



ChatGPT as a Motivational Tool in ELT: A Comparative Analysis of Teacher and Student Perceptions

Arezoo Ashoori Tootkaboni  (Corresponding Author)

Assistant Professor of English Language Teaching Department, Farhangian University, Tehran, Iran.

a.ashoori@cfu.ac.ir

Mojtaba Maghsoudi 

Associate Professor of English Language Teaching, Department Farhangian University, Tehran, Iran.

maghsoudi@cfu.ac.ir

ARTICLE INFO:

Received date:

2025.10.21

Accepted date:

2025.12.22

Print ISSN: 2251-7995

Online ISSN: 2676-6876

Keywords:

ChatGPT, ELT, Learning
Motivation Teacher
Perceptions, Learner
Perceptions.



Abstract

The integration of Artificial Intelligence (AI) in education is reshaping pedagogical approaches, offering new avenues for personalized learning. This study investigates the motivational role of ChatGPT in English Language Teaching (ELT) by comparing perceptions of 33 instructors and 215 secondary school students in Iran. A quantitative, descriptive-comparative analysis revealed significant agreement that ChatGPT enhances intrinsic motivation, particularly by fostering learning interest, autonomy, and enjoyment. Both groups concurred that the tool is most effective for text-based skills like vocabulary, grammar, reading, and writing, but less so for oral-aural skills. A key divergence emerged, however, as students perceived a significantly greater benefit for vocabulary and grammar acquisition than teachers did. The findings affirm ChatGPT's considerable promise as a motivational tool in ELT. However, they also underscore that its effective integration requires a strategic pedagogy. This approach must leverage its strengths in literacy and learner independence while simultaneously addressing its limitations in fostering oral communication through complementary instructional support. The results provide valuable insights for educators and policymakers seeking to implement AI tools in a contextually aware and pedagogically sound manner. ChatGPT; Learning Motivation; ELT, Teacher Perceptions; Learner Perceptions

Citation: Ashoori Tootkaboni, A. & Maghsoudi, M. (2026). ChatGPT as a Motivational Tool in ELT: A Comparative Analysis of Teacher and Student Perceptions. *Journal of English Language Teaching and Learning*, 18 (37), 31-46. DOI: 10.22034/elt.2025.69801.2829

Introduction

Artificial intelligence (AI) has reshaped educational methods in various fields. English Language Teaching (ELT) stands out as one area that benefits notably from these changes. Tools powered by AI deliver tailored interactions and broad-reaching options. These can enhance standard teaching methods. They give students extra ways to build their language abilities. ChatGPT, a dialogue-based system from OpenAI, draws particular interest. It aids language acquisition with instant responses, engaging activities, and practice sessions (Wang & Fan, 2025).

Research suggests that ChatGPT's potential goes beyond improving language proficiency; it also has the potential to affect learners' motivation, which is a crucial factor in determining language learning success. Perseverance, engagement, and overall progress are sustained by motivation, which is influenced by both internal and external elements such as perceived competence, autonomy, and curiosity (Zhu et al., 2023; Ali et al., 2023). ChatGPT may increase students' sense of autonomy and competence through tailored interactions and instant feedback, which would encourage higher levels of engagement and self-directed learning. However, the empirical results are still inconclusive. While some research has found little to no influence on specific skills (Ali et al., 2023; Wang and Fan, 2025), others have observed gains in motivation (Deng et al., 2024; Mahapatra, 2024).

In light of this, analyzing how teachers and students perceive ChatGPT is crucial to comprehending how it might improve learning motivation. The perspectives of instructors give expert assessments of students' motivation and the educational consequences of incorporating ChatGPT, while the insights of learners offer concrete proof of their involvement and emotive responses. Therefore, by examining the perspectives of both teachers and students, this study seeks to determine any possible parallels or discrepancies between their perspectives on ChatGPT's involvement in learning motivation. Insights from this investigation can help guide the efficient and contextually aware incorporation of AI tools into ELT procedures.

Literature Review

Theoretical Foundations of Learning Motivation in ELT

A key factor in determining success in learning a second or foreign language is motivation, which affects students' interest, perseverance, and level of involvement in learning activities. Motivation is viewed in modern ELT research as a multifaceted, dynamic construct that is influenced by both environmental and personal elements. Among the motivational frameworks that are now in use, Self-Determination Theory (SDT) (Ryan & Deci, 2020) provides a reputable perspective through which to view how learning settings foster persistent, high-quality motivation.

SDT posits that the best motivation arises when three fundamental psychological needs are fulfilled: autonomy, competence, and relatedness. In contexts of language acquisition, meeting these needs has been reliably associated with increased involvement, enjoyment, and sustained commitment over time (Dörnyei, 2003; Ushioda, 2013). Instead of concentrating only on the strength of motivation, SDT highlights its quality, especially the cultivation of intrinsic motivation.

In ELT contexts, autonomy pertains to learners' sense of influence over their learning activities, encompassing chances for self-guided practice and adaptable pacing. ChatGPT can promote autonomy by allowing learners to explore language input and practice skills independently outside of classroom limits. Competence encompasses learners' views on effectiveness and mastery, which are enhanced by prompt feedback, achievable challenges, and consistent practice. The ability of ChatGPT to deliver immediate, tailored replies is expected to boost learners' feelings of competence, particularly in skills related to text like vocabulary, grammar, reading, and writing. Relatedness, while not directly evidenced by text-based AI interaction, is interpreted here as students' sense of emotional security and decreased anxiety during practice, which may indirectly foster engagement and motivation to use the language.

