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Students' Perception of AI Tools in Boosting Motivation for English Learning

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Abstract

Artificial Intelligence (AI)-based tools such as ChatGPT, Grammarly and Google Translate are being used more in English language learning but studies have focused mostly on their technical effectiveness rather than associated emotions or motivation. This qualitative descriptive study explored how students perceived the effects of AI tools on their motivation, confidence, and engagement in learning English. At UIN Syarif Hidayatullah Jakarta, data were obtained from 36 fifth-semester English Education students. All participants received a questionnaire, and for the structured interview, five students were selected. The analysis was conducted inductively, and thematic responses from the questionnaires were complemented and used to illustrate the derived themes. The vast majority of students, 77.8%, stated that using AI tools helped them understand difficult materials and receive feedback instantly. The same percentage (72.3%) said they felt more comfortable and confident practicing English with AI, and 72.3% felt more actively involved and had more fun. 54.3% of the participants stated that using AI tools motivated them to perform more difficult tasks, while 30.6% said they did not have a problem with this. The accuracy and overuse of AI tools were the main issues identified by the participants. This study demonstrates that AI tools have altered the emotional and engagement aspects of learning English as a Foreign Language (EFL).

Keywords: Artificial Intelligence; Emotional Responses; English Language Learning; Student Motivation

Introduction

In the past few decades, English has been increasingly recognised as a global lingua Franca with a growing significance for the communication of knowledge and for the professions. Of all the many changes which have occurred, AI has probably

had the most profound impact on the learning and the teaching of English. Current paradigms in the teaching of languages are increasingly moving away from the theoretical passive reception of knowledge, and are more experiential and participatory, with an emphasis on active participation and on formative assessment. More and more teachers are adopting participatory approaches to teaching, contrasting strongly with the traditional teacher-centred, didactic approach (Dewaele & MacIntyre, 2014).

Technical Benefits of AI

AI does all this and much more other than just processing language. The meta-analysis included in (Fan et al., 2025) showed that relative to other AI tools like ChatGPT, other AI's impact on more other levels is positive. This suggests that AI is central to the affective and cognitive benefits achieved in learning. The use of AI has been seen to significantly reduce learning anxiety and increase self-efficacy (Lee et al., 2024). Motivational and participatory factors, in other words, are vital in language learning (English) as well as in other domains of instruction in the learning processes (Song & Song, 2023).

Indeed, further studies have focused on the contributions which AI has made regarding the language, especially the writing, of learners. For instance, in a study conducted on a group of Korean undergraduates, it was found that Google Translate and Grammarly positively affect the improvement of students' writing in terms of elementary structural and organizational, grammatical and lexical aspects. The researchers have also cautioned learners on the diminishing rate of the ability to reason as a consequence of over relying on those instruments (Lee et al., 2024). Beyond single-country contexts, a large-scale study that included students from Egypt, Saudi Arabia, Spain, and Poland reported that AI encouraged greater autonomy, motivation, and engagement, although the outcomes varied according to the learners' cultural and academic settings (Mohamed et al., 2025). Research conducted at the university level indicates that the use of AI tools in reading or speaking tasks results in increased motivation and engagement among learners. However, the level of impact varies according to students' previous experiences and academic history (Alfaleh et al., 2025).

AI-based tools have shown promise in improving language learning outcomes, particularly by aiding students with grammar, vocabulary, and writing style. (Lee et al., 2024) conducted a study on the use of AI tools like Grammarly and Google Translate in university-level English writing courses. They found that these tools provided valuable feedback, helping students correct language errors and improve their writing. AI's influence was not limited to language accuracy; it also enhanced student motivation by offering personalized feedback and reinforcing their academic progress. Similarly, (Fan et al., 2025) examined AI in programming education and found that AI-assisted tools, like pair programming, significantly reduced student anxiety and increased motivation, suggesting AI's broader impact on engagement beyond language learning.

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Artificial intelligence (AI) based technologies have become increasingly popular in language teaching due to their capability to improve personal learning experience. (Phan, 2023) argues that AI applications like Grammarly, Google Translate, and paraphrasing tools provide valuable support with English writing. These resources are particularly appreciated by users for their free availability, user-friendly interfaces and that they can enhance vocabulary and grammar which is known to affect students' writing skills and linguistic progress. Similarly, (Malykhin et al., 2025) maintain that AI supports EFL learners in the pursuit of their academic objectives by providing personalized learning pathways treating students as individuals and targeting pedagogy to them.

