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The Art of Teaching English as a Foreign Language (TATEFL)
ISSN: 2684-8546
Vol. 6 No.2, November 2025, 123-138
DOI: https://doi.org/10.36663/tatefl.v6i2.979

The Investigation of Teachers' and Students' Attitudes and Enjoyment towards ChatGPT for English Language Learning

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Abstract

Previous research on ChatGPT has revealed mixed attitudes among teachers and students, highlighting the need for further investigation. While most studies focused on the university level, there is an essential gap in attitude research focusing on secondary school settings, exploring the enjoyment that affects attitudes. This study aimed to investigate teachers' and students' attitudes and enjoyment towards ChatGPT in English language learning. An explanatory sequential mixed-method design was employed, involving 8 English teachers and 311 students from a secondary school in Singaraja. The data in this study were collected through questionnaires and interviews. The quantitative findings showed positive attitudes among teachers and students, but based on the constituent aspects, it is shown that teachers tended to have more positive attitudes than students. Qualitative interviews further highlighted that ChatGPT contributed to emotional experiences influenced by the tool's strengths and weaknesses, as well as social perceptions of users. These findings suggested that integrating ChatGPT into English language learning stimulated positive responses due to its advantages in reducing academic burdens. However, the tool's shortcomings have also drawn attention, including triggering negative behavioral risks and overreliance among students. English educators needed to guide students in using ChatGPT more ethically by rechecking and confirming students' answers suspected to be AI-based. In addition, policymakers can initiate ChatGPT and AI training periodically to enhance teachers' compatibility, particularly for senior teachers.

Keywords: ChatGPT; English Language Learning; Enjoyment; Students' Attitude; Teachers' Attitude

Article History

Submitted:	*Revised:*	*Accepted:*
June 6th 2025	*July 25th 2025*	*August 1st 2025*

Recommended Citation (APA Style)

Winarsa, N. M. K. P., Santosa, M. H., & Indrayani, L. (2025). The investigation of teachers' and students' attitudes and enjoyment towards ChatGPT for English language learning. *The Art of Teaching English as a Foreign Language (TATEFL), 6*(2), 123-138. https://doi.org/10.36663/tatefl.v6i2.979

INTRODUCTION

In recent years, ChatGPT has taken on essential roles in educational fields, particularly in language learning. The implementation of ChatGPT on language learning has been researched by Songsiengchai et al. (2023), indicating that ChatGPT assisted more effective

language learning and improved language skills. Javaid et al. (2023) have pointed out that using ChatGPT for students can provide live tutoring and virtual teaching assistance to provide instant feedback and real-time responses to user questions. ChatGPT also acts as a "grammar dictionary" for understanding language concepts, including the complexity of verb tense structures or syntax rules (Hatmanto & Sari, 2023). Despite its educational potential, ChatGPT also has limitations and requires further review. The sophistication of ChatGPT can be exploited inappropriately by students, as having the tool to complete assignments raises academic integrity issues (Javaid et al., 2023; Kavak et al., 2024). In addition, teachers need to establish boundaries when using ChatGPT in the classroom so that students will not become excessively dependent on and a substitute for human interaction (Nasrullah & Wahyu, 2024). ChatGPT's quick response could limit the users' creativity and independent thinking (Hatmanto & Sari, 2023). Learning is essentially about getting an idea, and the teaching and learning process must be directed toward achieving the goal of in-depth knowledge (Santosa et al., 2021). These contrasting findings highlight that users' experiences with ChatGPT vary, potentially shaping different attitudes toward its use.

According to Thomas and Znaniecki (1918) in their book, *The Polish Peasant in Europe and America*, attitude was defined as a conscious experience to explain individual reactions to socially significant factors such as people from out-groups, laws, and institutions (Briñol & Petty, 2012). As research has developed, another way to vary attitudes is through its basic components. It led to the emergence of the Tripartite Model of Attitudes, which conceptualizes attitudes as consisting of three interrelated components: affective (feelings), behavioral (actions or intentions), and cognitive (beliefs). Eagly and Chaiken (1993) extended and refined the tripartite model by focusing on the evaluative nature of attitudes. They defined attitudes as psychological tendencies expressed by evaluating an object to some degree of favor or disfavor, thus placing evaluation rather than structural consistency. Their integrative model combined insights from social cognition, persuasion, and behavioral prediction, making it highly relevant to contemporary research contexts, such as the use of technology in education. In English as a second language (ESL) learning, students' attitudes were significantly related to classroom enjoyment of learning English (Ramzan et al., 2023). The findings highlighted that when the students felt joy in the classroom, it influenced their positive attitudes toward learning English, enhancing their engagement and language acquisition.

