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“Do EFL Learners Need AI?”: Exploring Learners’ Perspectives on the Use of ChatGPT for Morphology and Syntax Learning Tasks

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ABSTRACT

This study investigates English as a Foreign Language (EFL) learners’ perspectives on using ChatGPT for English morphology and syntax learning tasks. Data were collected from 24 EFL learners enrolled in an English Morphology and Syntax course at a university in Jakarta, Indonesia, through weekly progress reports and a focus group discussion. The findings reveal that learners utilize ChatGPT for various purposes, including simplifying, confirming, elaborating, previewing, and supplementing course materials. While learners generally hold positive perceptions of ChatGPT, concerns regarding its accuracy and its limitations in morphological and morphemic analysis were noted. The study indicates that while ChatGPT can assist with basic explanations and concepts, it struggles with complex linguistic analysis, making it a supplementary tool rather than a substitute for textbooks or instructors. Learners expressed the need for improved citation references and multimodal support in ChatGPT, as well as more reliable information. These findings provide empirical evidence of ChatGPT’s role in EFL linguistic learning, showing its potential to enhance learning experiences while emphasizing its limitations. The study suggests that ChatGPT, when used appropriately, can support EFL learners in understanding linguistic concepts but cannot replace the traditional classroom learning environment. The study also offers insights for future pedagogical strategies to effectively integrate Artificial Intelligence (AI) tools into linguistics education.

Keywords: EFL; AI; ChatGPT; Morphology; Syntax

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1. Introduction

With the rapid development of globalization, the ability to master English as a global lingua franca has become increasingly vital^[1]. However, this task is often challenging for non-native speakers, particularly those learning English as a Foreign Language (EFL)^[2, 3]. EFL learners face multiple obstacles, including unfamiliar vocabulary and EFL learners face multiple obstacles, including unfamiliar vocabulary and pronunciation difficulties^[4]. These challenges are further amplified in the context of English linguistics, which is often seen as a particularly demanding field for EFL learners to master. Issues such as subject-verb agreement^[5], the correct use of tenses and verb forms^[6], and syntactic complexity due to the absence of tense-aspect systems in their native languages further complicate their learning process^[7].

In light of these challenges, the potential for technology to support EFL learning has grown significantly in recent years. AI-assisted learning is one of the most promising technological advancements in education. AI can enhance individualized learning experiences, boost student motivation, and support teachers and students in overcoming educational challenges^[8]. One such AI tool that has gained widespread popularity is ChatGPT. As a large-scale natural language model, ChatGPT can generate responses to natural language commands and assist with various tasks^[9]. Its versatility spans multiple fields, including education, where it has been used to improve learning, support paradigm shifts, and facilitate interdisciplinary collaborations^[10, 11].

Prior research on the use of ChatGPT in EFL learning has demonstrated its potential for assisting with language learning tasks. Shaikh et al.^[1] highlighted that ChatGPT is an effective tool for formal English language learning. Similarly, Xiao et al.^[12] and Horn^[13] have indicated that ChatGPT is a helpful tool for EFL learners in language acquisition. However, despite these findings, there remains a gap in the literature regarding the use of ChatGPT for linguistic learning. There has been limited exploration of how learners perceive the usefulness of AI in this challenging area. Exploring learners' perspectives is critical for optimizing the utilization of ChatGPT to cater to the needs and challenges of EFL learners. Uncovering insights directly from learners' first-hand experiences will provide key information on how ChatGPT addresses or fails to address learners' needs and challenges^[12]. The challenges of mastering complex linguistics

concepts, such as morphology and syntax, underscore the need for further investigation into the role of AI tools, such as ChatGPT, in supporting learners in these tasks. Given this gap, this study addresses the following research questions:

1. How do EFL learners use ChatGPT for English morphology and syntax learning tasks?
2. How do they perceive the use of ChatGPT for English morphology and syntax learning tasks?
3. To what extent do they need AI in learning English morphology and syntax?

The primary objective of this study is to seek EFL learners' perspectives on the use of ChatGPT for English morphology and syntax tasks. This study is unique because many AI-related studies have focused more on teachers' perspectives, whereas this study uses learners' experiences and perspectives. In addition, there has been research on the use of AI for language learning, such as listening, speaking, reading, writing, and vocabulary, but not for linguistics learning, such as phonology, morphology, and syntax. Furthermore, a key factor in understanding the role of ChatGPT in education is to examine it from the learners' perspective. Their personal experiences and beliefs shape this perspective and their relationship with technology. Ma et al.^[14] and Aljohani^[15] argued that learners' perceptions are deemed important in influencing their attitudes and intentions towards using ChatGPT.

2. Literature Review

2.1. Morphology and Syntax in Language Learning

Morphology and syntax are two fundamental branches of linguistics that play crucial roles in language acquisition and communication. Morphology focuses on the structure and formation of words, including the study of morphemes (the smallest meaningful units of language), word classes, morphological analysis, and word formation processes, such as inflection and derivation. In contrast, syntax deals with the rules that govern the structure of phrases, clauses, and sentences, focusing on how words are combined to convey meanings. Syntax also addresses linguistic phenomena, such as ambiguity and sentence complexity^[16].

Courses on morphology and syntax are widely taught

at leading universities, including The University of Adelaide and Victoria University of Wellington^[17, 18]. Some institutions offer them as separate courses, while others integrate them into a single course on English Morphology and Syntax. The learning outcomes typically include both subject-specific skills, such as conducting morphological and syntactical analyses, and transferable skills, such as writing structured academic work and engaging effectively in oral communication. Research indicates that a strong foundation in morphology and syntax enhances overall linguistic competence and facilitates more accurate language use in both written and spoken forms^[16].

Despite its importance, research has highlighted persistent challenges in teaching and learning morphology and syntax. Learners often struggle with complex word structures, syntactic ambiguity, and the real-time application of morphological rules in language production. Traditional teaching methods, such as textbook-based instruction, have been criticized for their limited ability to address these complexities, underscoring the need for more interactive and adaptive learning approaches^[16].

2.2. AI in Language Learning

The development of Artificial Intelligence (AI) has transformed various fields, including education. AI refers to the ability of machines and computer systems to perform tasks that typically require human intelligence, such as problem solving, learning, adaptation, and decision making^[19]. With its capacity for rapid data processing and pattern recognition, AI has the potential to overcome human limitations in information processing, creating new opportunities in education, healthcare, finance and manufacturing^[20].

In the context of education, AI has been used to support personalized learning, automate feedback, and provide adaptive learning experiences for students. AI-based language learning tools can adjust content and learning strategies based on individual student performance, thereby enhancing learning efficiency and engagement. However, concerns regarding bias, misuse, and the need for ongoing human oversight remain significant challenges^[21].

ChatGPT (short for *Chat Generative Pre-Trained Transformer*) is an advanced AI language model developed by OpenAI that uses natural language processing (NLP) to engage users in realistic conversation. ChatGPT can answer

questions, generate essays, summarize information, translate languages, and engage in creative writing^[22, 23]. Its ability to generate human-like responses allows learners to receive immediate feedback and engage in dynamic language practices. Research suggests that ChatGPT's adaptability and real-time interaction make it particularly effective in supporting language learning and improving comprehension, research skills, and writing proficiency^[24, 25].