Emotional and Motivational Influence

Although many recent studies discuss the use of AI in language learning, most of them tend to look at its technical role, such as checking grammar, fixing errors, or improving academic writing. These studies have shown clear benefits, but they often give less attention to the side of learning that relates to students' motivation. In fact, motivation things like confidence, active participation, and the willingness to keep practicing is one of the strongest factors that determines success in learning a foreign language. If AI tools such as ChatGPT, and Grammarly are changing the way students feel about learning, then it is important to understand how those changes take place. Without exploring this, the role of AI in education may appear useful only for surface-level corrections while its deeper influence on learners' attitudes and persistence remains unclear.

While there are many studies that focus on the impact AI tools have on performance accuracy and writing skills of students, the impact on students' motivation on language learning was found to be lacking. This study seeks to fill in that gap. More specifically, the role of ChatGPT, Grammarly, and Google Translate in learner self-confidence and overall willingness to learn and engage with the English language. This gap in the literature on the motivational dimension of learning with the help of AI tools provide new theoretical perspectives on the use of technology in EFL teaching and learning that focus on the emotions.

Artificial intelligence tools like ChatGPT, Grammarly, and Google Translate, have changed the way students learn English as a foreign language to a remarkable degree in recent times. These tools deliver instant feedback and help in alleviating the anxiety associated with learning, leading students to learn more freely and interactively. According to (Wei, 2023), AI-driven platforms help to enhance the English language skills deficit and aid in increasing motivation and learning autonomy due to the individualized approach. On the other hand, (Alghasab, 2025) demonstrated that students' self-confidence, digital literacy, and technological ethics are bolstered as a result of structured training on ChatGPT. Nonetheless, most of the prior research has investigated the technical aspects such as grammar and vocabulary, overlooking the emotional perspective of the learners. Hence, this

research attempts to address this gap by analyzing AI's impact on students' motivation, confidence, and engagement while learning English.

Research by (Annamalai et al., 2023) shows that chatbots in English learning can increase student motivation by meeting three key psychological needs: independence, competence, and social connectedness. Not to forget, research has delved into the gap AI has in regard to the emotional connection as well as the accuracy of information that humans are able to provide. Hence, the researchers suggest that the use of a chatbot should be paired with in-person instruction in order to provide a warm and impactful human learning environment.

In the paper by (Ravšelj et al., 2025), the authors examined the attitudes of more than 23,000 students across different countries on the use of ChatGPT in higher education. With a positive ChatGPT experience, students sought assistance with material comprehension, idea generation, and summary writing. Students derived assistance and confidence boosts while balancing the ethical and regulatory concerns. To add, (Song & Song, 2023) reported the positive effects of ChatGPT on EFL students' writing and motivation. As a virtual learning companion, ChatGPT offered on-the-spot feedback, assisted students in higher-order writing, and strengthened their critical thinking skills.

With regard to motivation, AI has been demonstrated to have a positive impact on EFL students' intrinsic and extrinsic motivation. The space of AI technologies provide a platform for interactive and adaptive learning that is required to enhance student motivation in learning English (Moybeka et al., 2023). Such a line of reasoning is consistent with the research by (An et al., 2023) who state that AI has a potential to motivate students because it deliver learners instant feedback and adaptive challenges due to personal learning styles.

Motivation is key to learning a language and AI can help develop interest in learning through external motivation (devices alert learners) and internal motivation (trying to beat one's best score). Artificial intelligence tools can further stimulate intrinsic motivation through providing opportunities for autonomous learning and improving students' sense of competence. The adaptive nature of AI can make students feel that they are more in charge of their learning, which has a direct positive impact on their intrinsic motivation to continue studying. On the contrary, extrinsic motivation is also facilitated in AI tools because of meeting academic conditions which is one kind of rewarding and recognition to encourage students. However, (Mohamed et al., 2025) warn that over reliance on AI tools can lead to a reduction in critical thinking and self-regulation, ultimately eroding deeper learning.

Risk and Over Reliance

But whether AI is effective for intrinsic motivation is still very much up in the air. However, some studies such as those of (Malykhin et al., 2025) find that the AI

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technology can increase motivation by making learning more fun, but it is worrisome to be overdependent on it. Research They also warn that AI can be detrimental to the development of basic thinking and problem solving skills for students if technology starts doing all the little thinkings for them.