In this research, SDT serves as the foundational theoretical framework for understanding learning motivation and evaluating the motivational opportunities provided by ChatGPT in ELT. The three SDT constructs guided the choice of motivational factors in the survey, which encompassed interest in learning English, autonomous learning, self-assurance, enjoyment, and engagement with others. Furthermore, SDT offers a framework for exploring possible similarities and disparities in teachers' and learners' viewpoints, as these groups might assess motivational results from different experiential and educational perspectives. By anchoring the study in SDT, the research transcends a mere descriptive overview of AI usage and provides a theoretically rooted examination of how ChatGPT might variably enhance intrinsic and extrinsic aspects of motivation in language learning environments.

Previous Research on AI and ChatGPT in Language Learning

The exploration of artificial intelligence (AI) in language acquisition is grounded in a well-established history of computer-assisted language learning (CALL) and intelligent tutoring systems. Initial studies in CALL indicated that instruction facilitated by technology can improve language acquisition by offering personalized input, customized feedback, and more chances for learner independence (Levy, 1997; Chapelle, 2001; Beatty, 2013). These foundational studies highlighted that the educational worth of technology relies more on its integration into effective instructional designs than on its newness.

Further studies on intelligent CALL systems and adaptive learning settings emphasized the importance of AI-driven feedback in enhancing vocabulary, grammar, and writing skills (Heift & Schulze, 2015). Concurrently, these studies identified shortcomings in focusing on oral-aural skills, like speaking and listening, which generally necessitate multimodal input and real-time engagement (Neri et al., 2008). These initial results predicted numerous advantages and limitations later seen in modern AI-driven language learning applications.

From a motivational standpoint, existing studies in ELT have reliably associated technology-enhanced learning settings with heightened engagement, autonomy, and persistence when learners feel they have control over their learning experiences (Dörnyei, 2003; Ushioda, 2013). Research in mobile and digital language education highlighted personalization, self-regulation, and learner autonomy as key pedagogical advantages (Stockwell, 2016; Viberg et al., 2020). Initial conversations regarding AI in language education emphasized its ability to personalize learning, while also warning against dependence on automated systems without teaching intervention (Godwin-Jones, 2021).

Recent studies have increasingly concentrated on generative AI tools, especially ChatGPT, and their uses in English Language Teaching (ELT), building on these foundations. Recent empirical research indicates that ChatGPT aids language acquisition by offering prompt, personalized feedback, creating contextualized language examples, and promoting practice in literacy-related skills like vocabulary, grammar, reading, and writing (Karataş et al., 2024; Mahapatra, 2024). Previous CALL-related results concerning grammar, vocabulary, and reading advancement are similarly reflected in more current research (Lehlou & Brigui, 2021).

Extensive syntheses offer additional proof of ChatGPT's teaching capabilities. A meta-analysis conducted by Wang and Fan (2025) involving 51 studies showed that the use of ChatGPT was linked to better academic achievement, decreased cognitive load, boosted emotional well-being, and enhanced higher-order thinking abilities. In a similar vein, Deng et al. (2024) found that ChatGPT interventions reliably enhanced learning results, engagement, and enjoyment, though the effect sizes fluctuated based on the type of task and teaching context. A systematic review conducted by Lo et al. (2024) also observed that the majority of current research focuses on writing, vocabulary, and grammar, with comparatively less emphasis on oral communication skills.

Research studies concentrating on particular language abilities mostly support these conclusions. Studies by Polakova and Ivenz (2024) and Mahapatra (2024) showed that writing feedback backed by ChatGPT notably improved students' revision quality, coherence, and grammatical precision. A meta-synthesis conducted by Du et al. (2024) also discovered that AI-driven chatbots boosted learner engagement, confidence, and retention, particularly showing the most significant effects in literacy-related skills. Khampusaen (2025) additionally reaffirmed that ChatGPT's function as a writing aid enhanced the argumentative writing skills and conceptual grasp of EFL learners. Together, these studies indicate that ChatGPT's text-generation and feedback systems act as an effective type of support that enhances writing skills and boosts self-confidence.

Aside from performance results, an increasing number of studies have investigated self-regulation and motivation in learning facilitated by AI. Tram et al. (2024) discovered that ChatGPT promoted learner autonomy, curiosity, and self-directed learning habits. In a thorough analysis, Li et al. (2024) determined that students' AI literacy, prompting capabilities, and self-assessment skills are closely linked to the motivational impacts of ChatGPT. These results are consistent with Zhou and Li (2023), who showed that intrinsic motivation influences learners' acceptance of ChatGPT and forecasts ongoing engagement. Utilizing the Technology Acceptance Model (TAM), Afzaal et al. (2025) demonstrated that intrinsic motivation has a substantial impact on learners' willingness to keep using ChatGPT, with perceived usefulness and ease of use acting as moderators.

Recent studies have highlighted the teacher's mediating role in AI-enhanced educational settings. Research conducted by Chiu et al. (2023) and Shao (2025) shows that teacher scaffolding plays a vital role in determining if ChatGPT usage results in profound engagement or merely superficial participation. When educators promote critical assessment of AI-generated content, prompt adjustments, and thoughtful application, students exhibit enhanced cognitive processing and increased motivation. On the other hand, an unexamined dependence

on AI results might diminish learners' sense of control, indicating that instructional design influences the motivational impact of generative AI.