Despite its potential, ChatGPT has notable limitations. One primary concern is its accuracy and reliability. Although ChatGPT can generate fluent and contextually relevant responses, it occasionally produces incorrect information or "hallucinates" facts, which may mislead learners if not critically evaluated^[26]. ChatGPT also struggles with syntactic ambiguity (e.g., sentences with multiple interpretations), semantic ambiguity (e.g., words with multiple meanings depending on the context), and morphological complexity (e.g., inflection and derivation patterns). For instance, it may treat multi-word expressions as separate tokens rather than as a single unit, leading to misinterpretations. Studies have shown that ChatGPT often generalizes language patterns rather than accurately analysing them in context, which limits its effectiveness in handling creative and context-specific language^[27].

Furthermore, ChatGPT's ease of use and ability to provide quick answers may lead to overreliance among learners. Kasneci et al.^[21] warn that this dependency could reduce learners' capacity for deep learning and critical thinking, as students may rely on AI-generated answers instead of actively engaging with the material. Overreliance on ChatGPT risks undermining long-term learning outcomes, reinforcing the need for educators to guide students in using AI tools strategically rather than as a primary source of knowledge.

3. Materials and Methods

3.1. Research Design

This study employed a qualitative research design to explore EFL learners' perspectives on the use of ChatGPT for English morphology and syntax learning tasks. A qualitative approach was chosen because it allows for a deeper understanding of participants' experiences and interpretations of AI-assisted learning^[28]. This study focused on how learners used ChatGPT to support their learning of English

morphology and syntax, their perceptions of its effectiveness and limitations, and the extent to which they required AI support for learning complex linguistic concepts. This study does not compare the role of two or more AI tools; rather, it specifically focused on ChatGPT and its application in supporting EFL learners with morphology and syntax learning tasks. The design involved data collection through weekly progress reports and focus group discussions (FGD). Combining multiple data collection methods enhances the credibility and reliability of research findings, as suggested by Salmon^[29].

3.2. Participant

This study used a purposive sampling technique to select participants. The purposive sampling technique was selected because the participants had direct experience with the course content, making them suitable for providing insights into the use of ChatGPT for learning linguistics. A total of 24 undergraduate EFL learners enrolled in a 16-week, three-credit English morphology and syntax course in the 2024 academic year at a university in Jakarta, Indonesia, were the participants of this research. They comprised 19 females and five males, aged between 19 and 20 years. The overall demographics of the participants are presented in **Table 1**.

Table 1. Demographic profile of participants (N = 24).

Age	Gender	Students (N)	Students (%)
19–20	Male	5	21
	Female	19	79
	Other	0	0

A brief description is provided to illustrate the study context. First, English morphology and syntax is a compulsory linguistic subject that the learners in this study must take in their second year (term code 1202600052). Since the academic year of 2023, the course has been designed to be project-based, preparing the learners to have 21st-century skills by making them more autonomous learners, applying self-directed learning, and scaffolding tasks. The tasks were learning activities designed in a series of scenes as scaffolding tasks (see **Table A1**). They were constructed based on the topics discussed in the courses. The learners had to complete the tasks individually and report the results in a weekly progress report. Along with the reports, the learners were

obliged to delineate their difficulties when performing the tasks and their solutions.

For this research, the researcher, who was the lecturer, asked them to use ChatGPT to help them complete the tasks and write their reflections on the use of ChatGPT. The learners were very cooperative and willingly participated in this study when the researcher asked for their informed consent. In the first meeting, the researcher explicated the scenes and tasks and how they should perform the tasks. They were asked to use ChatGPT to help them perform the tasks so that they could gain experience using AI. They were startled at first because they knew that the use of AI was not recommended. They were used to read the prescribed books. In fact, some of them were not accustomed to using it, so the researcher encouraged them to practice with their peers and made sure they were mentally ready to use it for the tasks. The free version of ChatGPT 4 was used. The internet connection in the classroom made it possible for the learners to practice using it, although not that stable.

The participants did not take a pre- or post-test to measure the improvement in their morphological knowledge. However, at the beginning of the semester, the lecturer administered a Morphological Awareness Test developed by McBride-Chang^[30] to assess the learners' initial understanding of morphology. The average score was 74.25, indicating a mediocre level of morphological awareness among the participants. This baseline understanding provided a reference point for analysing how ChatGPT supported their learning throughout the course. Instead of using pre- and post-test measures, the learners' progress and the impact of ChatGPT were evaluated based on their weekly progress reports and reflections on their learning experiences.

3.3. Data Collection

To collect data, the learners were asked to write their reflections on using ChatGPT in the weekly reports (see **Table A2**). Reports were submitted weekly to a Google Classroom specifically designed for this purpose. The reports were used to see how the learners used ChatGPT to complete the tasks, what problems they encountered when doing the chores, what actions they took to solve the problems, and their reflections on the use of AI. In addition to the weekly progress reports, a focus group discussion (FGD) was conducted at the end of the course to gather deeper insights into learners' experiences

and perceptions. The FGD lasted approximately 60 minutes and was conducted in a classroom. A semi-structured format was used, guided by a list of prepared questions (see **Table A3**). Three key issues were primarily addressed: (1) how and how much ChatGPT helped them in linguistics learning; (2) whether ChatGPT could replace traditional learning; and (3) learners' ideas to improve the limitations of ChatGPT for linguistics learning.

3.4. Data Analysis

The data were analysed in three steps, following the research questions. First, the use of ChatGPT was identified to determine whether all learners used it and for what purpose. The use was then classified into Simplifying, Elaborating, Previewing, and Confirming. The classification was the result of exploring the reflections the learners wrote in their reports. The next step was to explore the learners' perspectives, which were categorized as Positive, Negative, and Neutral. The positive perspectives were then sub-classified based on the reasons for using ChatGPT as Comfortable, EFL learner-friendly, Efficient, and Supplementary. Negative perspectives were sub-classified into lack of human touch and trust issues. The lack of human touch encompassed the lack of visual aids, engaging examples, and contextualized examples. Trust issues covered inaccuracy, inconsistency, and unreliability. The classification was derived from the learners' reports. The last step was to confirm the findings of the perspectives and ideas for the proper use of ChatGPT by discussing them with the learners.

The thematic map of the power of ChatGPT developed by Yan^[31] and used by Xiao et al.^[12] provided a conceptual foundation for analysing students' perspectives on the use of ChatGPT. The frameworks were instrumental in designing the thematic map used in this study, particularly in understanding how students engage with ChatGPT for self-learning. Their work helped identify key patterns in how students use ChatGPT independently to support their learning process. In this study, the framework was adapted and expanded based on the findings from weekly reports and focus group discussions, where students reflected on their experiences with ChatGPT.