Enjoyment has long been recognized as an essential emotional factor in learning. Davis (1982) defined enjoyment as a positive emotional experience when an activity fulfills a person's expectations, creating a sense of satisfaction and pleasure. As research on enjoyment continues to evolve, Dewaele and MacIntyre (2014) introduced the concept of Foreign Language Enjoyment (FLE), which explored the specific dimensions of enjoyment experienced in the context of language learning. FLE highlighted three core components, such as teacher appreciation, peer/social enjoyment, and personal enjoyment, recognizing that emotional experiences in the language classroom are not only influenced by the individual but also by the social and pedagogical environment. When considering the integration of enjoyment and artificial intelligence (AI), learning outcomes were positively predicted by the significant determinants of learners' cognitive presence and enthusiasm for AI's appearance (Wang et al., 2024). Similarly, research conducted by Yudi et al. (2023) underlined that

enjoyment enormously affects users' attitudes and intentions to use technology. This view is supported by Sah et al. (2020), who argue that students' initial attitudes and types of devices used in a science and technology context influenced their enjoyment in computing class. It emphasized creating an enjoyable learning environment since teachers' and students' enjoyment is crucial to successfully implementing technology in the classroom. By emphasizing enjoyment, teachers may improve motivation, engagement, and, eventually, the success of language acquisition through AI.

Although studies have examined attitudes and the use of ChatGPT in educational contexts, the majority of these studies have been conducted at the university level, focusing primarily on academic writing (Hatmanto & Sari, 2023), feedback, or tutoring features (Kristiawan et al., 2024). As a result, there is a lack of research on how secondary school students and teachers demonstrate their general attitudes and experience ChatGPT, particularly in English language learning contexts. Furthermore, studies rarely explore how enjoyment influences secondary students' and teachers' attitudes towards ChatGPT, even though emotional engagement is a crucial factor in language acquisition (Ramzan et al., 2023). This can also be seen in one of the components of the attitude construct in the tripartite model of attitude, namely, cognitive, affective, and behavioral aspects. The affective component, which reflects an individual's emotional response or feeling toward an object, is often associated with the experience of enjoyment. According to Dewaele and MacIntyre (2014), enjoyment in foreign language learning fosters motivation, lowers anxiety, and enhances willingness to engage, which are factors that contribute to the development of positive attitudes. When students or teachers experience positive emotions, such as enjoyment, when using an application such as ChatGPT, this experience may contribute to the development of a more favorable attitude toward the technology (Yudi et al., 2023). The emotional dynamics and pedagogical practices in secondary classrooms differ significantly from those in higher education or university-level settings, making it essential to examine how enjoyment interacts with affective, behavioral, and cognitive components of attitude in this setting. This leaves an important gap in understanding how emotional experiences, such as enjoyment, may influence or be influenced by attitudes toward ChatGPT, especially among secondary school students and teachers in English as a foreign language (EFL) settings.

Preliminary data conducted in one high school in North Bali, revealed that students actively used ChatGPT to support their English learning, while teachers adopted it cautiously for lesson planning due to concerns about misuse. One teacher explained, "*I use ChatGPT when I am in a pinch, and one of them is arranging teaching modules…".* These differing patterns of use suggest a potential divergence in attitude that may relate to how each group experiences enjoyment in using the tool. Moreover, ChatGPT has become increasingly prevalent in the classrooms of secondary students, who are now using this tool for various educational objectives. This situation emphasizes the urgent need for more investigation into how ChatGPT affects secondary education to understand the potential benefits and drawbacks that secondary teachers and students may encounter. Given the growing urgency to understand AI integration in secondary education, this study aims to fill these critical gaps by investigating not only the attitudes of teachers and students toward ChatGPT but also how their experiences of enjoyment relate to those attitudes. This research is unique in its mixed-methods approach, combining

quantitative survey data on attitude (with the adaptation of the PATT-SQ instrument) with qualitative insights on enjoyment (with the adaptation of FLE-based interviews). This integrated approach provided a broader and more detailed view of ChatGPT adoption, capturing the general result and the users' rich personal experiences. In line with the mixed-method approach described above, this study was designed to achieve the following research objectives:

1. To investigate the attitudes of English teachers toward the use of ChatGPT in English language learning.
2. To investigate the attitudes of students at toward the use of ChatGPT in English language learning.
3. To explore the enjoyment experienced by English teachers at in using ChatGPT in English language learning.
4. To explore the enjoyment experienced by students at in using ChatGPT in English language learning.