The perceptions of ChatGPT by both learners and teachers have been thoroughly investigated. Research centered on students in various educational settings consistently shows that learners view ChatGPT as valuable and inspiring, especially for writing, revisions, and academic assistance, resulting in heightened confidence, engagement, and self-directed learning (Kamal & Iskander, 2024; Younis, 2024; Yıldız, 2023). Nonetheless, students also voice worries regarding dependence, ethical dilemmas, and possible skill degradation. These investigations indicate that learner adoption is influenced by both practical advantages (e.g., time management, idea creation) and intrinsic drivers (e.g., enjoyment and curiosity).

Research centered on teachers also shows predominantly positive yet more reserved perspectives. Studies concerning in-service and pre-service educators suggest that ChatGPT is seen as motivating and enhancing autonomy when paired with instructional support; however, issues remain about academic integrity, the precision of outputs, and a reduction in critical thinking if AI is utilized without reflection (Allali & El Ghouati, 2025; Hossain & Al Younus, 2025; Pham & Nguyen, 2025). Comparative research indicates alignment between teachers' and learners' views on emotional results like enjoyment and autonomy, whereas teachers often show more worry regarding the lasting impacts on deep learning and the development of oral-aural skills.

Significantly, not all results are consistently favorable. Ali et al. (2023) stated that ChatGPT had neutral perceived effects on speaking and listening, although it positively influenced reading and writing. Likewise, Xu and Liu (2023) discovered that although both ChatGPT and Duolingo improved autonomy, motivation, and enjoyment, their effectiveness differed based on skill domain and learner proficiency level. These varying outcomes highlight the significance of contextual elements, such as students' technological familiarity, cultural perspectives, instructional planning, and educational setting.

Overall, the literature agrees on various crucial aspects. To begin with, ChatGPT and similar generative AI tools are notably adept at enhancing literacy skills by providing immediate feedback, access to genuine texts, and correcting mistakes. Secondly, their influence on oral-aural abilities is still restricted, emphasizing the necessity for multimodal enhancements like speech recognition and synthesis. Third, when incorporated into organized, teacher-facilitated activities, ChatGPT seems to enhance intrinsic motivation by fulfilling learners' needs for autonomy, competence, and relatedness as outlined in Self-Determination Theory (Ryan & Deci, 2020).

In general, current studies indicate that ChatGPT serves as an advanced continuation of previous CALL and AI-driven methods, instead of a theoretical shift away from them. Recent research offers important perspectives on its motivational and instructional capabilities, yet these results should be viewed in the context of the extensive, established literature regarding technology-enhanced language learning. Thus, additional theoretically informed and context-aware research is essential to explore how ChatGPT influences motivational dynamics from the viewpoints of both students and educators.

Significance of the Study and Research Questions

Although the growing amount of research has confirmed that ChatGPT may improve literacy and motivation in ELT, there is still a significant gap in the comparative examination of how the two key stakeholders, teachers and students, perceive its motivational impact. Since these groups have frequently been studied separately in the past, it is unclear whether educators' pedagogical evaluations of AI's motivational affordances match learners' actual experiences of autonomy and engagement. This discrepancy is crucial because a misalignment in perceptions may result in poor implementation techniques when instructional designs do not take advantage of the tool's true motivating qualities or adequately address the needs of the students. Through a methodical comparison of teacher and student perspectives, this research aims to offer a more comprehensive and nuanced understanding of ChatGPT's motivational influence, which will inform more cohesive and successful pedagogical integration. In light of this, the current study attempts to answer the following questions:

1. What are learners' perceptions of the impact of ChatGPT on their learning motivation?
2. What are teachers' perceptions of the impact of ChatGPT on learners' motivation?
3. Are there significant differences between teachers' and learners' perceptions regarding the motivational impact of ChatGPT?

Method

Research Design

Using a quantitative, descriptive-comparative approach, the current research examines how ChatGPT affects the motivation of learners from the viewpoints of both English language instructors and students. With a quantitative approach, researchers might employ standardized tools like surveys or questionnaires to assess and compare views of participants in a methodical manner. This approach enables statistical analysis to look at differences between groups, spot patterns, and make conclusions supported by data. The objective and generalizable results of quantitative research, which depends on numerical data, are especially helpful in educational investigations where more extensive conclusions are required (Oranga & Matere, 2025).

Participants

The study involved 248 participants, comprising 33 English language teachers from secondary schools and 215 English language learners from secondary schools of both genders. Participants were gathered from high schools in Mazandaran province, Iran, chosen mainly for reasons of accessibility and feasibility, such as obtaining institutional approval and addressing logistical challenges.

The research utilized a purposive convenience sampling method, where previous experience in AI-supported language learning was a primary inclusion factor. A short pre-screening survey was given to 285 potential participants to evaluate their knowledge of AI-driven language learning tools, with 248 indicating adequate experience and thus being included in the study. This approach made certain that participants' replies were based on real usage instead of theoretical assumptions. Secondary schools were chosen because students at this stage usually have sufficient language skills, cognitive development, and digital competence to interact

effectively with AI-enhanced learning, and because English teaching increasingly focuses on independent, text-oriented activities. Table 1 displays the demographic traits of the participants.