While there are potential benefits, the use of AI in EFL has its challenges. One of the most widespread sources of concerns reported in the literature is provided from AI tools which lack diversity and operate on specific platforms. For instance, (Phan, 2023) says that tools like Google translate do not guarantee translations because it may be difficult to understand the meaning of analogy and specific language when translating. Our AI resources do not necessarily suffer from this inflexible private states of information. Some students may also find it limiting that some AI technologies, such as paraphrasing tools suggest only very few options with which ideas to express.

Another difficulty is technology attitude, especially in environments that students are inexperienced of using AI tools. (Malykhin et al., 2025) indicate that students' reluctance in engaging AI tools may be a result of their limited digital skills, which may hinder the effective use of AI in classrooms.

Focus and Scope of the Study

The contribution of AI to EFL students' motivation Is well investigated, and researchers agree that AI tools lead more student involvement, self-regulation. For example, the application of AI technology in English classrooms has been associated with learner autonomy development, such as an increase in confidence and a willingness to attempt language materials individually (Malykhin et al., 2025). Real-time feedback, which AI is able to offer, makes it easier for students to identify their errors and become more confident in applying themselves to the task of learning. According to (Phan, 2023), another advantage of the use of AI is the enhancement in students' positive attitude toward learning, especially in writing tasks, since the AI tools give learners customized help depending on their learning purpose.

Most of the studies have examined how AI tools contribute to technical elements, namely grammar, vocabulary and writing accuracy (Lee et al., 2024; Wei, 2023). Yet, studies that investigate the impact of these tools on students' motivation, confidence, and engagement remain sparse. While some studies refer to emotions toward the use of AI (Alfaleh et al., 2025; Annamalai et al., 2023), motivation is usually reported only as a subsidiary result. Thus, the purpose of this study is to provide this missing link and explore the affective and motivational effects elicited by ChatGPT, Grammarly and Google Translate on university EFL learners.

With this gap in mind, the purpose of the present study is to find out how students themselves view the role of AI in supporting their motivation to learn English. The study focuses on whether the use of AI tools can encourage stronger confidence, greater engagement, and a stronger drive to continue learning. Rather

than limiting the discussion to technical improvements, the research tries to bring out the affective side of learning that is often overlooked. In practical terms, this study explores students' own accounts of using AI and how they connect these experiences with their motivation in learning English. The guiding questions behind this research are centered on students' perceptions of AI in relation to their motivation and on how these perceptions may shape their confidence, participation, and persistence in the learning process.

Method

With the background and problems stated, this study researches such questions:

1. How do students feel about using Al tools for English language learning?
2. What effect do Al tools have on students' motivation to study English?

Research Design

A qualitative descriptive study was used with a predominant-qualitative mixed-methods design. The specific objectives were to investigate students' perceptions, motivation, and self – directed learning in L2 using AI – based tools (ChatGPT, Grammarly, and Google Translate). Although the primary purpose of the study was qualitative, one Likert-type scale was included to offer descriptions and general patterns that guided the interpretation.

A qualitative descriptive methodology was selected as it permits a rich, plain account of the participants' experiences and views to be developed without theoretical interpretation. This design was appropriate for the study of students' emotions, motivation, confidence, and self-regulated learning behaviors in relation to AI-assisted learning—not experimental results or causal relationships.

Participants

The subjects of the study were 36 fifth-semester students at UIN Syarif Hidayatullah Jakarta studying English in the Education Department. Convenience sampling was used in selecting the participants, based on which we only included students who had actively accessed three AI tools (i.e., ChatGPT, Grammarly, and Google Translate) during their English learning process.

All participants were intermediate English speakers and were familiar with the AI tools studied. The study was voluntary, and the participants were recruited after being informed about all the aims of this research. For the purpose of confidentiality, all the identities of participants were anonymized. Attempts were made to ensure a relatively even representation of sexes to gather wide-ranging opinions.

Research Instruments

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The data were gathered through two tools: a Likert-type questionnaire and structured interviews.

1. Likert-Scale Questionnaire

A 15-item Likert-scale survey instrument was used to gauge students' attitudes towards AI tools and their motivation during English learning. The survey was divided into 2 sections:

- Students' attitudes toward AI tools use in English learning (Items 1–8)
- The effect of AI tools on students' motivation to learn English (Items 9-15)

The responses were measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The number of items was considered appropriate based on the recommendations made by Robinson (2018), who also indicated that a psychometric construct should include at least three items per dimension to ensure stable measurement.