METHOD

Design

The study employed a sequential explanatory mixed-methods design involving two distinct phases. In the initial phase, quantitative data was gathered through surveys distributed to a diverse group of participants, followed by a thorough analysis of this data to identify the unique results. The second phase involved collecting qualitative data through semi-structured interviews, allowing participants to elaborate on their enjoyment and experiences in greater detail (Taherdoost, 2020). Semi-structured interviews were additionally employed to preserve formal interview conditions and a list of questions, but the information could still be expanded upon with spontaneous questions.

Setting and Participants

This study focused on 8 English teachers and students at one selected school in North Bali as the participants and employed simple random sampling to determine the survey participants. Among 1.393 students, Slovin's formula was used to obtain the minimum number of participants in the study, resulting in 311 students. After getting the minimum number of responses to the survey, the researcher conducted interviews with 4 English teachers and 10 students with the highest and lowest attitude scores by selecting the participants according to the criteria below.

a. Teachers or students
b. Currently teaching or studying English as a foreign language.
c. Having relevant experiences or knowledge in using ChatGPT.
d. Willing and able to participate in the interview section.

Instruments

The instruments used in this study were questionnaires and interview guides. The questionnaire was adapted from the short questionnaire on pupils' attitudes toward technology (PATT-SQ) by Ardies et al. (2013), as it has been used in technology education research for many years, focusing on attitudes (Autio, 2023). In this study, the technology referred to in the PATT-SQ instrument is ChatGPT as an educational tool used in English language learning. To

ensure relevance, several modifications were made to the original PATT-SQ items to reflect the context of language learning rather than general technology. For example, the original item "Technology makes everything work better" was adapted to "ChatGPT makes learning English feel better." Similarly, "Technology is only for smart people" was modified to "Using ChatGPT in English learning is only for smart people." This adaptation preserved the original six dimensions of PATT-SQ while integrating them in scenarios based on students' and teachers' experiences with ChatGPT in English classes. As a result, the instrument maintained its structural integrity while being adapted for the language-learning setting using AI technology.

The PATT-SQ survey contained 25 items grouped under six theoretical constructs (referred to as dimensions in the original scale), with responses scored on a five-point Likert scale. The respondents specify their level of agreement with a statement, strongly agree (5), agree (4), neutral/unsure (3), disagree (2), and strongly disagree (1). The six constructs or dimensions in PATT-SQ include career (4 items), interest (6 items), boredom (4 items), gender (3 items), consequences (4 items), and difficulties (4 items). These six dimensions also correlated with the tripartite model of attitude, which contains affective, behavioral, and cognitive. Based on the dimensions, interest and boredom were used to reflect the affective indicator, as affective refers to the user's feelings towards technology, either positive or negative (Svenningsson et al., 2022). The behavior indicator was determined by career category. Career categories influence intention, which is closely related to actual behavior (Svenningsson, 2024). Furthermore, the cognitive aspect of attitude was determined by consequences (or importance), difficulties, and gender categories as they influenced users' beliefs about the significance and impact of technology (Summers & Abd-El-Khalick, 2018). Meanwhile, the interview guide was adapted from a short-form Foreign Language Enjoyment Scale (FLES) by Botes et al. (2021), which included three constructs of enjoyment in language learning: teacher appreciation, personal enjoyment, and social enjoyment. Each of these components was represented by three interview items, aligned with the Foreign Language Enjoyment (FLE) theory proposed by Dewaele and MacIntyre (2014).

Before integrating the instruments into the main study, both the questionnaire and the interview guide were tested with content and empirical validation. For content validity, two experts evaluated the 25 questionnaire items and 9 interview questions using Gregory's relevance assessment. The results yielded a perfect score of 1.00 for both instruments, indicating excellent content relevance. To establish empirical validity, a pilot test was conducted with 78 students outside the study sample. Each item was analyzed using Pearson's product-moment correlation. All six constructs in the questionnaire demonstrated r count values greater than r table with p-values below 0.001, confirming statistically significant item validity. Reliability was measured using Cronbach's Alpha. Based on the classification from Hinton et al. (2004), values between 0.70 and 0.90 are considered high, while values above 0.90 are excellent. The results were as follows: career ($\alpha = 0.829$), interest ($\alpha = 0.717$), boredom ($\alpha = 0.817$), gender ($\alpha = 0.935$), consequences ($\alpha = 0.754$), and difficulties ($\alpha = 0.826$). These values demonstrate that the instrument possessed high to excellent internal consistency across all dimensions.