Table 1. *Learners and Teachers' Demographic Information*

Status	Category	Sub-category	Number	%
Learner	Gender	Female	116	53.9
		Male	99	46.1
Teacher	Gender	Female	12	36.3
		Male	21	63.6
	Experience	Under 1-5 years	15	45.4
		6-10 years	10	30.3
		11 years and more	8	24.2

Instrument

Based on earlier research, the study adopted a five-point Likert scale questionnaire (e.g., Williams & Deci, 1996; Ryan & Deci, 2019). In the first section, participants' opinions of ChatGPT's contribution to motivating students to develop microskills (vocabulary and grammar) and macroskills (listening, speaking, reading, and writing) were examined. Based on earlier research, the study adopted a five-point Likert scale questionnaire (e.g., Williams & Deci, 1996; Ryan & Deci, 2019). In the first section, participants' opinions of ChatGPT's contribution to motivating students to develop microskills (vocabulary and grammar) and macroskills (listening, speaking, reading, and writing) were examined. In the second part, the impact of ChatGPT on students' enthusiasm in learning English, self-learning, self-confidence, career aspirations, social interaction, and enjoyment was assessed. A five-point Likert scale, from strongly disagree to strongly agree, was used for storing the responses. Experts in applied linguistics examined the questionnaire to guarantee content validity, and changes were made based on their suggestions.

Data Collection and Analysis

A standardized five-point Likert scale questionnaire, based on prior research, was used to gather data from ELT instructors and students. The purpose of the questionnaire was to gauge participants' opinions on ChatGPT's influence on learning motivation. The survey link was provided to participants directly, and the questionnaire was created using Google Forms to collect replies. A comprehensive dataset with no missing data was produced since all items were set as mandatory, guaranteeing that respondents answered all questions before submitting the questionnaire. Every participant received assurances that their answers would remain private and that their participation was entirely voluntary.

Using SPSS V23, a quantitative analysis was conducted. First, the reliability of the instrument was examined, and a high Cronbach's alpha score of 0.87 confirmed the scale's great internal consistency. The perceptions of the participants were then summarized using descriptive statistics (means, standard deviations, and percentages). In order to identify significant inter-group differences, the responses of instructors and students were compared using inferential analysis utilizing independent samples t-tests.

Results

Learners' Perceptions of ChatGPT's Impact on Learning Motivation

Table 2 shows how students perceive ChatGPT's impact on their macro (listening, speaking, reading, and writing) and micro (vocabulary and grammar) language abilities. The descriptive statistics indicate that learners generally perceived ChatGPT as having a positive impact on most skills.

Table 2. *Learners' Perceptions of ChatGPT's Impact on Micro and Macro Language Skills*

		Mean	SD
Micro language skills	Vocabulary	4.35	0.62
	Grammar	4.28	0.68
Main language skills	Listening	3.56	0.91
	Speaking	3.62	0.88
	Reading	4.12	0.70
	Writing	4.25	0.65

The findings demonstrate that learners strongly agreed that ChatGPT was helpful in enhancing these micro-level abilities, with the greatest mean scores being achieved for vocabulary ($M = 4.35$, $SD = 0.62$) and grammar ($M = 4.28$, $SD = 0.68$). The macroskills of reading ($M = 4.12$, $SD = 0.70$) and writing ($M = 4.25$, $SD = 0.65$) also had high mean ratings, suggesting that ChatGPT's contribution to these domains was seen favorably. Conversely, speaking ($M = 3.62$, $SD = 0.88$) and listening ($M = 3.56$, $SD = 0.91$) had relatively lower mean ratings, indicating more moderate opinions on ChatGPT's influence on oral and auditory abilities. Overall, the findings show that students gave ChatGPT high ratings for all language skills, with text-based abilities (vocabulary, grammar, reading, and writing) receiving especially high ratings.

Table 3 shows how learners perceive ChatGPT's impact on a variety of emotional and motivational characteristics, such as their desire to learn English, their ability to study on their own, their self-confidence, their aspirations for their careers, their ability to communicate with others, and how much pleasure and satisfaction they get from learning. Together, these elements show how learners perceive the intrinsic and extrinsic components of learning motivation.

Table 3. *Learners' Perceptions of ChatGPT's Impact on Motivational and Affective Factors*

Factors	Mean	SD
Interest in Learning English	4.40	0.60
Independent Learning	4.32	0.64
Self-Confidence	4.18	0.70
Ambition to Get a Job	3.85	0.82
Interaction with Others	3.95	0.78
Fun and Enjoyment in Learning	4.22	0.66

According to the findings, students tended to express favorable opinions on every aspect. There is substantial agreement that ChatGPT improves learners' engagement and intrinsic motivation, as evidenced by the highest mean ratings for interest in learning English ($M = 4.40$, $SD = 0.60$), independent learning ($M = 4.32$, $SD = 0.64$), and fun and enjoyment in learning ($M = 4.22$, $SD = 0.66$). Additionally, self-confidence ($M = 4.18$, $SD = 0.70$) and interaction with others ($M = 3.95$, $SD = 0.78$) received good evaluations. The ambition to get a job had the lowest, but still positive, mean score ($M = 3.85$, $SD = 0.82$), indicating that students thought ChatGPT had a

modest impact on their motivation for their careers. In general, the findings show that students thought ChatGPT was an interesting and motivating tool that encouraged more independence, pleasure, and self-assurance when studying English.

Teachers' Perceptions of ChatGPT's Impact on Learners' Motivation

Table 4 presents the perceptions of English language teachers regarding ChatGPT's impact on learners' micro (vocabulary and grammar) and macro (listening, speaking, reading, and writing) language skills. This table provides insights into how teachers evaluate the effectiveness of ChatGPT in enhancing students' linguistic performance across different skill areas.