The instrument was derived from previously validated instruments of intrinsic motivation, and was pretested, adding a review to ensure that the items were clear and pertinent to AI-learning. The instrument is intended to measure students' perceived attitude toward AI tools, not to test hypotheses or operationalise causal relationships.

2. Structured Interviews

Five students were interviewed based on their responses to the questionnaire as a) high and b) low in motivation / engagement. This choice facilitated further investigation of opposing viewpoints.

Besides, the interviews covered emotional experiences, motivation, learning engagement, confidence, and self-directed learning of students in AI tool use. Consistency of the interview was maintained, and flexibility was provided for a systematic probing of issues as they emerged, using an interview guide. The appendix will list sample interview questions.

The interviews were conducted with each participant for about 20–30 minutes either face-to-face or online, as per the availability of the participants. All interviews were audio-taped and transcribed exactly for analysis.

Data Collection Procedures

We obtained data in two consecutive periods.

1. Questionnaire Administration

The survey was submitted and completed through a Google Forms link for all 36 participants. This sample size is consistent with that found by Bujang et al. (2024), who suggest that at least 30 participants for the basic reliability and descriptive analysis is sufficient in survey research.

At pre-test and post-test, all students responded to a questionnaire in which any changes in motivational and engagement perceptions as a result of perceiving the AI-based learning activities were monitored. The information was also described rather than analyzed inferentially.

2. Interview Data Collection

After the survey analysis, five participants were interviewed by means of semi-structured interviews. Estimating 5-25 respondents for one interview participant was in the context of Creswell's (1998) indication that qualitative studies, such as phenomenological or descriptive research, may include from 5 to about 25 individuals. Interviews were conducted until saturation was achieved for data, in that no new insights emerged, and themes were repeated.

Data Analysis Techniques

1. Questionnaire Data Analysis

The potential perceptions and motivational factors were summarized with descriptive statistics (frequencies, percentages, means, SDs) of student responses to the questionnaire. Interpretation rather than hypothesis-testing was the purpose of this analysis. Descriptive statistics are suitable to present Likert-scale data in educational research, almost all of which are qualitative-dominant by nature (Alkharusi, 2022)

2. Interview Data Analysis

Interview data were analyzed using thematic analysis following an inductive approach. The analysis involved several steps:

1. Repeat reading of transcripts to become familiar with the data.
2. Preliminary coding of meaningful motivation, engagement, confidence, and self-directed learning units
3. Grouping codes into broader themes
4. Refinement and coherence of themes in review

To increase the quality and credibility, a triangulation was carried out by comparing findings from questionnaires and interviews. The authors were careful to conduct member checking by providing participants with a summary of their interview responses to approve before finalization. Reflexive notes were also kept during the analysis in order to reduce bias by the researcher.

Ethical Considerations

The ethical guidelines were followed according to the principles of research with humans. Participants consented to participate in the study and were informed they could withdraw from participation at any time without

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consequence. Anonymity and confidentiality were guaranteed through the use of pseudonyms, and raw data was only accessible to us. The research was about respectful use of AI in education and did not involve asking for any sensitive personal details.

Significance of the Study

As a study, it adds to the increasing volume of studies on AI-supported language learning in that it explores learners' emotional, motivational, and self-regulated learning experiences, which have been relatively underexplored in previous research. The results offer English teachers in Indonesia a functional grounding for the adoption of AI tools in pedagogically and ethically appropriate ways to promote students' motivation and confidence. Furthermore, the research emphasizes a requirement for guided and responsible AI-integrated education that fosters learner autonomy without threatening academic honesty.

Results

Respondent Profile

In this study, there were 36 fifth-semester students of the English Education department. Most of the respondents (31 students, 86.1%) were female and just 5 (13.9%) were male. This sex ratio is consistent with the usual percentage in language teaching programs where female students are usually overrepresented. While the participants were in reflecting the same semester and program, they displayed dissimilar academic habits, technology background as well as confidence towards AI tools use for learning. One student said they used tools such as ChatGPT, Google Translate, and Grammarly regularly during their coursework while another used AI aids infrequently or when support was necessary.