Data Collection

The researcher collected the data by employing a survey and semi-structured interviews. The survey collected quantitative data using questionnaires distributed online via Google Forms to reach many participants efficiently. The questionnaires contained closed-ended questions designed to measure the attitudes of teachers and students. In collecting the data, the survey was shared online through a school-owned group through the curriculum vice principal. After collecting the minimum number of respondents using Slovin's formula, the researcher analyzed the results to discover noteworthy discoveries from the respondents' surveys. Then, the initial selection of interview participants was based on their choice of *"willing to participate in the research,"* which was listed in the Google form. Given the potential difference in the number of teacher and student participants, teacher participants who express willingness will be contacted directly through the WhatsApp numbers they submitted in the Google Form. Meanwhile, student participants will be sorted based on the five highest and five lowest attitude scores. After obtaining their willingness and time, the interview was conducted offline or online (through Zoom, Google Meet, or WhatsApp), depending on the participants' desire.

Data Analysis

The data analysis was divided into two sections: quantitative data analysis, which employed descriptive statistics, and qualitative data analysis, which employed thematic analysis. The thematic analysis was adopted from Braun and Clarke (2006), which involved data familiarization, generating codes, grouping codes into sub-themes, then themes, reviewing themes, naming themes, and finalizing the report. Meanwhile, the descriptive statistics involved analyzing the ideal mean score and mode value. The guideline for qualification level for the attitude ideal mean score can be seen in Table 1.

Table 1. Guideline of Qualification Level

Score (X)	Categorization	Qualification
$Mi + 1.5\ SDi \leq X \leq Mi + 3.0\ SDi$	Very High	Very Positive
$Mi + 0.5\ SDi \leq X \leq Mi + 1.5\ SDi$	High	Positive
$Mi - 0.5\ SDi \leq X \leq Mi + 0.5\ SDi$	Average	Neutral / Moderate
$Mi - 0.5\ SDi \leq X \leq Mi + 0.5\ SDi$	Low	Negative
$Mi - 3.0\ SDi \leq X \leq Mi - 1.5\ SDi$	Very Low	Very Negative

Adopted from Koyan (2012)

Notes:
X = Total Score
Mi = Mean Ideal
SDi = Standard Deviation Ideal

FINDINGS AND DISCUSSIONS

Based on the research data analysis regarding teachers' attitudes towards ChatGPT in English Language Learning, the average scores obtained are presented in Table 2.

Table 2. Teachers' Attitudes Toward ChatGPT in English Language Learning

Aspects/Dimensions	Ideal Mean Score Qualification	Mode Score
Overall Attitude	Positive (90.75)	4
Affective Aspect	Positive (38.5)	4

1. Interest Dimension	Positive (23)	4
2. Boredom Dimension	Positive (15.5)	4
Behavior Aspect	Positive (15.25)	4
1. Career Dimension	Positive (15.25)	4
Cognitive Aspect	Positive (37)	4
1. Gender Dimension	Negative (7.5)	2
2. Consequences Dimension	Positive (14.38)	4
3. Difficulties Dimension	Positive (15.13)	4

Based on the ideal mean score in Table 2, the overall teachers' attitude toward ChatGPT was positive, as reflected by both the total score and mode value. The affective, behavioral, and cognitive aspects all fell within the positive range, with dimensions such as interest, boredom, career, consequences, and difficulties supporting this trend. However, the gender dimension notably deviated from the rest, falling into the negative category. This sharp difference represents a considerable negative deviation from the other dimensions, suggesting that gender-related issues were a significant issue for teachers in using ChatGPT.

The classification of teachers' attitude scores into "positive" or "negative" was based on the ideal mean score qualifications, which were determined separately for each aspect and dimension. This approach was adopted to account for the variation in the number of items across dimensions; for example, dimensions with more items would naturally produce potentially higher mean scores. Rather than applying a single uniform range across all dimensions, the thresholds for each were calculated based on their respective item structures. Although formal effect sizes (such as Cohen's *d*) were not computed in this study, the strength of attitudes can be practically interpreted from the score distributions. Dimensions whose mode scores closely approach the maximum possible mean are considered to reflect stronger attitudes, while those with scores significantly lower indicate weaker or even negative tendencies.