Table 4. Teachers' Perceptions of ChatGPT's Impact on Micro and Macro Language Skills

Language Skills	Mean	SD
Vocabulary	4.10	0.72
Grammar	4.05	0.75
Listening	3.50	0.88
Speaking	3.55	0.85
Reading	4.00	0.70
Writing	4.08	0.68

The findings show that instructors' opinions of ChatGPT's impact on the majority of language skills were largely favorable. Teachers agreed that ChatGPT helps students grow in these areas, as seen by the highest mean scores for vocabulary ($M = 4.10$, $SD = 0.72$), writing ($M = 4.08$, $SD = 0.68$), and grammar ($M = 4.05$, $SD = 0.75$). Likewise, reading was rated favorably ($M = 4.00$, $SD = 0.70$). Teachers' ratings of speaking ($M = 3.55$, $SD = 0.85$) and listening ($M = 3.50$, $SD = 0.88$) were lower than those of the other skills, indicating a more moderate view of ChatGPT's efficacy in fostering speaking and listening skills. In sum, the findings show that teachers recognized ChatGPT's relatively limited contribution to abilities in oral communication but thought it was especially helpful for text-based language skills.

Table 5 presents English language teachers' perceptions of ChatGPT's influence on learners' motivational and affective factors, including interest in learning English, independent learning, self-confidence, career ambition, interaction with others, and fun and enjoyment in learning. These variables reflect teachers' evaluations of how ChatGPT affects students' motivation, engagement, and affective involvement in the learning process.

Table 5. Teachers' Perceptions of ChatGPT's Impact on Motivational and Affective Factors

Factors	Mean	SD
Interest in Learning English	4.20	0.65
Independent Learning	4.12	0.68
Self-Confidence	4.05	0.70
Ambition to Get a Job	3.80	0.85
Interaction with Others	3.90	0.75
Fun and Enjoyment in Learning	4.10	0.68

According to the findings, instructors generally held a good opinion of ChatGPT's influence on students' motivation in all areas. Interest in studying English ($M = 4.20$, $SD = 0.65$), independent learning ($M = 4.12$, $SD = 0.68$), and self-confidence ($M = 4.05$, $SD = 0.70$) had

the highest mean ratings, indicating that instructors thought ChatGPT supported students' autonomy, confidence, and engagement.

Fun and enjoyment of learning ($M = 4.10$, $SD = 0.68$) and interaction with others ($M = 3.90$, $SD = 0.75$) showed moderate mean scores, while the ambition to get a job ($M = 3.80$, $SD = 0.85$) showed the lowest mean score. These findings suggest that instructors perceived ChatGPT's impact more strongly on intrinsic motivating factors than on extrinsic, job-related ones. As a whole, the results indicate that instructors thought ChatGPT was an interesting and stimulating teaching tool that increased students' attention, autonomy, and enjoyment while having less of an impact on motivation related to careers or the workplace.

Comparison Between Teachers' and Learners' Perceptions: T-Test Analysis

Independent samples t-tests were used to find discrepancies between instructors' and students' assessments of ChatGPT's influence on different language abilities, as indicated in Table 6. The findings show that, although the size of these differences varied, students evaluated ChatGPT's effect somewhat higher than teachers across all competencies.

Table 6. Independent Samples T-test Comparing Teachers' and Learners' Perceptions of Language Skills

Language Skills	Groups	N	M	SD	Df	t	P
Vocabulary	Teacher	33	4.10	0.72	246	2.15	0.033
	Learner	215	4.35	0.62			
Grammar	Teacher	33	4.05	0.75	246	1.97	0.050
	Learner	215	4.28	0.68			
Listening	Teacher	33	3.50	0.88	246	0.38	0.704
	Learner	215	3.56	0.91			
Speaking	Teacher	33	3.55	0.85	246	0.49	0.625
	Learner	215	3.62	0.88			
Reading	Teacher	33	4.00	0.70	246	1.01	0.313
	Learner	215	4.12	0.70			
Writing	Teacher	33	4.08	0.68	246	1.45	0.149
	Learner	215	4.25	0.65			

Both grammar ($t = 1.97$, $p = 0.050$) and vocabulary ($t = 2.15$, $p = 0.033$) showed statistically significant differences. According to these results, students thought ChatGPT was more useful than teachers at improving their vocabulary and grammar. This discrepancy may be explained by students' greater understanding of ChatGPT's interactive and remedial feedback elements, which directly aid in lexical and grammatical acquisition through practice and repeated exposure. However, teachers may have been more cautious in their assessments, perhaps because they were aware of ChatGPT's shortcomings in addressing deeper linguistic subtleties or in offering context-specific language usage.

No significant changes were found for speaking, listening, reading, or writing ($p > 0.05$). This indicates a broad agreement amongst educators and students about ChatGPT's instructional potential for fostering these abilities. While acknowledging the tool's more limited

role in oral/aural skills (speaking and listening), which call for multimodal input and real-time interaction beyond ChatGPT's primary text-based design, both groups thought it was especially helpful for text-based skills (reading and writing), which fit in well with its text-generation and editing capabilities.