Qualitative validation was performed through inter-coder and interrater reliability. Two researchers worked on

the analysis and carefully checked and rechecked the categories and the interpretation of the data provided by the participants. A third researcher then reviewed the results of the analysis and the use of the thematic map to ensure consistency and accuracy in the coding and interpretation process. This validation process ensured that the findings accurately reflected the patterns and themes identified in students' responses, enhancing the credibility and reliability of the analysis.

3.5. Ethical Considerations

All participants were provided with a Consent Letter for Research Participation outlining the study's purpose, their rights, and confidentiality measures. To protect privacy, identifying information was removed during transcription and analysis, and participants were assigned pseudonyms (e.g., MRAR and RAH). Data, including weekly reports and focus group discussions, will be used solely for research purposes and treated with strict confidentiality. Participants were informed of their right to withdraw at any time, with the assurance that their data would be excluded from the analysis if they chose to withdraw.

4. Results

4.1. The Use of ChatGPT for English Morphology and Syntax Learning Tasks

The frequency of ChatGPT use from scene to scene showed inconsistency. **Figure 1** illustrates the frequency of ChatGPT used in each scene. In scene 1, as many as 21 learners used ChatGPT, and three did not: one was absent from the class, another focused more on reading the materials in the book, and the other did not provide clear enough information. In scene 2, ChatGPT's usage peaked, all 24 learners used it. However, there was a drastic decrease in scene 3; only half of the learners used it. They preferred to ask their friends, used the e-books provided, and studied the examples in the learning materials. ChatGPT usage gradually increased from scene 4 to scene 6. Scene 4 shows that 22 learners used it, increasing to 23 learners in scene 5 and all 24 learners in scene 6. There was a bit decrease in scene 7; only 21 learners used it.

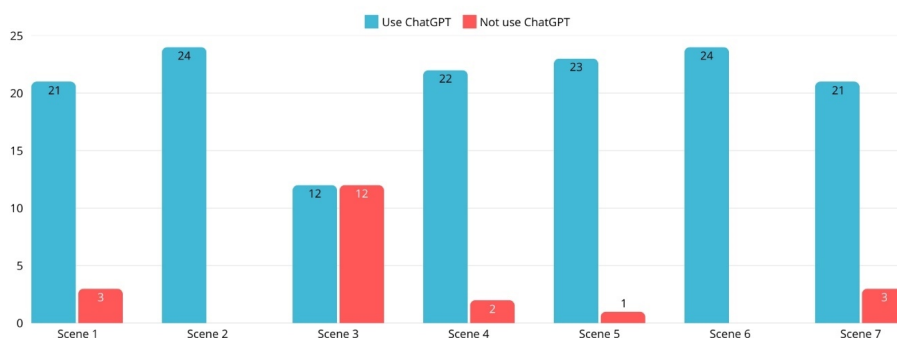


Figure 1. The use of ChatGPT from scene to scene.

4.1.1. The Use of ChatGPT for Simplifying

Despite the inconsistent use of ChatGPT, it could be identified that most of the learners used it to help them understand the learning materials because ChatGPT provided an easy-to-understand language, the “baby talk,” and allowed “bite-sized chunks”. The thematic analysis recorded 56 occurrences of the learners using ChatGPT for simplifying learning the material they were struggling with; this was the highest ChatGPT usage by the learners. Learners AKTP in scene 1, FA in scene 2, and JKA in scene 4 are some of the examples.

“ChatGPT gives a specific answer based on our instructions. We could request it to answer with the easiest language to understand”. (scene 1, AKTP).

“I used ChatGPT to simplify the language so I could understand the materials better” (scene 2, FA).

“ChatGPT helped by giving the explanations needed, and I was able to understand the technical terms better by asking the AI to explain to me in baby language.” (scene 4, JKA).

Some more statements were conveyed by CDW, TN, and FA.

“After searching and asking for explanations in easy-to-understand language on ChatGPT, I was finally able to distinguish the difference between morphology and syntax.” (scene 1, CDW).

“I’m looking for the answer to the Metalinguistic Citation or Revalorisation part only in

ChatGPT because I can’t find it in any book. Gladly, I immediately understood the explanation from there”. (scene 4, CDW).

“I read the book and ask for a further but simpler clarification or explanations from ChatGPT, which really helps.” (scene 5, TN).

“I copy paste some sentences from the reference books to the GPT and asked them to explain it in an easier language”. (scene 7, FA).

Although the number of usages was not as much as “baby language,” there were four recorded uses of ChatGPT for “bite-sized chunks” in scenes 1 and 6.

“Chat GPT is really helping me to break down the material so I could understand better.” (scene 1, NJPR).

“I ask ChatGPT about detail explanations for the examples, something like the break-down”. (scene 6, AKTP).

4.1.2. The Use of ChatGPT for Elaborating

In addition to using ChatGPT to simplify, the learners also used ChatGPT to elaborate or explain in more detail. Twenty-five uses of ChatGPT for elaborating were recorded. This use of ChatGPT went beyond simple explanations, as the learners asked for more detailed and thorough descriptions to deepen their understanding of complex linguistic concepts. For example, MKK, in scene 1, asked to elaborate on a statement she encountered in a book. RAH in scene 4 also said that if the information from the book was not detailed enough, he asked ChatGPT to provide a more comprehensive explanation.

"I use ChatGPT as a tool to elaborate on the statements I get from the book." (scene 1, MKK).

"I use gpt if there is no information on the book. If the book provide the explanations but it's not clear of the explanation of the meaning then I ask gpt for more comprehensive explanation. It's really help me to understand the materials" (scene 4, RAH).

4.1.3. The Use of ChatGPT for Previewing

The learners also used ChatGPT to preview a topic before further studying it in the books. This usage aimed to make it easier for the learners to know what things they would learn in the books more quickly. The methods EFL learners used to preview the English morphology and syntax learning tasks were quite diverse, starting from directly asking ChatGPT about the topic before reading the book, as done by AKTP in scene 4 and TN in scene 5, to previewing by uploading the book files to ChatGPT as done by RAH in scene 4. Other learners who usually read books before using ChatGPT used ChatGPT to help them get previews of the tasks. This can be seen in FA's statement in scene 6. As many as 20 uses of ChatGPT for previewing were identified.

"I have done this scene by asking ChatGPT first as an introductory. It was really helpful" (scene 4, AKTP).

"To be frank, it helps me to catch some understanding first before looking up the answers from the books." (scene 5, TN).

"I also try to ask GPT to search the information of the topic by uploading the files of the book,

so I can do my task faster." (scene 4, RAH).

"I usually refrain from using ChatGPT first, I would roam through the books to find the answer first and then ask the GPT., But for this one, I understand more when I ask the GPT." (scene 6, FA).

4.1.4. The Use of ChatGPT for Confirming

In addition to using ChatGPT for simplifying, elaborating, and previewing, the learners also used ChatGPT to confirm their understanding of the learning materials. Confirming involved using ChatGPT to verify information or clarify doubts during their learning process. The analysis showed there were 28 uses of ChatGPT for confirming used in seven scenes. IPC in scene 4, NA in scene 5, and MRAR in scene 7 stated this following.