Table 3. Students Attitudes Toward ChatGPT in English Language Learning

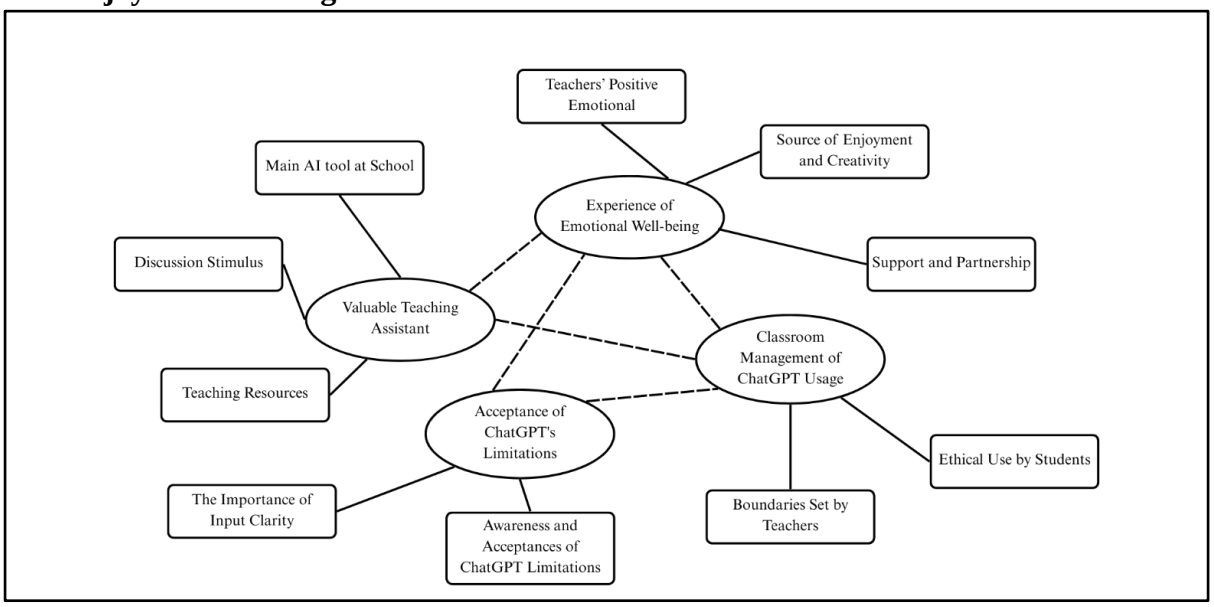
Aspects/Dimensions	Ideal Mean Score Qualification	Mode Score
Overall Attitude	Positive (84)	4
Affective Aspect	Positive (34.4)	4
1. Interest Dimension	Positive (21.06)	4
2. Boredom Dimension	Positive (13.36)	3
Behavior Aspect	Moderate (12.9)	3
1. Career Dimension	Moderate (12.9)	3
Cognitive Aspect	Positive (36.73)	4
1. Gender Dimension	Moderate (8.57)	3
2. Consequences Dimension	Positive (13.7)	4
3. Difficulties Dimension	Positive (14.45)	4

Based on the ideal mean scores in Table 3, students' overall attitude toward ChatGPT was classified as positive, as reflected by both the total score and mode value. The affective aspect, including its dimensions, also indicated a positive classification. However, while the boredom dimension reached a positive mean score, its mode fell within the moderate range,

suggesting some variation in students' responses. In contrast, the behavioral aspect showed a moderate attitude. Although the cognitive aspect showed a positive attitude, one of its dimensions, gender, remained in the moderate range.

In the gender dimension, the teacher's attitudes were negative, while students showed a moderate attitude. This contrast may indicate that teachers tend to view gender as irrelevant in using ChatGPT, possibly due to the tool's perceived neutrality. Meanwhile, students' moderate responses could reflect uncertainty or limited awareness of gender-related issues in technology use. This difference highlighted the need to further explore how gender perspectives influence the perceived use of ChatGPT in educational settings. In addition, based on the analysis of research data regarding teachers' further attitudes and enjoyment towards ChatGPT in English Language Learning, the thematic map is presented in Figure 1.

Figure 1. Thematic Map Demonstrating Four Themes of Teachers' Further Attitudes and Enjoyment in Using ChatGPT



Based on Figure 1, four themes emerged from the teachers' attitudes and enjoyment: teaching assistant, emotional support, acceptance of limitations, and classroom management. Teachers generally appreciated ChatGPT for helping them contextualize materials. One teacher highlighted:

"I used ChatGPT to create detailed grammar questions... based on students' family culture in North Bali." **Excerpt 1, p. 2**