From a pedagogical perspective, these results highlight how instructors and students alike see ChatGPT as a helpful resource for learning a language, especially when it comes to strengthening vocabulary and grammar through personalized, continual practice. To get comparable results, its incorporation into oral skills training, however, could call for further resources or multimodal applications (such as voice recognition or AI-driven pronunciation feedback). In summary, the findings show a high level of agreement between the two groups, indicating a mutual understanding of ChatGPT's advantages in improving written communication and linguistic correctness as well as its weaknesses in developing speaking and listening skills.

To investigate any discrepancies between instructors' and students' assessments of ChatGPT's impact on emotional and motivational components, independent samples t-tests were used, as shown in Table 7. According to the findings, there were no statistically significant differences ($p > 0.05$) between the two groups for any of the six parameters. This suggests that instructors' and students' opinions on ChatGPT's motivating role in English language learning are highly aligned.

Table 7. *Independent Samples T-test Comparing Teachers' and Learners' Perceptions of Motivational Factors*

Factors	Groups	N	M	SD	df	t	P
Interest in Learning English	Teacher	33	4.20	0.65	246	1.75	0.081
	Learner	215	4.40	0.60			
Independent Learning	Teacher	33	4.12	0.68	246	1.70	0.091
	Learner	215	4.32	0.64			
Self-Confidence	Teacher	33	4.05	0.70	246	1.05	0.295
	Learner	215	4.18	0.70			
Ambition to Get a Job	Teacher	33	3.80	0.85	246	0.40	0.689
	Learner	215	3.85	0.82			
Interaction with Others	Teacher	33	3.90	0.75	246	0.38	0.705
	Learner	215	3.95	0.78			
Fun and Enjoyment in Learning	Teacher	33	4.10	0.68	246	1.02	0.308
	Learner	215	4.22	0.66			

The fact that both groups reported consistently high mean ratings indicates that ChatGPT was viewed as an engaging and motivating teaching tool that improves students' pleasure, autonomy, and emotional involvement. ChatGPT's ability to promote intrinsic motivation through self-directed exploration and ongoing access to language input and feedback was highlighted by the highest ratings for interest in learning English (learners: $M = 4.40$; teachers: $M = 4.20$) and independent learning (learners: $M = 4.32$; teachers: $M = 4.12$). In particular,

ChatGPT's ability to meet learners' demands for competence and autonomy is in line with the tenets of SDT (Ryan & Deci, 2020).

Likewise, both educators and students recognized ChatGPT's role in fostering confidence (students: $M = 4.18$; teachers: $M = 4.05$) as well as fun and enjoyment in learning (students: $M = 4.22$; teachers: $M = 4.10$). According to Dörnyei (2003), these aspects show affective engagement and emotional satisfaction, both of which are critical for maintaining motivation throughout language acquisition. The excellent ratings suggest that ChatGPT can provide a less intimidating practice setting where students can try out language usage without feeling the pressure of performing well in class.

On the other hand, comparatively lower mean values were noted for interaction with others (learners: $M = 3.95$; teachers: $M = 3.90$) and ambition to get a job (learners: $M = 3.85$; teachers: $M = 3.80$). According to these results, ChatGPT's impact was seen by both groups as being stronger on intrinsic motivating factors (autonomy, curiosity, and enjoyment) than on extrinsic or social factors (peer interaction, career ambition). Its personalized interaction design, which prioritizes individual learning above professional development or social participation, might be the reason for this. Collectively, Table 7's results show that both instructors and students believe ChatGPT significantly boosts students' motivation by increasing their sense of independence, self-assurance, and enjoyment of studying English. However, rather than being instrumental or career-oriented, its motivating impact seems to be more emotive and internal.

Discussion

The results of the research both support and add to the body of knowledge already available on ChatGPT in English language instruction, emphasizing the complex interplay between common viewpoints and minor differences from earlier studies. The overwhelming positive opinion of ChatGPT's impact on intrinsic motivation supports its function in encouraging curiosity, self-directed learning, and enjoyment, which is in line with Lai et al. (2023) and Afzaal et al. (2025). The high levels of involvement and self-confidence also support the affective aspects of learning highlighted by Dörnyei (2003) and are consistent with the meta-analytic results of Wang and Fan (2025) and the studies of Karataş et al. (2024). According to these findings, ChatGPT's unbiased and on-demand features promote a calm atmosphere that is ideal for learning.

A consistent theme in the studies is the ranking of language skills, where text-related capabilities like vocabulary, grammar, reading, and writing gain more advantages from AI tools compared to listening and speaking skills. This result supports earlier forecasts concerning the inherent benefits of text-driven AI (Lehlou & Brigui, 2021) and is consistent with the findings of Ali et al. (2023), who noted neutral views on ChatGPT's influence on speaking and listening. Mahapatra (2024) further reinforces the importance of writing by discovering notable enhancements in the academic writing of ESL students. Significantly, this research uncovers a formerly overlooked aspect: the disparity in perceptions of microskills between students and teachers. Although students expressed the highest satisfaction with support in vocabulary and grammar, the assessments from instructors were more reserved. This inconsistency aligns with

Xu et al. (2024), who contend that users' views are shaped by recognizing AI limitations, including possible biases or insufficient pedagogical sophistication.

