact on world
Regulations	Need for regulations, both inside and outside classroom
Intellectual theft	ChatGPT threatens authors'/artists' work
Cheating	Explicit reference to cheating
Fairness	Lack of fairness introduced by ChatGPT; replacement or competition by ChatGPT
Efficiency, effort, work	ChatGPT use saves time; its use is alternative to putting in effort, hard work, and time
Education	Broad, macro-level statements about education (e.g., education institution, educational system)
Helps/Hurts Learning	ChatGPT can help and/or hurt learning
Helps	Helps learning
Hurts	Hurts learning
LL	Helps or hurts language learning (LL) specifically
Effort	ChatGPT replaces effort and hard work needed for language learning
On own	ChatGPT hinders independent work needed for language learning
Trust/distrust in accuracy or reliability	Any reference to trust/distrust in tools, both generally and in relation to language or language learning
Trust	Expressions of (only) trust in outputs and tools
Distrust	Expressions of (only) distrust in output or tool
Trust + Distrust	Expresses elements of both trust and distrust in tools
It depends	Specifies trust/distrust in relation to specific uses
Confidence/how to use	ChatGPT's use boosted/hurt confidence in language abilities, use, or knowledge; confidence or lack of confidence in knowing how to use ChatGPT for language learning