"I collaborated with peers for discussion and sought further clarification from external resources (ChatGPT) to simplify and clarify the concepts." (scene 4, IPC).

"I asked and discussed it with my friends about it, and I also use Chat GPT to be more convinced that what I actually found are the bases of grammaticality." (scene 5, NA).

"Using AI's help by giving me a comparison between what I found from Brinton's book and what AI explained about the material." (scene 7, MRAR).

Table 2 presents the summary of the use of ChatGPT for English morphology and syntax tasks. Simplifying occupies the highest occurrence, followed by confirming, elaborating, and previewing.

Table 2. The Use of ChatGPT for English Morphology and Syntax Tasks

Scene	Use of ChatGPT			
	Simplifying	Elaborating	Previewing	Confirming
1	5	3	1	3
2	9	5	2	4
3	6	2	0	3
4	10	3	4	5
5	8	3	7	4
6	11	6	4	6
7	7	3	2	3
TOTAL	56	25	20	28

4.2. Learners' Perspectives on the Use of ChatGPT for English Morphology and Syntax Learning Tasks

EFL learners showed a mixed perspective on using ChatGPT for morphology and syntax learning tasks. The perspectives were categorized into positive, negative, and neutral. Positive perceptions dominated the overall number of perspectives conveyed by the learners. This dominance can be seen from the perspective regarding ChatGPT as convenient to use (9 statements), a friendly tool for EFL learners (37 statements), efficient in its use (35 statements), and acting as a supplementary tool in learning (37 statements).

Despite the positive views, significant challenges were

found in the negative perspectives, covering trust issues and lack of human touch. Trust issues encompassed reliability issues (26 statements), which are the most frequently mentioned concern, followed by inaccuracy (13 statements) and inconsistency (8 statements). Although the number was small, EFL learners also conveyed negative views, perceiving ChatGPT as lacking human touch since there was no visual aids (1 statement), uninteresting examples (1 statement), and lack of contextualized examples for EFL learners (3 statements).

Apart from positive and negative perspectives, neutral perspectives of the use of ChatGPT can be seen, although not significant, with a total of 18 statements in seven scenes. **Table 3** provides a deeper picture of the details.

Table 3. Learners' Perspectives on the Use of ChatGPT for English Morphology and Syntax Tasks

Scene	Positive				Negative						Neutral
					Lack of Human Touch			Trust Issue			
	Comfortable	EFL Learner-Friendly	Efficient	Supplementary	Lack of Visual Aids	Lack of Engaging Examples	Lack of Con- textualized Examples	Inaccuracy	Inconsistency	Reliability Issue	
1	2	5	7	10	1	0	0	1	2	9	2
2	1	6	6	2	0	0	2	3	4	6	4
3	0	3	4	1	0	1	0	2	1	1	1
4	1	6	3	6	0	0	1	2	0	4	3
5	1	10	3	7	0	0	0	0	3	2	2
6	3	6	7	4	0	0	0	0	3	3	1
7	1	1	5	7	0	0	0	0	0	1	5
TOTAL	9	37	35	37	1	1	3	8	13	26	18

4.2.1. EFL Learner Positive Perspective on ChatGPT

Many learners said that the advantages of using ChatGPT were its speed and ease of use. ChatGPT's speed of response made it much more efficient for them to get the information they wanted than searching through books. This advantage also helped the learners when the books they used were hard to understand. The positive perspective encompasses being comfortable, EFL learner-friendly, efficient, and supplementary.

EFL Learners' Comfort in Using ChatGPT

Some learners expressed their views on the convenience of using ChatGPT. One said that she asked ChatGPT many questions and was very much helped using that method. EPR conveyed this in scene 1, that she felt comfortable using ChatGPT even though it was her first time using it. The convenience of using ChatGPT was also seen from the change in the learner's view of ChatGPT as conveyed by FA in scene 6,

where FA said that using ChatGPT was not a bad idea. This is also seen in AKTP's statement in scene 7, which shows that she was used to using ChatGPT to provide an overview of the topics.

"Used chatgpt to ask a lot of questions and understand what I got" (scene 1, EPR)

"So for the other scenes, I guess it wouldn't be so bad to ask the GPT first and then compare it with the books." (scene 6, FA)

"As usual, I asked ChatGPT first and I got an overview about the material. It was always so helpful. " (scene 7, AKTP)

Learners' Perspective of ChatGPT as a Learner-Friendly Tool

Many learners showed positive perspectives towards ChatGPT as an EFL learner-friendly tool, especially in its ability to deliver in a language that is easier to understand.

This is conveyed by MKK in scene 3 and JRZ in scene 4.

"I need chatGPT for further explanation in a language that is easier for me to understand."
(scene 3, MKK)

"The material in the books is quite complete, but even so, there are several topics that I don't really understand so I have to ask the Chat GPT for an explanation that is easier to understand." (scene 4, JRZ)

Other learners also shared about ChatGPT's ability to help them understand linguistic learning materials. One of the learners, AL, in scene 5, mentioned how ChatGPT spoke like a friend explaining syntax. JKA, in scene 6, also said that ChatGPT answered in a language that was easier to understand than the books' formal language.

"ChatGPT speaks like a friend explaining the syntax material." (scene 5, AL)

"ChatGPT generated answers that was much easier to comprehend compared to the books that were written using such formal language."
(scene 6, JKA)

EFL Learners' Perspective on ChatGPT's Efficiency

The learners emphasized the efficiency of ChatGPT in helping them to get information quickly. Some said ChatGPT could answer all questions quickly. The speed at which questions are answered offers efficiency for EFL learners, especially compared to books that require more time and careful reading. PAF in scene 1 and MAZ reported this in scene 5.

"ChatGPT is efficient; any questions will be answered by ChatGPT; just type the questions, and then the answer will immediately appear."
(scene 1, PAF)

"What I like from GPT is that the answer is immediate while in the book, I have to read thoroughly." (scene 5, MAZ)

Not only for providing fast answers, some learners also used ChatGPT to search for important information by uploading book files or copying sentences from books. This method helped them do their assignments faster and more

efficiently. RAH in scene 4 and FA in scene 7 stated the following:

"I also try to ask gpt to search the information of the topic by uploading the files of the book, so I can do my task faster." (scene 4, RAH)

"I copy paste some sentences from the reference books to the GPT and asked them to explain it in an easier language" (scene 7, FA)

EFL Learners' Perspective on ChatGPT as a Supplementary Tool

The learners viewed ChatGPT as a tool that could help them understand the learning materials in the prescribed books. When the books they were using did not provide the information they needed, they asked ChatGPT. Student RAH conveyed this in scene 4. In addition, other learners also used ChatGPT as a supplementary tool to help them make the complicated topics in the textbook easier for them to understand. ChatGPT also helped by being a tool to compare the results they found in the textbook so that they could better understand or be confident in the learning material they were studying. This was conveyed by AL in scene 5 and MRAR in scene 7.

