



English-major students' perceptions of the use of ChatGPT in English language self-study: A case study at Thanh Do University

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Abstract

This study investigated English-major students' awareness, experiences, and utilization of ChatGPT for English self-study at Thanh Do University, Vietnam. A mixed-methods design was employed, combining questionnaire data from 32 students with semi-structured interviews with 10 students. The quantitative findings showed generally positive responses, with mean scores ranging from 3.44 to 3.84. The qualitative findings showed that students used ChatGPT for writing correction, grammar and vocabulary learning, customized exercises, study planning, speaking practice, and presentation preparation. Students perceived ChatGPT as convenient, accessible, personalized, and capable of providing immediate feedback, while also recognizing limitations such as inaccurate information, unnatural expressions, and potential dependence. The findings indicated that ChatGPT could support English self-study when students critically evaluated its outputs and maintained an active role in learning. The study highlighted the importance of guidance on responsible AI use, information verification, and independent learning.

Keywords: AI-assisted learning; ChatGPT; English-major students; English self-study; learner autonomy



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INTRODUCTION

Self-study plays an important role in foreign language learning, particularly in higher education, where students are expected to take greater responsibility for their learning. This expectation is closely related to learner autonomy, which refers to learners' ability to take responsibility for planning, monitoring, and evaluating their learning (Holec, 1981; Little, 2003). Benson, 2013 further emphasized that autonomy involves making informed decisions about learning goals, strategies, and resources. From this perspective, technology can support autonomous learning by providing flexible access to learning resources and opportunities beyond the classroom. Sujannah et al. (2025) identified a moderate positive correlation between ChatGPT use for independent English learning and learner autonomy among university students, suggesting an association between AI-assisted learning practices and students' capacity to manage their learning.

Recent research also highlights the importance of self-regulated learning (SRL), which involves learners' ability to plan, monitor, and evaluate their learning processes (Zimmerman, 2000). Ni'mah et al. (2025) found a positive relationship between SRL strategies and English speaking performance, while Dahri et al. (2024) reported a positive association between ChatGPT use and metacognitive SRL. These findings suggest that digital and AI-based tools may support independent learning through personalized assistance, flexible access, and immediate feedback. Slamet and Basthomi (2025) similarly identified personalized learning opportunities, interactive assistance, and immediate feedback as potential contributions of ChatGPT to self-directed EFL learning, while emphasizing the importance of addressing language accuracy and contextual limitations.

The relevance of such support is particularly evident in the context of English self-study at Thanh Do University, Vietnam. Nguyen et al. (2026) found that first-year non-English-major students demonstrated a moderate level of self-study ability, while social media distractions and weak self-discipline were major obstacles. The study also identified a gap between students' awareness of self-study and their actual learning practices. These findings indicate a need to examine how technological tools may be used to support students' independent English learning.

Among emerging AI-based tools, ChatGPT has received increasing attention as a resource for language learning. Among emerging AI-based tools, ChatGPT has received increasing attention as a resource for language learning (Li et al., 2024). Previous studies have reported its use for language practice, personalized feedback, customized learning materials, and self-instructed learning (Dizon, 2024; Nguyen, 2023; Tran, 2025). Tram et al. (2024) further demonstrated that EFL learners employed ChatGPT for various self-learning purposes, including reading, writing, vocabulary development, and grammar practice, with perceived usefulness and ease of use influencing their continued engagement with the technology. Research has also identified benefits such as convenience, accessibility, and personalized support, while raising concerns about inaccurate information, dependency, plagiarism, and reduced critical engagement (Dang et al., 2024; Lo et al., 2024; Nguyen, 2025; Nguyen & Tran, 2025). However, patterns of use vary across contexts. For example, Nguyen et al. (2024) reported that students primarily used ChatGPT for research, homework, translation, and report writing, whereas Dizon (2024) and Zakwani & Binu (2025) highlighted its use and perceived value in language learning. In Thailand and Vietnam, Meniado et al. (2024) found that EFL learners used ChatGPT to generate ideas, organize writing content, develop outlines, and revise drafts, indicating that the purposes of AI-assisted language learning could differ according to learners' academic needs and educational contexts. These differences suggest that students' purposes and experiences of using ChatGPT may depend on their learning context and needs.

Despite the growing body of research on ChatGPT and language learning, limited attention has been paid to how English-major students at Thanh Do University use ChatGPT specifically for English self-study. In particular, few studies have examined students' awareness and experiences alongside their actual learning practices, perceived benefits, and challenges within the same institutional context. This study therefore contributes context-specific evidence on students' use of ChatGPT for English self-study and examines not only what they use the tool for but also how they engage with its responses.