Table 1. Demographic Breakdown of Respondents

Category	Percentage (%)
Female Students	86.1%
Male Students	13.9%
Total Respondents	36

Overall Perceived Usefulness of AI Tools

The findings show that students' attitude towards AI tools in learning English is generally positive. The next largest percentage committed to "Agree" (47.2%), and 30.6% voted for "Strongly Agree." Both of these responses combine for a total of nearly 78%, which reveals that a majority of the students recognize the potential benefits brought by AI tool to facilitate their learning process. A smaller portion (13.9%) selected "Neutral," suggesting how certain students remain in the dark as to whether or not AI will affect their learning, and if so, how. The participants that did not agree with the statements made by 5% of responses, where only a 2.8%

selected "Disagree" and another 2.8% choose to "Strongly Disagree."

The findings of the interviews are consistent with this being a beneficial development:

"I find ChatGPT useful for helping me polish my writing and giving me ideas." (V)

"It's really helping to explain more and more detail based on the sources that we can get from them too." (Z)

Table 2. Perception of the Usefulness of AI Tools in Learning

Response Category	Percentage (%)
Strongly Agree	30.6%
Agree	47.2%
Neutral	13.9%
Disagree	2.8%
Strongly Disagree	2.8%
Total	100%

Ease, Confidence, and Comfort in Using AI

The findings of the study indicate that most students have no problems with AI instruments of learning under English. Most of the students agreed ("Agree" 41.7% and "Strongly Agree" 30.6%, for a total of 72.3%) with definitely or maybe easy or comfortable to work together with AI tools. By contrast, 19.4% answered with "Neutral," indicating that students may not be universally open to AI in learning. A small minority (5.6%) disagreed, 2.8% strongly disagreed, suggesting few bad experiences with AI among users.

This finding is also corroborated in the interview data:

"I feel more comfortable taking risks when using AI tools… so it's really comfortable even if I make mistakes." (B)

"I can ask anything that I want without overthinking the mistakes that I made. It's really easier than presenting myself in the classroom." (Z)

These two quotes suggest that students may find AI more approachable because it provides an environment without judgments and one that could be used to perform self-paced work.

Table 3. Comfort in Using AI Tools

Response Category	Percentage (%)
Strongly Agree	30.6%
Agree	41.7%
Neutral	19.4%
Disagree	5.6%
Strongly Disagree	2.8%

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Total	100%

Engagement and Enjoyment in Learning

It would then appear, based on these results, that AI tools can indeed play an essential role in enhancing student engagement with learning. The majority of the students chose "Agree" and "Strongly Agree" (41.7% and 30.6%), equivalent to 72.3% of them hold a positive attitude toward enjoyment from learning English with AI. A very low number (13.9%) chose "Disagree" or "Strongly Disagree," this means that the negative effect is small. On the whole, data indicate greater richness and a decrease in boredom among most population of learners with use of AI to learn.

This is also indicated in the interviews:

"It also made me more interested in the topic because I could see how the phrase works in real situations, not just in theory." (V)

"It helps me to get interested in the topic." (Z)

These quotes indicate that AI tools are useful in grabbing students' attention and helping them relate to the material.

Table 4. Impact of AI on Engagement and Enjoyment in Learning

Response Category	Percentage (%)
Strongly Agree	30.6%
Agree	41.7%
Neutral	13.9%
Disagree	8.3%
Strongly Disagree	5.6%
Total	100%

Motivation and Encouragement

The findings reveal a moderate AI tools motivational effect. 29.3% of the respondents "Strongly Agree", and 25.0% "Agree", totalling to 55.6% who feel inspired to try more challenging problems with AI's help. Over a third (30.6%) were neutral, meaning many are hesitant or want to see more long-term pay-off from AI in learning. Only 13.9% of the responses were non-negative.

One participant wrote that AI had increased their "motivation":

"It really encouraged me, and the use of Google Translate also helps me to make it perfect, that's personalized." (Z)

This quote indicates two ways in which AI can contribute to motivation: scaffolding how to do tasks and making the right goals seem more attainable.

Table 5. Impact of AI on Motivation to Learn

Response Category	Percentage (%)
Strongly Agree	29.3%
Agree	25.0%
Neutral	30.6%
Disagree	11.1%
Strongly Disagree	2.8%
Total	100%

This study also adds to the current knowledge base, demonstrating that AI applications like ChatGPT, Grammarly and Google Translate are very much populated into students' emotional English learning scapes. Apart from language aids, these resources are not only viewed as linguistic tools, but also help fostering students' comfort, confidence, engagement and motivation. AI-based tools give students a "free of judgment" environment to learn in, instant feedback on their work and an ability to approach challenging content at their own pace (all of which can drive greater motivation around learning English).