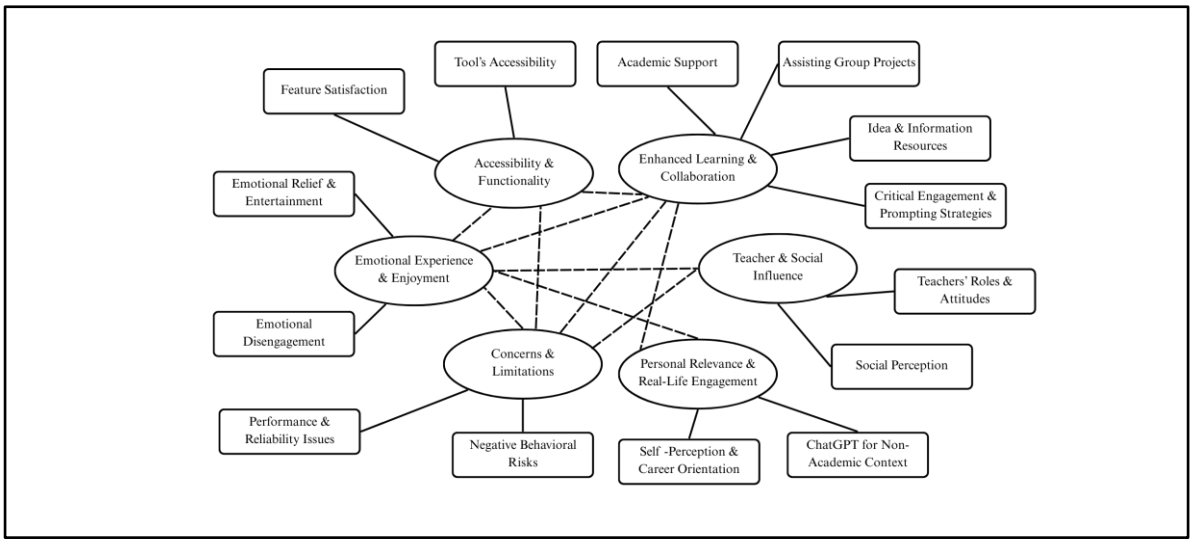
This reflects how ChatGPT enhances relevance in instruction that could motivate students to learn English as questions felt close to their background lives. In supporting the

emotional well-being of English teachers, ChatGPT acts as a good partner in supporting and promoting partnerships. A unique finding revealed a teacher treating ChatGPT like a peer:

"Using ChatGPT is like chatting with a friend. Once, on a tough day, it replied with a 'happy teaching'—a small thing that improved my mood." **Excerpt 2, p. 2**

This emotional connection demonstrates not only functional use but also psychological support. Although teachers are aware of ChatGPT's limitations, particularly regarding prompt clarity, they remain enthusiastic and adapt to the tool's demands. In guiding student use, teachers emphasized originality and disallowing simple copy-and-paste practices, thus integrating AI while maintaining academic integrity. Meanwhile, the results of students' further attitudes and enjoyment towards ChatGPT in English Language Learning were presented through the thematic map in Figure 2.

Figure 2. **Thematic Map Demonstrating Six Themes of Students' Enjoyment in Using ChatGPT**



Based on Figure 2, six main themes emerged from the students' attitudes and enjoyment in using ChatGPT: accessibility and functionality, enhanced learning and collaboration, emotional experience, teacher and social roles, limitations, and real-life engagement. Many students appreciated ChatGPT's accessibility and ease of use, which helped streamline their learning process, both individually and in group tasks. One student highlighted:

"In doing English group work, each student can search for their part in ChatGPT, and then the answers are combined into one." **Excerpt 2, p. 2**

The students' explanation illustrated how ChatGPT facilitated cooperative learning and students' collaboration. Beyond academic utility, some students used ChatGPT for light entertainment, such as playing guessing games to overcome boredom, showing how AI tools can support emotional well-being. Interestingly, students were also aware of the ethical boundaries surrounding AI use. They acknowledged that the role of their teachers and social would affect their feelings, confidence, and the way they used ChatGPT.

"The teacher is more of a facilitator and usually allows ChatGPT for discussions only, not for working on questions." **Excerpt 4, p. 1**

The statements reflected the concerns that teachers have thought about in implementing ChatGPT to uphold originality among students. Not only the teachers, but students started becoming concerned about overreliance and copy-paste behavior. A student noted that some peers used ChatGPT answers without reading or verifying them, raising questions about digital responsibility and learning quality. This highlights a need for critical engagement rather than passive consumption of AI-generated content.

Based on the findings of English teachers' questionnaires and interviews, the English teachers showed an overall positive attitude toward using ChatGPT in English language learning. Enjoyment played a key role in shaping teachers' positive attitudes toward ChatGPT. The teacher who treated ChatGPT as a supportive partner and mastered its use reported greater emotional well-being, especially during material preparation, test design, and icebreaker activities. ChatGPT's speed and generally accurate output also supported their time management, reducing teaching stress. This aligns with Eagly and Chaiken's (1993) tripartite model of attitude, where affective experiences like enjoyment influence cognitive beliefs and behavioral intentions. In this case, emotional support not only improved teachers' perception of usefulness but also strengthened their willingness to integrate ChatGPT in the classroom.