Accordingly, this study investigated English-major students' awareness, experiences, and utilization of ChatGPT for English self-study at Thanh Do University. It addressed the following research questions: What are the awareness and experience levels of English-major students at Thanh Do University in using ChatGPT for English self-study? And To what extent is ChatGPT utilized by English-major students at Thanh Do University for self-studying English?

RESEARCH METHODS

Research design and participants

This study employed a mixed-methods research design to investigate English-major students' awareness, experiences, and utilization of ChatGPT for English self-study at Thanh Do University. The quantitative component provided descriptive information about students' reported perceptions and experiences, while the qualitative component explored their learning practices, perceived benefits, challenges, and strategies for using ChatGPT.

The participants were English-major students from the first to the third year at Thanh Do University. A total of 32 students completed the questionnaire, of whom 26 (81.3%) were female and 6 (18.8%) were male. Among the 10 students who participated in the semi-structured interviews, 7 (70.0%) were female and 3 (30.0%) were male. The questionnaire and interview participants were treated as related but distinct sources of data rather than as 42 separate participants.

Regarding their experience with ChatGPT, 23 students (71.9%) reported having used the tool for more than one year, while 3 students (9.4%) had used it for 6-12 months, 3 students (9.4%) for 3-6 months, and 3 students (9.4%) for less than three months. In terms of frequency of use, 15 students (46.9%) reported using ChatGPT often, 10 (31.3%) sometimes, 4 (12.5%) rarely, and 3 (9.4%) very often. Most students reported learning about ChatGPT through social media (24 students, 75.0%), followed by Internet websites (6 students, 18.8%), teachers (1 student, 3.1%), and friends or classmates (1 student, 3.1%).

Research instruments and data collection

Two instruments were used: a questionnaire and a semi-structured interview protocol. The questionnaire consisted of 10 five-point Likert-scale items developed based on previous research on ChatGPT and AI-assisted English learning, particularly studies addressing SRL, perceived usefulness,

usage practices, learner autonomy, and motivation (Dang et al., 2024; Dizon, 2024; Nguyen, 2023). The items addressed three dimensions: SRL strategies, perceived usefulness and usage practices, and learner autonomy and motivation. Responses were rated from 1 (Strongly Disagree) to 5 (Strongly Agree).

Before the main data collection, the questionnaire was piloted to check the clarity and appropriateness of the items and to assess its internal consistency. Based on the pilot results, the questionnaire was finalized for the main survey. The reliability analysis showed good internal consistency, with Cronbach's alpha coefficients of 0.76, 0.80, and 0.82 for the three dimensions, respectively, and an overall Cronbach's alpha of 0.92.

The semi-structured interview protocol was designed to explore students' awareness, experiences, usage practices, perceived benefits, and challenges in using ChatGPT for English self-study. Data collection was conducted over two weeks in June 2026. The questionnaire was administered in both Vietnamese and English, while the interviews were conducted via Zoom. Follow-up questions were used when necessary to obtain further clarification.

Data analysis

The quantitative questionnaire data were analyzed using descriptive statistics in SPSS version 27. The analysis included the number of valid responses, minimum and maximum scores, mean scores, and standard deviations. Descriptive statistics were used to identify general response patterns rather than causal relationships or statistical significance.

The interview data were analyzed using thematic analysis following the six-phase approach proposed by Braun and Clarke (2006). Taguette was used to support the coding and organization of the qualitative data. The analysis focused on students' reported uses, perceived benefits, challenges, verification strategies, and learning behaviors.

Ethical considerations

Participation in the questionnaire and interviews was voluntary. Participants could leave the name field blank to protect their privacy, and interview participants were identified using codes rather than their real names. The researchers also sought to preserve the original meaning of participants' responses during transcription and translation. As the participants were Vietnamese-speaking students, their responses were translated into English while maintaining their original meaning and context.

RESULTS AND DISCUSSION

Awareness and Experiences of Using ChatGPT for English Self-Study

The quantitative findings provide an overview of students' reported awareness and experiences of using ChatGPT for English self-study. A total of 32 students provided valid responses to the 10 questionnaire items. As shown in Table 1, the mean scores ranged from 3.44 to 3.84, indicating a generally positive tendency in students' responses, while the standard deviations ranged from 0.865 to 1.136, suggesting some variation among participants.