Moreover, the research shows that both teachers and students have similar motivating factors in AI-supported language learning environments. Despite encouragement for direct comparisons of teacher and learner perceptions, they remain insufficiently examined (Chiu et al., 2023; Shao, 2025). The strong correlation between teachers' evaluations and students' self-reported levels of interest, autonomy, and enjoyment suggests that educators are closely aware of learners' positive emotional experiences, aligning with previous studies on affective engagement in ELT (Dörnyei, 2003). On the other hand, the minimal consensus regarding extrinsic motivators like social engagement and professional goals indicates the tool's restricted influence in these domains (Ali & Zhang, 2023). Consistent with the work of Wang et al. (2025), these results underscore the intricate relationship between environmental limitations and societal views regarding AI adoption. Agreeing with Xu and Liu (2025), the research quantitatively demonstrates that ChatGPT's motivational impact is mainly intrinsic. By incorporating these insights, the study not only confirms ChatGPT's role in boosting motivation and literacy (Lo & Song, 2024) but also aids in comprehending the subtle and sometimes opposing views of important stakeholders in ELT.

Conclusion

This research clarifies the perceived influence of ChatGPT in boosting learning motivation, highlighting a notable agreement among educators and students regarding its beneficial effects, especially on intrinsic motivational elements and text-oriented language abilities. The results confirm that ChatGPT, by enhancing autonomy, competence, and enjoyment, strongly aligns with recognized motivational frameworks such as Self-Determination Theory, establishing it as an effective tool for promoting engaging and self-directed language learning settings. Nonetheless, the recognized difference in views on its effectiveness for vocabulary and grammar, along with the common acknowledgment of its restricted usefulness for oral-aural skills, requires a careful and strategic method for its incorporation. These findings suggest a requirement for educational models that utilize ChatGPT's advantages in literacy and independent practice, while integrating additional interactive activities and tools to mitigate its shortcomings, promoting a well-rounded growth of all language skills. For educators, this highlights the necessity of directing students in the thoughtful and efficient application of AI, converting initial excitement into lasting educational benefits.

Unavoidably, this research has its shortcomings. The findings' generalizability is limited due to the geographically confined sample from Mazandaran province, and the sole dependence on quantitative self-report data, which, although suitable for assessing perceptions, neglects the underlying reasoning and qualitative experiences of the participants. Future investigations would gain from a mixed-methods strategy in various settings, integrating qualitative interviews to elucidate the subtle experiences behind the numerical scores and utilizing longitudinal designs to objectively assess the lasting effects of ChatGPT on both motivational and proficiency results. This research ultimately verifies that the effective incorporation of AI in ELT depends not solely on the technology itself, but on the educational insight with which it is integrated into teaching and learning methods.

References

- Afzaal, M., Younas, M., & El-Dakhs, D. A. S. (2025). ChatGPT and Intrinsic Motivation in Higher Education: A TAM-Based Study. In *Frontiers in Education*, 10, 1674141. <https://doi.org/10.3389/feduc.2025.1674141>
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023). Impact of ChatGPT on learning motivation: teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1), 41-49. <https://doi.org/10.56540/jesaf.v2i1.51>
- Allali, S., & El Ghouati, A. (2025). EFL Classroom: Teachers' Perceptions and Intention to Use ChatGPT for Language Teaching. *Journal of Applied Language and Culture Studies*, 8(1). <https://doi.org/10.31893/multirev.2026384>
- Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. Routledge.
- Chapelle, C., & Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge university press.
- Chiu, T. K. F., Moorhouse, B. L., & Chen, W. (2023). Teacher support and student motivation to learn with AI. *Self-Determination Theory*. <https://doi.org/10.1080/10494820.2023.2172044>
- Deng, R., Jiang, M., Yu, X., Lu, Y., & Liu, S. (2024). Does ChatGPT enhance student learning? A systematic review and meta-analysis of experimental studies. *Computers & Education*, 105224. <https://doi.org/10.1016/j.compedu.2024.105224>
- Dörnyei, Z. (2003). The motivational basis of language learning tasks. In *Individual differences and instructed language learning* (pp. 137-158). John Benjamins Publishing Company.
- Du, J. L., & Daniel, B. K. (2024). A systematic review of AI-powered chatbots in EFL speaking practice: Transforming language education. *Computers and Education: Artificial Intelligence*, 6(1), 100230. <https://doi.org/10.1016/j.caeai.2024.100230>
- Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, 25(3), 6–26. <http://hdl.handle.net/10125/73443>
- Heift, T., & Schulze, M. (2015). Tutorial computer-assisted language learning. *Language Teaching*, 48(4), 471-490. <https://doi.org/10.1017/S0261444815000245>
- Hossain, M. K., & Al Younus, M. A. (2025). Teachers' perspectives on integrating ChatGPT into EFL writing instruction. *TESOL Communications*, 4(1), 41-60. <https://doi.org/10.58304/tc.20250103>
- Kamal, B., & Iskander, S. (2024). *Investigating the Impact of Using ChatGPT on EFL Students' Motivation to Learn* (Doctoral dissertation, university center of abdalhafid boussouf-MILA).
- 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*, 29(15), 19343-19366. <https://doi.org/10.1007/s10639-024-12574-6>
- Khampusaen, D. (2025). The Impact of ChatGPT on Academic Writing Skills and Knowledge: An Investigation of Its Use in Argumentative Essays. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 963-988. <https://doi.org/10.70730/PGCQ9242>
- Lai, C. Y., Cheung, K. Y., & Chan, C. S. (2023). Exploring the role of intrinsic motivation in ChatGPT adoption to support active learning: An extension of the technology acceptance model. *Computers and Education: Artificial Intelligence*, 5, 100178.