In the affective aspect, most English teachers showed a high interest and low boredom when exploring ChatGPT, indicating emotional engagement with technology. The interview further supported that this interest was rooted not only in curiosity but in the practical relief ChatGPT offered, such as assisting in generating materials, designing questions, and providing a sense of partnership during lesson planning. This reflects a deeper emotional benefit, such as the enhancement of teachers' emotional well-being through reduced workload and stress. These outcomes support a study by Kopuz (2024) that stated ChatGPT alleviated administrative burdens and improved job satisfaction among English teachers. Interpreting these findings through Hefferon and Boniwell (2011) positive psychology lens, these benefits are not just incidental, but also crucial, because when teachers experience positive emotions and emotional support, they are more likely to thrive, maintain motivation, and demonstrate self-regulation in their work. Thus, ChatGPT can serve as a tool that indirectly fosters teacher resilience and professionalism by nurturing their emotional well-being, especially in stressful teaching environments.

In terms of behavior, the English teachers showed a positive attitude. The interview supported that the teachers not only used ChatGPT to accompany their teaching tasks but also acted as facilitators who monitored its ethical use among students. The awareness of teachers is due to the experience of finding several students who simply copy and paste answers from ChatGPT, judging from their understanding when re-explaining. This dual role reflects not just a general application of the TPACK framework by Mishra and Koehler (2006) but aligns more closely with the emerging concept of Intelligent-TPACK. Celik (2023) introduced the Intelligent-TPACK framework, emphasizing the importance of teachers' AI-specific technological and pedagogical knowledge, as well as ethical considerations. Based on the framework, the teacher who is concerned about the over-reliance or plagiarism effect of ChatGPT reflects the growing need for ethical literacy, as emphasized by Intelligent-TPACK.

For instance, when teachers refused to accept students' homework that was fully generated by ChatGPT, it demonstrated an understanding of integrating AI with clear boundaries and fostering digital ethics. This teacher's decision is not only to adopt ChatGPT for efficiency, but also to evaluate critically to support quality learning. Such implementation reflects elements of Intelligent-TPACK, especially ethical responsibility.

Apart from managing teachers' workload, the enjoyment experiences of the teachers influenced their behavior and led to belief or cognitive formation. Based on the interview, it was found that teachers were willing to use ChatGPT despite acknowledging its limitations which is aligned with the principles of the Technology Acceptance Model or TAM theory (Davis, 1989). While the teachers were aware of ChatGPT's dependency on well-structured prompts and occasional inaccuracies, these limitations did not hinder usage. On the contrary, the perceived benefits of ChatGPT outweighed concerns about its shortcomings, indicating that teachers had developed an optimistic and benefit-oriented attitude toward the tool. This illustrates not only high perceived benefits but also adaptive thinking, which is an important component of positive cognitive attitudes in educational innovation. Regarding the dimensions, the findings were interesting as the consequences and difficulties dimensions showed positive attitudes, but the gender dimension showed a negative attitude. Despite a study by Sobieraj and Krämer (2020) indicating that gender affects confidence in using technology, with women often feeling less skilled than men, the teachers in this study showed a gender-neutral perspective. The interview findings suggested that teachers evaluate students based on honesty and ability, rather than gender, which is in line with technofeminism theory by Wajcman (2006). This theory proposes that technology and gender are mutually constitutive, and in this context, equal treatment of teachers represents a departure from traditional assumptions about male dominance of technology. These attitudes suggest that AI tools such as ChatGPT can serve as an equalizer in the classroom, providing a platform where male and female students can engage with technology equally, provided ethical guidelines are in place. In general, English teachers' positive attitudes were shaped by emotional enjoyment, practical benefits, and their proactive roles in classroom management. Despite concerns about plagiarism and limitations, their willingness to adapt and guide students reflected thoughtful and responsible integration of AI in education.

Building on the earlier discussion of teacher attitudes, students also showed a generally positive attitude toward ChatGPT in English language learning, based on surveys and interviews with ten students. Their attitudes were shaped by positive emotional experiences, including enjoyment, reduced stress, and decreased boredom, aligning with the Foreign Language Enjoyment (FLE) theory by Dewaele and MacIntyre (2014). In this study, students' enjoyment was primarily rooted in personal enjoyment, as they appreciated ChatGPT's quick responses and variety of ideas, particularly in writing tasks. This suggests that personal enjoyment, as facilitated by ChatGPT's features, not only shapes students' affective attitudes but also contributes to greater motivation and engagement in learning.