Table 1. Descriptive Statistics of Students' Responses

Item	Mean	SD
P1.1. Learning planning and goal setting	3.59	0.875
P1.2. Self-testing and progress monitoring	3.53	1.077
P1.3. Learning adjustment	3.75	1.136
P2.1. Language reference and translation	3.62	1.008
P2.2. Writing correction and improvement	3.84	1.019
P2.3. Conversational practice	3.69	0.998
P3.1. Virtual tutoring and feedback	3.44	1.076
P3.2. Flexible self-study	3.72	0.991
P3.3. Learning responsibility and proactivity	3.66	0.865

P3.4. Learning efficiency and motivation	3.56	0.982
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The highest mean was observed for P2.2. Writing correction and improvement ($M = 3.84$), whereas P3.1. Virtual tutoring and feedback had the lowest mean ($M = 3.44$). Overall, the mean scores ranged from 3.44 to 3.84, indicating a generally positive pattern in students' perceptions and experiences of using ChatGPT for English self-study. These quantitative findings were broadly consistent with the qualitative evidence, which further illustrated how students used ChatGPT for writing support, personalized learning, feedback, and other English-learning activities. These perceptions are consistent with intervention-based evidence reported by Mahapatra (2024), who found that ChatGPT-assisted formative feedback contributed positively to ESL students' academic writing development, although the present study assessed students' perceptions rather than objectively measured writing improvement.

The interview findings provide further insight into these experiences. Participants described ChatGPT as an interactive learning-support tool that could be integrated into different aspects of English self-study. Writing correction was particularly prominent. Students reported using ChatGPT to identify grammatical errors, improve vocabulary, and make their writing more natural. As Student 2 explained, "I use the writing correction feature the most... checking grammar, vocabulary, and expressions to make my writing more natural." Participants also described using ChatGPT to create personalized learning plans, explain grammar, generate customized exercises, and support speaking and presentation practice. For example, Student 8 reported asking ChatGPT to create a vocabulary and grammar roadmap, which helped provide clearer learning goals. The prominence of writing-related assistance is also consistent with Polakova and Ivenz (2024), whose investigation demonstrated improvements in several aspects of EFL students' writing following ChatGPT-generated feedback, particularly grammatical accuracy, conciseness, and the inclusion of relevant information.

Students also emphasized the convenience and personalization of ChatGPT. Student 1 noted that the tool allowed them to learn at any time, receive quick responses, and become more proactive in self-study. Other participants highlighted its ability to adjust explanations and learning materials according to their needs and levels. These findings are consistent with Dizon (2024) who found that learners used ChatGPT for self-directed language learning and valued its accessibility and ease of use. Similarly, Nguyen et al. (2024) reported that EFL learners used ChatGPT for a range of language-learning activities, including reading, writing, vocabulary, and grammar practice. The present findings therefore suggest that students perceived ChatGPT not simply as an information source but as a flexible tool that could be incorporated into different self-study activities.

However, the findings also indicate that positive perceptions were accompanied by awareness of ChatGPT's limitations. Participants reported encountering inaccurate explanations, unnatural expressions, overly general answers, and irrelevant responses. Several students described verifying AI-generated information through dictionaries, textbooks, reference materials, or lecturers. Student 1, for instance, reported double-checking uncertain answers using dictionaries, reference materials, or lecturers, while Student 6 checked potentially unnatural expressions against Cambridge or Oxford dictionaries. Such practices indicate that students were not uniformly accepting ChatGPT-generated content without evaluation.

This finding is consistent with Dizon (2024), who reported that learners appreciated ChatGPT while remaining cautious about the reliability of its responses. It is also relevant to concerns raised by Nguyen (2025) regarding dependency, plagiarism, and reduced critical engagement with AI-generated content. At the same time, the present findings provide examples of students attempting to address these concerns through active learning strategies. Some participants reported completing exercises independently before asking ChatGPT for feedback. Student 2 explained, "I always try to complete exercises myself first before asking ChatGPT to check and give feedback to maintain my thinking skills." Student 8 similarly described moving from copying AI-generated answers toward asking ChatGPT to explain mistakes. These practices suggest that students' engagement with ChatGPT was not uniform: some used it primarily to obtain answers, whereas others used it for feedback, explanation, and further practice.