"I use gpt if there is no information on the book. If the book provide the explanations but it's not clear of the explanation of the meaning then I ask GPT for more comprehensive explanation. It's really help me to understand the materials."
(scene 4, RAH)

"Basically, textbooks dive deep and give everything I need academically, while ChatGPT keeps it light and clear, making things easier to understand." (scene 5, AL)

"After reading Brinton's book and using AI's help by giving me a comparison between what I found from Brinton's book and what AI explained about the material, I was finally able to understand the material." (scene 7, MRAR)

In a nutshell, the finding highlights a strong positive perception of ChatGPT's role in English morphology and syntax tasks, with EFL learner-friendly (37 instances), efficient (35 instances), and supplementary (37 instances) being

the most frequently noted attributes. This indicates that the learners find ChatGPT helpful in simplifying complex topics, adapting explanations to their linguistic needs, and complementing other learning resources like books.

4.2.2. EFL Learner Negative Perspective on ChatGPT

Apart from the positive view of the helpfulness of ChatGPT, some learners perceived it as unfavorable in terms of its use in learning morphology and syntax. Some learners considered that the answers provided by ChatGPT tended to be too complicated and too broad and were often less reliable than more reliable sources like books. Besides posing reliability issues, ChatGPT also lacks human touch.

Lack of Human Touch in ChatGPT Answer

Some EFL learners considered ChatGPT lacked human touch in providing explanations and no visual aids like the one in the books, which often use pictures and cartoons to make the contents interesting, as conveyed by MAZ in scene 1. In addition, RAA in scene 2 also conveyed how the book explained more deeply and contextually by including examples in languages other than English.

“Moreover, perhaps it is just me but GPT lacks human touch. When I was searching for explanations in books, the examples were presented in a witty way, some even used examples from comics/cartoon, making it easier and understandable” (scene 1, MAZ)

“The book’s explanations are more in-depth and contextualized as they include examples from languages other than English, whereas ChatGPT uses more general English examples.” (scene 2, RAA)

Trust Issue in ChatGPT’s Answer

Although ChatGPT offered convenience in providing answers, some learners faced issues related to trust in the answers generated by ChatGPT. One of the main issues was the inaccuracy of information provided by ChatGPT, which often did not match what they asked for. This caused distrust in the answers given. One of the learners, JRZ, in scene 2, expressed that she had difficulty finding the right answer in ChatGPT because, several times, the answers given were

wrong and did not match what she asked for. Another learner, JKA, in scene 3 also conveyed her problem: when asked about morphemic analysis, the answer was morphological analysis, instead. The learners read the prescribed books and discussed with their peers to confirm their findings related to ChatGPT’s accuracy and reliability.

“I also had problems finding answers in ChatGPT, because several times the answers were errors and didn’t match with what I asked.” (scene 2, JRZ)

“I used ChatGPT’s help for the morphemic analysis part, but it wasn’t effective as it showed results for the morphological analysis part instead.” (scene 3, JKA)

Another problem was the inconsistency in the answers given by ChatGPT. Some answers in ChatGPT were very similar to the answers in the book, but some were very different, confusing the learners and doubting whether the answer was correct. This can be seen in the statements by NJPR in scene 2 and JRZ in scene 6.

“Some answers in ChatGPT are the same with the book and some other are totally different, so Chat GPT this time is really confusing. It takes me 5 hours to finish all the scene 2” (scene 2, NJPR)

“Sometimes I’m confused because chat gpt gives answers that are different from the answers I see in the book because I haven’t really understood the material so I’m confused whether ChatGPT answered correctly or not.” (scene 6, JRZ)

In addition, some learners also had difficulty with unreliable sources from ChatGPT. Since ChatGPT did not provide clear or verifiable sources, the learners became less confident in the accuracy of the information provided. Student DT conveyed this in scene 1. In addition, some were concerned about the lack of clarity regarding the source of the answers provided by ChatGPT, as expressed by learner FA in scene 4 and MAZ in scene 6.

“I think the answers from ChatGPT are very complicated and too wide. Moreover, I’m not sure whether those complicated answers are

true or not unlike when I read from the trusted sources like the e-books" (scene 1, DT)

"I asked the ChatGPT multiple times so I understand the actual meaning but it doesn't have a credible source" (scene 4, FA)

"I think for me this time, chat gpt gave answer that's easier to understand. But what concerns me is the credibility of the answer because we do not know the source." (scene 6, MAZ)

In short, the most significant negative perception is related to reliability issues (26 instances), followed by inaccuracy (13 instances) and inconsistency (8 instances). Issues like lack of visual aids, lack of engaging examples, and lack of contextualized examples were minimally reported (1–3 instances), suggesting these aspects are less of a concern.

4.2.3. Neutral Perspective

Not only were positive and unfavorable perspectives revealed, but some learners also showed neutral views on using ChatGPT. Some felt that the explanations in the book were sufficient because ChatGPT mostly gave the same answer as in the book. In addition, the explanations in ChatGPT tended to be more general and less specific, and sometimes not always reliable, compared to the explanations in the book that they thought were more reliable. For example, the following learners expressed the difference between ChatGPT and the book:

"ChatGPT mostly the same thing as the reference books, so for this scene, I'm sticking with explanations stated in the books." (scene 4, MRAR)

"ChatGPT answers helped me just a little bit since my main focus is to understand the materials from the book and also mostly use it for an easier explanation." (scene 7, TN)

4.2.4. No Information on Perspective

Some learners gave no specific information. In this case, they did not provide clear information, or they only conveyed their difficulties with the learning material without reporting the use of ChatGPT.

"To be honest, I found that the hierarchical

structure is little bit confusing and hard for me." (scene 3, AL)

"As the scenes and the materials are getting harder, I should really spend my time to try to understand the materials that I still confuse." (scene3, DT)

Some learners did not even provide any reflection at all in task scenes 1 and 2, indicating limitations in their understanding or use of ChatGPT to facilitate their learning (scene 1, NA; scene 1, RJA; scene 2, RJA). In this scene, some learners preferred to use books or focus on the learning materials provided rather than using ChatGPT's assistance.

"Reading all of the reference books one after the other makes me understand more about the material. I need to practice my focus more since I get distracted a lot while doing the assignments and it took me longer to understand the material." (Sc1, FA)

In other words, neutral responses show a moderate level of indifference or balance, with learners acknowledging the need to combine ChatGPT with other sources, reflecting a thoughtful but cautious approach to its use. **Figure 2** outlines the findings of the use of ChatGPT by EFL learners and their perspectives.

4.3. The Extent to Which EFL Learners Need AI

Inferring from the discussion in the focus group session regarding the extent to which EFL learners need AI for their English morphology and syntax learning, the following are the results:

- (1) Since English is a foreign language for the learners and the prescribed books are in English, they need help from AI to understand what the books explicate with their metalanguage related to English morphology and syntax key ideas and fundamental principles. In this case, ChatGPT helped them by providing simpler language that makes the concepts easier to understand. Of a few topics, Chat GPT helped them in lexical categories and word classes, derivational and inflectional morphemes, metalinguistic citation, grammaticality, deep and surface structure. On the contrary, ChatGPT does not help

much in wordhood, morph and morpheme, morphological realization rules, morphemic and morphological analysis, and hierarchical structure of words.