But the study also reveals that not all students benefit equally from AI tools. Some students are ambivalent or reluctant, because they're not digitally literate, concerned about the accuracy of AI, apprehensive about becoming too dependent on technology. This once again reinforces the need to integrate AI in a balanced and strategic manner such that it supplements as opposed to supplants more traditional modes of learning. Additional investigation is needed to investigate how the personal characteristics of individual students (e.g., experience, learning styles, cultural attitudes) affect responses to AI tools and also the longer-term impacts that AI-mediated learning has on motivational dispositions, language use, and language development.

Discussion

Overall Perceived Usefulness of AI Tools

Results reveal that almost all students (77.8%) believed that AI products like ChatGPT, Grammarly, or Google Translate could improve their English learning. These tools mainly served to deconstruct hard material, solve exercises, and receive direct feedback. A lower proportion amongst students (13.9%) were neutral and 5.6% of the participants disagreed on the usefulness of these materials in education.

This reinforces the fact that AI, for most students, is not a tool but something fundamental to learning. Students have reported that they use artificial intelligence (AI) to think, edit and get focused feedback, reducing engagement barriers and encouraging language production (Chiu & Moorhouse, 2023). A number of students specifically referred to ChatGPT as supportive with polishing writing and locating specific sources, reinforcing findings by (Du, 2024) that generative AI tools

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can help the writing process, provide useful feedback, and motivate progress toward advanced composition tasks.

But the latter two neutral/swingers give us much of value. Not all students are sceptical: you can see others watching with cautious enthusiasm, wanting to see long-term effects of AI before fully embracing the technology. Skepticism could come from the idea of AI inaccuracy, its context suitability or even fear of losing self-learning ability. Research has shown that these concerns are often rooted in students' backgrounds on digital technology, AI design and digital literacy (Li et al., 2024).

AI and other learning tools undoubtedly expedite efficiency with confidence, however higher cognitive skill should be kept in the heart of learning. While AI could facilitate routine task accomplishment, the design of tasks should involve a component that independently engages students' cognitive ability so they do not become overly dependent on AI (Ma, 2025). Schools should evolve in response to AI adoption, reshaping evaluations to focus on independent thought and critical thinking, as well as scaling back the use of AI for learning.

Ease, Confidence, and Comfort in Using AI

The findings depict a remarkable positive influence of AI-based tools on students' confidence, convenience and comfort in ESL learning. Most (72.3%) students indicated that they felt "comfortable" or "very comfortable" using AI tools in their learning. This finding indicates that AI tools such as ChatGPT and Grammarly play a role not only as linguistic resources, but also as "learning companions," providing learners with emotional comfort which can prevent anxiety during language learning.

These results were consistent with previous studies which have illustrated that AI facilitated contexts can alleviate language anxiety and enhance student engagement (Dewaele & MacIntyre, 2014). AI affords a "judgment-free" environment where students can ask questions and learn the nuances of language at their own rate. "I can ask anything without overthinking the mistakes that I made. It's really easier than presenting myself in the classroom." This is part of how AI enables practice to take place free from embarrassment and under safe emotional conditions.

Some of the students also said that AI let them take more risks with learning. For example, one participant said, "I feel more comfortable taking risks when using AI tools… so it's really comfortable even if I make mistakes." This result in consistent with Self-Determination Theory (Deci & Ryan, 2000), which postulated that students' autonomy and competence lead to higher intrinsic motivation for learning.

But some students (about 8.4%) disagreed or strongly disagreed with the comfort that AI tools offer, and 19.4% were neutral. This lag may be due to variations in digital literacy or attitudes towards technology. (Malykhin et al., 2025)

point out that low digital literate students may experience discomfort towards AI tools because they are not aware of the functionalities and or possible machine generated replies.

As a result, AI tools have a positive impact on students' confidence and comfort by giving real-time feedback to reinforce learning, empowering them with the autonomy that comes from practice and action in a low-stakes setting. Yet it is important to remember that while traditional students may be comfortable learning from AI, not everyone is, and both training and support may be necessary in order for all students to equally benefit.