- Lehlou, F., & Brigui, H. (2021). Artificial Intelligence in Teaching and Learning Languages.
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
- Li, B., Lowell, V. L., Wang, C., & Li, X. (2024). A systematic review of the first year of publications on ChatGPT and language education: Examining research on ChatGPT's use in language learning and teaching. *Computers and Education: Artificial Intelligence*, 7, 100266.
- Lo, C. K., Yu, P. L. H., Xu, S., Ng, D. T. K., & Jong, M. S. Y. (2024). Exploring the application of ChatGPT in ESL/EFL education and related research issues: A systematic review of empirical studies. *Smart Learning Environments*, 11(1), 50. <https://doi.org/10.1186/s40561-024-00342-5>
- Mahapatra, S. (2024). Impact of ChatGPT on ESL students' academic writing skills. *Smart Learning Environments*, 11(1), 1–15. <https://doi.org/10.1186/s40561-024-00295-9>
- Neri, A., Mich, O., Gerosa, M., & Giuliani, D. (2008). The effectiveness of computer assisted pronunciation training for foreign language learning by children. *Computer Assisted Language Learning*, 21(5), 393-40
- Oranga, J., & Matere, A. (2025). Quantitative Research: Types, Advantages, Generalizability & Limitations. *Open Access Library Journal*, 12, e13694.
- Pham, T. S., & Nguyen, L. N. Q. (2025). Perceptions of Pre-service Kindergarten Teachers on Using ChatGPT to Support English Learning: A Mixed-Methods Study in Vietnam. *International Journal of AI in Language Education*, 2(3), 40-56. <https://doi.org/10.54855/ijaile.25233>
- Polakova, P., & Ivenz, P. (2024). The impact of ChatGPT feedback on the development of EFL students' writing skills. *Cogent Education*, 11(1), 2410101. <https://doi.org/10.1080/2331186X.2024.2410101>
- Rahimi, A. R., & Mosalli, Z. (2025). Language learners' surface, deep, and organizing approaches to ChatGPT-assisted language learning: What contextual, individual, and ChatGPT-related factors contribute? *Smart Learning Environments*, 12(1), 1-24. <https://doi.org/10.1186/s40561-025-00368-3>
- Ryan, R. M., & Deci, E. L. (2019). Research on intrinsic and extrinsic motivation is alive, well, and reshaping 21st-century management approaches: Brief reply to Locke and Schattke. <https://doi.org/10.1037/mot0000128>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Shao, S. (2025). The role of AI tools on EFL students' motivation, self-regulation, and learning outcomes. *ScienceDirect*. <https://doi.org/10.1016/j.lmot.2025.102154>
- Stockwell, G. (2016). Mobile language learning. In *The Routledge handbook of language learning and technology* (pp. 296-307). Routledge.
- Tram, N. H. M., Nguyen, T. T., & Tran, C. D. (2024). ChatGPT as a tool for self-learning English among EFL learners: A multi-methods study. *System*, 127, 103528.
- Ushioda, E. (2013). Motivation and ELT: Looking ahead to the future. In *International perspectives on motivation: Language learning and professional challenges* (pp. 233-239). London: Palgrave Macmillan UK.

- Viberg, O., Wasson, B., & Kukulska-Hulme, A. (2020). Mobile-assisted language learning through learning analytics for self-regulated learning (MALLAS): A conceptual framework. *Australasian Journal of Educational Technology*, 36(6), 34-52. <https://doi.org/10.14742/ajet.6494>
- Wang, J., & Fan, Y. (2025). The effect of ChatGPT on students' learning performance, learning perception, and higher-order thinking: Insights from a meta-analysis. *Palgrave Communications*, 12(1), 1–12. <https://doi.org/10.1057/s41599-025-04787-y>
- Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: A test of self-determination theory. *Journal of Personality and Social Psychology*, 70(4), 767–779. <https://doi.org/10.1037/0022-3514.70.4.767>
- Xu, X., Su, Y., Zhang, Y., Wu, Y., & Xu, X. (2024). Understanding learners' perceptions of ChatGPT: A thematic analysis of peer interviews among undergraduates and postgraduates in China. *Heliyon*, 10(4). <https://doi.org/10.1016/j.heliyon.2024.e26239>
- Xu, J., & Liu, Q. (2025). Uncurtaining windows of motivation, enjoyment, critical thinking, and autonomy in AI-integrated education: Duolingo Vs. ChatGPT. *Learning and Motivation*, 89, 102100.
- Yıldız, T. A. (2023). The impact of ChatGPT on language learners' motivation. *Journal of Teacher Education and Lifelong Learning*, 5(2), 582-597. <https://doi.org/10.51535/tell.1314355>
- Younis, B. K. (2024). Examining Students' Self-Regulation Skills, Confidence to Learn Online, and Perception of Satisfaction and Usefulness of Online Classes in Three Suggested Online Learning Environments That Integrates ChatGPT. *Online Learning*, 28(2), n2. <https://doi.org/10.24059/olj.v28i2.4397>
- Zhou, Y. (2023). How to harness the potential of ChatGPT in education? *ResearchGate*.
- Zhou, L., & Li, J. (2023). The impact of ChatGPT on learning motivation: A study based on self-determination theory. *Education Science and Management*, 1(1), 19-29. <https://doi.org/10.56578/esm010103>
- Zhu, C., Sun, M., Luo, J., Li, T., & Wang, M. (2023). How to Harness the Potential of ChatGPT in Education? *Knowledge Management & E-Learning*, 15(2), 133-152. <https://doi.org/10.34105/j.kmel.2023.15.008>