- (2) Since ChatGPT has limitations in providing examples and references, it could not replace traditional learning with the help of teachers and discussion with peers. Thus, it could only be supplementary to the prescribed books. Focus group discussions revealed that learners value AI as a complement to traditional learning

resources, not a replacement.

- (3) Since learners may have numerous characteristics and divergent learning strategies, some are visual, and others may be auditory or kinesthetics, they suggested ChatGPT use multimodal texts (text, picture, diagram, table, colorful pictures/images, video, audio, infographic) and to cater for trust, they strongly suggested that it provides references. Finally, regarding AI, they concur that they welcome AI, but it should be appropriately used.

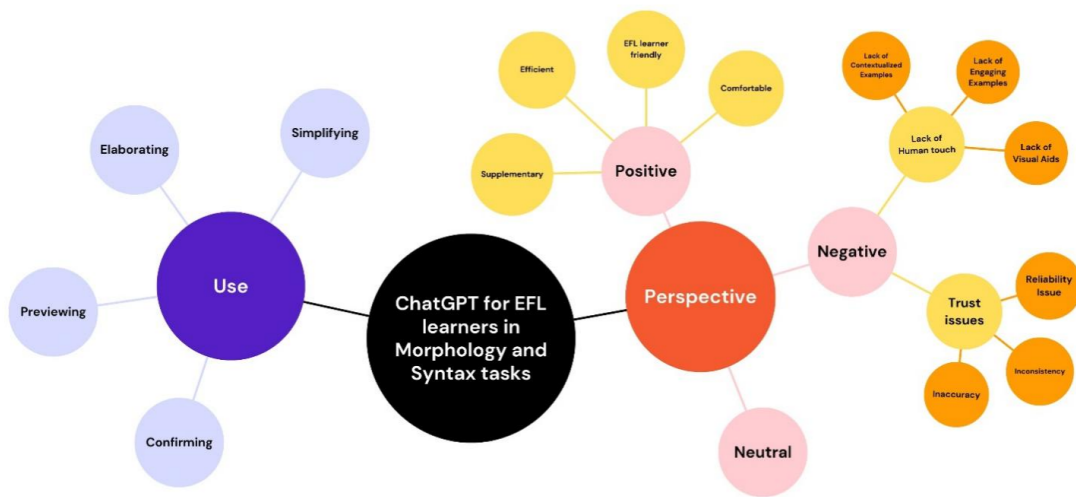


Figure 2. Thematic Map of ChatGPT for EFL Learners in Morphology and Syntax Tasks.

5. Discussion

The fact that not all learners used ChatGPT in Scene 1 despite the lecturer's instructions is interesting to explain, as the learners were generally cooperative. This reluctance might have been caused by the inconvenience they experienced in using it; they were not familiar with it or were still learning how to use it. Another reason could be that the tasks were still introductory ("Entering the World of English Words, Phrases, and Sentences") and manageable using prescribed books. Learners were accustomed to relying on textbooks for previous coursework, and the absence of references in ChatGPT's responses reinforced their preference for using books. One learner also criticized ChatGPT for not providing visual aids, such as cartoons or diagrams, which textbooks typically offer. This reflects a broader trust issue with AI-generated content and highlights the need to improve AI-generated materials by including references and multimodal support to enhance user confidence and learning

effectiveness.

In Scene 2, all 24 learners began using ChatGPT as the tasks became more demanding, focusing on the key ideas and basic principles of morphology ("Exemplify the Fundamental Concepts of Morphology"). ChatGPT was primarily used for simplifying and elaborating complex concepts, which provided valuable support as cognitive demands increased. One learner noted that ChatGPT provided limited contextual information, but most learners described it as "efficient" and "EFL learner-friendly." This supports Wulandari et al.'s^[4] study, which found that EFL learners face multiple challenges, including unfamiliar vocabulary, in their writing. The increased use of ChatGPT likely reflects growing familiarity and confidence in the tool's capabilities, consistent with research showing that students from various fields demonstrate greater awareness and use of ChatGPT than other AI chatbots^[32].

A significant decline in ChatGPT use occurred in Scene 3, where only 50% of learners used it. While simplification

remained the dominant use, the decline may be due to the complexity of the tasks, which involved word component analysis, hierarchical structure analysis, morphological analysis, and morphemic analysis (“Carry out Word Component Analysis, Word Hierarchical Structure Analysis, Morphological Analysis, and Morphemic Analysis”). Learners noted that ChatGPT’s explanations were brief and lacked supporting references, which contributed to their mistrust. Some learners reported that ChatGPT was unhelpful for morphemic analysis, which contradicts the expectation that large-scale natural language models should handle such tasks effectively^[9]. This confirms findings by Qamar et al.^[27] that ChatGPT still struggles to understand complex linguistic structures, including lexical ambiguity, syntactic ambiguity, and semantic ambiguity. The lecturer’s in-class guidance on analysing complex word formation processes further highlighted ChatGPT’s limitations in handling higher-order linguistic tasks.

In Scene 4, ChatGPT’s use increased again as learners faced more complex syntax-related tasks. One learner (AK) admitted that this was her first time formally studying key ideas in English syntax, reinforcing the need for additional support. ChatGPT’s ability to provide structured and immediate feedback helped learners navigate complex syntactic rules, such as subject-verb agreement and clause structure. This supports previous findings that English linguistics poses unique challenges for EFL learners, particularly because of the absence of tense-aspect systems in their native languages^[33]. However, trust issues persisted when ChatGPT’s responses conflicted with textbook explanations. This underscores the importance of teaching AI literacy, encouraging students to critically evaluate AI-generated content rather than relying on it uncritically.

In Scene 5, almost all learners but one used ChatGPT, primarily for previewing learning materials before consulting textbooks. The tasks involved complex grammatical structures (e.g., grammaticality, utterances, propositions, sentences, phrases, clauses, surface and deep structure). ChatGPT provided valuable initial guidance that helped learners frame their understanding before engaging more deeply with the material. This reflects a shift from passive reliance to active engagement, where learners began to treat ChatGPT as a supplementary resource rather than a primary source of knowledge.

In Scene 6, all learners used ChatGPT, with half of them

relying on it to simplify complex concepts before confirming the information through other sources. One engaged learner, who previously avoided using ChatGPT, acknowledged that it helped her understand key concepts more quickly. However, inconsistencies between ChatGPT’s answers and textbook explanations continued to undermine trust. As Weise et al.^[26] argued, ChatGPT, while capable of generating impressive responses, occasionally produces incorrect information or “hallucinates” facts, which may mislead students if not carefully verified. This reinforces the importance of verifying AI-generated content with established learning resources.