The findings can also be understood in relation to learner autonomy. Nguyen et al. (2026), in a study of first-year non-English-major students at Thanh Do University, identified social media

distractions and weak self-discipline as major obstacles to English self-study and noted a gap between students' awareness of self-study and their actual practices. In the present study, ChatGPT appeared to provide flexible support through immediate feedback, personalized explanations, and learning guidance. Nevertheless, access to such support does not in itself establish learner autonomy. As emphasized by Benson (2013), Holec (1981) and Little (2003), autonomy involves learners' ability to take responsibility for and actively manage their own learning. The reported practices of completing tasks independently, evaluating AI-generated responses, and using ChatGPT for explanation rather than simply copying answers are therefore particularly relevant to autonomous learning.

Utilization of ChatGPT for English Self-Study

The findings show that students used ChatGPT for a broad range of English self-study activities rather than for a single purpose. The interview data indicated uses including writing correction, grammar and vocabulary learning, customized exercises, study planning, speaking practice, and presentation preparation. Writing support was particularly prominent, with students using ChatGPT to check grammar, improve vocabulary, and refine expressions. Participants also reported using the tool to generate questions, role-play activities, and additional exercises, as well as to explain recurring errors. Zou et al. (2025) similarly reported that EFL learners recognized the usefulness of ChatGPT for oral English practice, including simulated situational dialogues and speaking-related activities, indicating its perceived potential as an interactive language-practice resource.

This range of uses is broadly consistent with previous research. Dizon (2024) and Nguyen et al. (2024) reported that learners used ChatGPT for multiple language-learning purposes rather than for a single skill. The use of ChatGPT for writing support in the present study is also consistent with Tran (2025), who examined its use in academic writing among English-majored students. The findings therefore suggest that ChatGPT was integrated into students' self-study across several language skills and learning functions.

The quantitative findings should be interpreted cautiously in relation to this pattern. The mean scores across the 10 questionnaire items ranged from 3.44 to 3.84, reflecting generally positive responses, but these scores should not be interpreted as direct measures of the frequency or amount of ChatGPT use because the questionnaire items did not exclusively measure usage frequency. Instead, the interview data provide clearer evidence of the range of activities for which students employed the tool.

Importantly, utilization differed in terms of how students engaged with ChatGPT. Some participants used the tool to obtain answers or corrections, whereas others used it to receive explanations, feedback, and additional practice. Students also described verifying uncertain information and comparing ChatGPT's responses with dictionaries, reference materials, or lecturers. This distinction is important because the educational value of ChatGPT depends not only on the range of activities supported but also on the learner's role in the process. The findings are consistent with concerns in previous research about overreliance on AI, while also showing that students can adopt strategies that maintain their active participation in learning (Nguyen, 2025).

Overall, the findings indicate that ChatGPT served multiple functions in students' English self-study, including language practice, feedback, learning planning, and preparation for communicative activities. At the same time, the findings highlight the importance of critical engagement. Students who attempted tasks independently, requested explanations rather than simply answers, and verified uncertain information demonstrated practices that position ChatGPT as a learning-support tool rather than a substitute for independent learning. This has implications for both students and educators, particularly in developing appropriate strategies for prompting, evaluating, and verifying AI-generated content. Asadi et al. (2025) demonstrated that combining ChatGPT-generated feedback with teacher feedback improved EFL learners' argumentative writing performance, reinforcing the pedagogical relevance of integrating AI assistance with human guidance rather than relying exclusively on automated responses.

CONCLUSION

This study investigated English-major students' awareness, experiences, and utilization of ChatGPT for English self-study at Thanh Do University. The findings showed that students generally

reported positive experiences with ChatGPT and recognized both its benefits and limitations. They valued its accessibility, immediate feedback, personalization, and flexibility, while also being aware of problems such as inaccurate information and unnatural expressions. ChatGPT was used for a broad range of English self-study activities, including writing correction, grammar and vocabulary practice, personalized exercises, study planning, speaking practice, and presentation preparation. Importantly, students differed in how they engaged with the tool: while some used it mainly to obtain answers, others used it for feedback, explanation, and further practice.

The findings also indicate that the educational value of ChatGPT depends on students' active and critical engagement with the tool. Some participants reported completing tasks independently before seeking AI assistance and verifying uncertain responses through dictionaries, reference materials, or lecturers. These practices suggest that ChatGPT can support English self-study when it complements rather than replaces students' own learning efforts. Therefore, students need guidance in prompting, evaluating, and verifying AI-generated content, while lecturers and educational institutions should provide appropriate support for responsible AI use and independent learning. Given the relatively small sample and the reliance on self-reported data, further research with larger samples and additional evidence, such as usage logs, learning portfolios, or longitudinal data, would help provide a more comprehensive understanding of ChatGPT-supported English self-study.

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