In the affective aspect, most students showed a positive attitude toward learning more about ChatGPT. Regarding dimensions, there was an interesting finding related to the boredom dimension. While the ideal mean score reflected a positive attitude, the mode score was 3, indicating a moderate response. The interview data clarified this contrast, indicating that some

students appreciated ChatGPT for reducing academic stress and offering light entertainment. Nevertheless, others expressed their experience as emotionally flat, acknowledging its usefulness but finding it neither fun nor particularly engaging. It is implied to affective ambivalence, where students recognize its potential benefits but are less emotionally engaged due to its robotic or impersonal nature. The robotic language makes the mediation of information feel strange, with words that are sometimes difficult to understand, making students not have a special attachment that is different from human interaction. These findings aligned with Lo et al. (2024), who noted that emotional responses to AI tools vary significantly among individuals. This variability may account for the discrepancy between the mean and mode scores in the boredom dimension, where some students found ChatGPT entertaining and engaging, while others saw it as merely functional.

In contrast, the behavioral aspect, which focused on career orientation, showed moderate responses. Based on the interview, many students were aware of their increasing reliance on ChatGPT, which led them to question their own problem-solving and learning autonomy. Some students admitted that this dependency might continue into their future academic or professional lives, causing concern about their self-efficacy. These concerns reflect the concept of cognitive offloading theory (Risko & Gilbert, 2016), where individuals use other objects or external tools to process information, thus reducing cognitive demands. While it was helpful in the short term, the continuity offloading may reduce the independent thinking ability and metacognitive development, which would be a disadvantage to students' future career readiness. This aligned with the findings by Uppal and Hajian (2025), who reported that students who rely on ChatGPT produced better academic output but greater reliance on AI, which affected procrastination. This tension highlighted that students' enjoyment of ChatGPT in the present also carries a wariness about future self-development, which did not necessarily result in confidence in future careers that rely on AI.

The cognitive aspect showed a positive attitude, with students viewing ChatGPT as useful and easy to use. However, the gender dimension revealed interesting results, such as a moderate attitude. Compared to the negative teacher responses that rejected gender influence on technological ability, students showed hesitation toward the statement items. It was interesting because the students explained that the capability of using technology depends on personal mindset and that female students often produce better writing results than males. It was aligned with the theory of social roles put forward by Eagly and Wood (2012), which stated that patriarchy gave men a more dominant role in decision-making and access to resources, including technological activities more often associated with men, while creative tasks are associated with women. In this study context, students' hesitance in the gender dimension may be shaped by sociocultural factors related to gender roles and perceptions of competence in technology. As noted by Darmayoga (2021), Balinese society is still largely influenced by a patriarchal system in which women have limited freedom in work and decision-making. Although women actively strive for equality, such traditional norms may subtly influence how students perceive gender competence, particularly in fields involving technology like ChatGPT. This influence might explain the moderate attitude expressed by students, reflecting uncertainty or internalized norms rather than open disagreement.

In general, these findings suggest that students' attitudes toward ChatGPT are not only positively shaped by emotional experiences and benefits in learning English, but also influenced by concerns about over-reliance and sociocultural influences. Therefore, while ChatGPT promotes enjoyment and engagement, its impact on students' long-term identity in technology-based learning contexts remains complex and nuanced.

CONCLUSION

Based on the findings and discussions, both English teachers and students showed positive attitudes toward the use of ChatGPT in English language learning, as reflected in their attitude scores (teachers: 90.75; students: 84) and mode values (4). For teachers, ChatGPT helped reduce work-related pressure and supported emotional well-being through its practical use and manageable limitations. For students, positive emotional experiences and enjoyment were influenced by ChatGPT's accessibility, learning support, teacher and peer perceptions, real-life relevance, and their awareness of its constraints. The findings suggest that both teachers and students should reflect on the attitudes needed when using ChatGPT in teaching and learning. Teachers are encouraged to promote ethical AI use by verifying students' responses and discouraging copy-paste practices, especially in group work. One strategy is to require students to first discuss their ideas before using ChatGPT. Students, in turn, should be guided to understand and rephrase AI-generated content rather than relying on it directly. Educational policymakers may consider providing regular AI training, particularly for senior teachers, so they can become effective facilitators. Additionally, curriculum designers should emphasize critical thinking by integrating problem-based tasks that go beyond factual responses and require deeper analysis of AI-generated content. Future studies could explore the topic in a broader scope of settings to determine whether the same patterns of enjoyment and attitudes emerge in different learning environments.

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