In Scene 7, learners’ increased familiarity with ChatGPT reflected a growing acceptance of AI as a supplementary tool rather than a primary resource. One learner (IPC) noted ChatGPT’s ability to simplify complex language, highlighting its role in lowering cognitive load and improving understanding. Another learner (KGRS) praised ChatGPT’s ability to provide a more straightforward language. This supports Kasneci et al.’s^[21] argument that ChatGPT’s ease of use and ability to simplify complex tasks can lead to dependency, as learners may increasingly turn to AI for quick answers rather than critically engaging with the material. A slight decline in ChatGPT use occurred among some learners, which may be attributed to the nature of the tasks—analytical and creative exercises prompted learners to rely more on textbooks and peer discussions rather than on AI. This suggests that while AI is effective for direct instruction and simplification, higher-order thinking tasks require human input and guidance.

The inconsistent use of ChatGPT by EFL learners reflects the complexity of the learning materials; the more difficult the materials, the more frequently learners used ChatGPT. The most frequent use of ChatGPT was for simplifying content, indicating its strength in helping EFL learners understand with easier explanations. Previewing and confirming were less frequent, suggesting that learners still preferred traditional learning resources for a deeper understanding. Most learners viewed ChatGPT positively because of its efficiency, user-friendliness, and value as a supplementary tool. However, negative perceptions emerged owing to ChatGPT’s inconsistency in providing accurate responses, which deteriorated trust. This aligns with the findings of Song et al.^[34], who noted that ChatGPT, while capable of generating impressive responses, occasionally produces in-

correct information or hallucinates facts.

Interestingly, negative perceptions of ChatGPT eventually tended to become more positive (see Scene 7). Learners seemed more open to ChatGPT's limitations as they became more familiar with its strengths and weaknesses through use. This aligns with Halaweh^[11] and Al Shloul et al^[10], who noted that ChatGPT can facilitate collaboration across disciplines, support paradigm shifts in learning environments, and promote new perspectives.

For the most part, the learners trusted books more than ChatGPT and placed it as supplementary resources, designating that they needed AI but not as the main resources of linguistic knowledge. This does not conform^[21] with regard to the potential for AI misuse in education. There was no indication of the learners' critical thinking deterioration. Clear evidence is the learner's assertion, "*It is not enough to read just one or two sources to find the answer to a question. If possible, look for the answer from multiple sources to get a more accurate answer.*" (scene 2, QJA). Such a response shows that students only used ChatGPT as a source of information and still held critical attitudes towards its effectiveness. Evidently, the learners still prioritized reading books and used ChatGPT as a supplementary tool. They were not overly reliant on ChatGPT to generate answers; they asked the lecturers questions or discussed them with their peers. They tended to use their metacognitive strategies. When they used ChatGPT, it was primarily because of the more straightforward baby language, and they used it to preview the topics but used their readings and understandings rather than directly jumping into it.

Compared to other AI tools, ChatGPT offers unique advantages and limitations. Unlike structured platforms such as Duolingo and Grammarly, which focus on targeted skill development and automated feedback, ChatGPT excels in facilitating open-ended conversations and providing adaptive, context-based feedback. Duolingo uses gamification and spaced repetition to reinforce vocabulary and grammar, while Grammarly provides real-time corrections and suggestions for improving writing accuracy^[35, 36]. ChatGPT's strength lies in its ability to engage learners in dynamic conversations, simulate natural dialogue, and provide creative language outputs. While Duolingo and Grammarly are more effective for structured grammar instruction and vocabulary building, ChatGPT is better suited for developing critical

thinking and promoting spontaneous language use. This highlights the complementary roles of AI tools in EFL learning, where ChatGPT serves as a conversational and creative tool, while other AI platforms offer more structured and focused instruction.

Regarding the risk of AI dependency in language learning, it is true that with the ease of use of ChatGPT, learners will tend to become dependent on it, not only in linguistic learning but possibly in all areas of learning. However, as learners become aware of the risk of overdependence and engage in more demanding tasks that require the use of references and critical thinking, this dependency can be minimized. It depends on the type of tasks rather than the mere use of ChatGPT. Steele^[24] argues that ChatGPT and other generative artificial intelligence tools pose three main threats to current educational systems: measurement problems, information accuracy, and skill devaluation. However, when viewed in a historical context, AI tools can empower students and level the educational playing field. In classrooms from primary to tertiary levels and across various content areas, AI can help students become critical thinkers by aiding text comprehension, knowledge aggregation, and understanding genre conventions in prose and programming. To mitigate this threat, learning tasks should be well-designed so that learners are aware of AI's limitations.

The findings of this study also indicate that ChatGPT has the potential to enhance linguistics learning by helping EFL learners to simplify, elaborate, preview, and confirm their problems. However, learners should still be encouraged to engage critically with learning materials, using AI as a support tool rather than as a quick solution. Lecturers need to educate learners on AI literacy to prevent misuse. This involves guiding learners to critically evaluate AI-generated content to avoid issues such as plagiarism and reinforcing the importance of ethical considerations when using AI in their learning process and do not become overly reliant on AI tools.

To improve the use of AI tools in language learning, educators can integrate ChatGPT into curricula through structured activities that encourage critical thinking and active engagement. For example, ChatGPT can be used for language practice by generating example sentences or explanations, followed by classroom discussions where students compare AI-generated content with traditional sources. Educators can also design task-based learning activities where students

analyse AI-generated content for accuracy, consistency, and contextual relevance, helping them develop analytical and evaluative skills. Furthermore, ChatGPT's strengths in simplifying and elaborating on complex language concepts can be leveraged through scaffolded learning exercises that gradually increase in complexity.

This study also highlights the potential of integrating AI into language learning. Adopting the framework proposed by

Xu et al.^[37] which categorizes AI's role as a supplementary assistant, reveals certain limitations, particularly in how the need for AI may vary across different subjects. Therefore, the findings of this study, which explore the perspectives on AI use in English language learning—especially in the areas of morphology and syntax—propose a more refined framework. The conceptual framework for AI-assisted language education is illustrated in **Figure 3**.