Engagement and Enjoyment in Learning

AI-based resources also enhance student engagement and fun learning. A majority of respondents (72.3%) felt AI made learning English fun and engaging, while only 13.9% were skeptical. This shows how AI is being a game changer for learning by providing situational examples along with interactive conversations. “it also made me more interested in the topic because I could see how the phrase works in real situations, not just in theory” one wrote.

This is accordance with the didactic principle that knowledge acquisition is most effective when embedded in real-life situations. AI applications such as ChatGPT: Theory and applications aid in closing the phenomenon of staring between theoretical knowledge and operational use of language, therefore promoting curiosity and engagement (Mohamed et al., 2025). A second student commented “It helps me to interest to get to the topic,” illustrating how AI can capture initial interest and sustain engagement in learning over time.

Although the majority of students expressed that this improved their turnout, almost a quarter (13.9%) found to be neutral in opinion. This could signify attentional factors like digital fatigue, decreased preference for technology or uncertainty about AI's accuracy. In addition, some students might have a preference for face-to-face communication or group learning, and AI can’t quite replace them. As Phan (2023) suggests, it is the case that AI-generated responses could be perceived as “too easy” or not complex enough for learners, which might induce such disengagement if learners believed they were not being sufficiently challenged.

Notwithstanding these restrictions, the findings as a whole suggest that AI tools do indeed make learning more interesting and enjoyable, especially when they offer real-world illustrations, match individual learner needs and preferences, or give personal support.

Motivation and Encouragement

Meanwhile, the impact of AI tools on enjoyment towards learning English showed positive results in a moderate level with students. More than 55% of students felt inspired to take on more challenging tasks with the aid of AI, including 29.3 percent who strongly agreed and 25 percent who agreed. This is in line with

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prior works showing that the impact of AI on motivation can be context-based and relies on variables like technology experience and learning content.

AI tools can scaffold learning by structuring complex tasks into more manageable pieces, so that difficult assignments appear less overwhelming. "It really inspired me personally, and then I used Google Translate as well to make the perfect things, that is upon the individual". The other added, "It's really helping to explain more and more detail based on the sources that we can get from them too." These comments illustrate the way in which AI can provide individualized support for students to comprehend and navigate difficult material.

Nevertheless, 30.6% of students hesitated, showing a certain ambivalence about the motivational effect by AI. This could be influenced by fears of technology dependence or the lack of confidence in the quality of AI-created materials. (Ravšelj et al., 2025) suggest that students might not trust AI tools and do not want to be dependent on them or question the quality of the machine-generated answer.

In summary, AI tools could be motivational for students, especially when executed as scaffolding and feedback. It's fine to use AI, but we think it has to be balanced with old time learning and getting students to think.

Conclusion

The present study offers credible evidence that AI tools, the use of ChatGPT, Grammarly and Google Translate in particular, are becoming an integral part of students' emotional experiences learning English. Instead of serving simply as linguistic support devices, however, those tools are found to play an important role in promoting students' ease, confidence, interest and motivation. The conversation shows how AI tools provide a psychologically safe space in which learners can practice without fear of being judged, get instant feedback and tackle difficult concepts at their own speed. These affordances significantly increase their motivation to engage and continue in English learning games.

At the same time, the results also suggest that not everyone is benefiting from AI to the same degree. Some students are more neutral or skeptical, either due to a lack of digital literacy, skepticism about the accuracy of AI and concerns with dependency on technology. These viewpoints underscore the need for as a balanced and tactical integration of AI within learning environments. While AI may help motivate and engage, it cannot replace the necessity of critical thought, human feedback and self-led problem solving. What is noteworthy is that this study shows how the impact of AI goes beyond mere technical accuracy, it has emotional and motivational implications for students' relationship with learning itself, which is a key factor in long term language development.

With this paper as the backdrop, the implications are for educators to incorporate AI tools as assistive tools but not substitutes to human teaching; guiding learners to question AI based output critically and fostering a balanced use with enhancing abilities of critical thinking rather than impairment is

recommended. Institutions should also include formal digital literacy education to make sure that all students have the skills and sophistication required to use AI tools productively and ethically. Students are also advised not to see AI as a replacement for the teacher, but rather as a supplementary tool to support their learning process and should take care that they do not become overly reliant on automated feedback. Lastly, future researchers are encouraged to investigate how individual differences like prior background with technology, learning styles and cultural attitudes predict learner responses to AI as well as explore the long-term effects of AI mediated learning on motivation, engagement and language development.

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