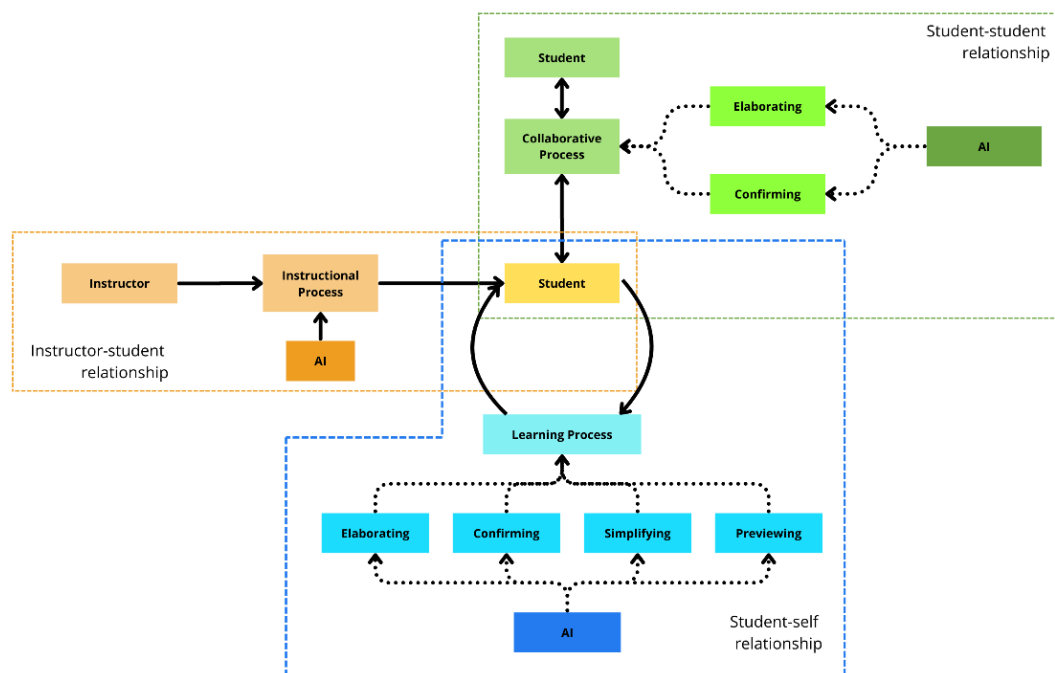


Figure 3. Conceptual Framework for AI-Assisted Language Education.

The use of AI as a tool for elaborating and confirming can be integrated into the student-student relationship, where AI supports students in collaborating and validating the outcomes of their discussions. In the learning process, as indicated by the study's findings, ChatGPT or similar AI tools can assist students in several ways: simplifying complex linguistic concepts, previewing new material, elaborating on findings, and confirming the accuracy of the information they have obtained. This suggests that AI can play a dynamic role in facilitating deeper understanding and enhancing collaborative learning among students.

Lastly, the findings of this study highlight the need for improving AI tools like ChatGPT in terms of trust and multimodal support to enhance their effectiveness in EFL

learning. Inconsistencies in ChatGPT's responses and the absence of references have been noted as key factors undermining learner trust. To address this, future AI development should focus on improving the accuracy and reliability of generated content by providing clear sources and contextual information. Additionally, incorporating multimodal capabilities such as visual aids, interactive diagrams, and contextual examples could enhance comprehension and user engagement. This approach would make AI-generated content more informative and accessible, strengthening learners' confidence in AI tools and improving overall learning outcomes. By integrating these improvements, AI tools can become more effective in facilitating deeper understanding and supporting learner autonomy in EFL contexts.

6. Conclusions

Drawing on qualitative data from learners' reflections in the weekly progress reports and focus group discussions, this study reveals that most learners perceive ChatGPT as a helpful tool, particularly due to its use of simplified language, often referred to as "baby language". This accessible language style helps learners understand complex English morphology and syntax concepts that they struggle with even when using recommended references. Most learners appreciate ChatGPT's efficiency and adaptability, particularly in breaking down linguistic concepts and acting as a supplementary resource to traditional materials. ChatGPT's ability to provide instant responses makes it cost-effective and convenient for EFL learners, enhancing learning efficiency by simplifying concepts and offering immediate feedback. Its EFL-friendly interface and ease of use further contribute to its value as a learning tool.

However, despite these advantages, trust issues regarding accuracy and reliability remain significant barriers to fully adopting ChatGPT as a primary learning tool. Learners tend to trust prescribed books more than ChatGPT since the AI does not provide references or verifiable sources. This reinforces the perception that AI-generated content lacks credibility, especially when answers differ from established learning materials. This study corroborates that ChatGPT is a learning tool rather than a substitute for traditional learning methods. While ChatGPT excels in simplifying and elaborating on language concepts, higher-order thinking tasks and complex linguistic analysis still require human input and guidance.

Taken together, the findings suggest that AI should be viewed not as a threat but as a supportive companion in education. ChatGPT and similar AI tools should be integrated thoughtfully into EFL learning as supplementary resources rather than primary sources of knowledge. This balanced approach ensures that learners benefit from AI's strengths while maintaining critical thinking and analytical skills. AI is not an enemy of education—it is a tool that, when used strategically, can enhance learning outcomes and provide valuable support in language acquisition.

Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest.

Appendix A

Table A1. Scenes of English Morphology and Syntax.

Scene	Name	Objective	Task
1	Entering the world of English words, phrases, and sentences	To demonstrate conceptual aspects of morphology and syntax	<ul style="list-style-type: none"> Describe the places and relevance of morphology and syntax in linguistics; Justify the importance of studying morphology and syntax for English proficiency; Exemplify how morphology and syntax share similarities and differences (morphology and syntax face to face).
2	Knocking the gate of morphology	To demonstrate the fundamental concepts of morphology	<ul style="list-style-type: none"> Exemplify the fundamental concepts of morphology: criteria for wordhood, word knowledge, the structure within words, word elements (root, base/stem, morphemes, morphs, and allomorphs), morphological realization rules, lexical categories, and word classes.
3	Delving into the world analyses and description	To analyse a word and describe the word structuring	<ul style="list-style-type: none"> Carry out word component analysis, word hierarchical structure analysis, morphological analysis, and morphemic analysis; Based on the word hierarchical structure analysis, describe the word structuring from bottom-up and top-down perspectives.
4	Creating words	To employ word formation principles in creating new words	<ul style="list-style-type: none"> Exemplify the word formation principles in creating new words and the word-formation processes.
5	Discovering the foundation of syntax	To demonstrate the foundation of syntax	<ul style="list-style-type: none"> Identify grammaticality and ungrammaticality and the bases of grammaticality Analyse utterances, propositions, and sentences; Evaluate phrases, clauses, and sentences; Discern surface and deep structure;
6	Analysing lexical and phrasal categories	To analyse lexical and phrasal categories	<ul style="list-style-type: none"> Analyse the transformation of lexical and phrasal categories in sentences; Analyse words and phrases in syntactic categories;
7	Constructing phrases and conjugating verbs	To employ the phrasal expansion rules in constructing phrases and analysing conjugated verbs	<ul style="list-style-type: none"> Analyse and create phrases using the phrasal expansion rules; Analyse and create sentences using conjugated verbs; Analyse and create sentences using the clauses
8	Unveiling ambiguity	To develop students' ability to syntactically unveil the ambiguity and dangling constructions in phrases and sentences	<ul style="list-style-type: none"> Identify the possible meanings in the words, phrases, and sentences; Draw the 'trees' that present each possible meaning when 'the trees' are possible;
9	Exploring special constructions of sentences	To develop students' ability to analyse and create special sentence structures	<ul style="list-style-type: none"> Analyse and create special sentence structures: Fronting; Analyse and create special sentence structures: Inversion; Analyse and create special sentence structures: Passive; Analyse and create special sentence structures: Existential there; Analyse and create special sentence structures: Dislocation; Analyse and create special sentence structures: Clefting;
10	Conducting and reporting the scientific studies in English Morphology and Syntax	To carry out a study in English Morphology and Syntax and report the result in a research article format	<ul style="list-style-type: none"> Design a study of language in the research proposal framework; Write the introduction of a research article; Write the method of a research article; Write the result of a research article; Write the discussion of a research article; Report the research in a presentation format (e.g., ppt); Record the presentation of the research report.

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