

## The Impact of Artificial Intelligence in English Language Learning of Senior High School Students

Codien Dionne Cedric R.<sup>1\*</sup>, Aldaca Princess Kaye T.<sup>2</sup>, Claor Maricon T.<sup>3</sup>, Visco Ligaya B.<sup>3</sup>

<sup>1</sup>*Divine World College of Bangued*

<sup>2</sup>*Local Government Unit, Lagangilang, Abra*

<sup>3</sup>*Department of Education, Cordillera Administrative Region, Division of Abra*

**Abstract:** This study aimed to examine the impact of Artificial Intelligence (AI) in English Language Learning of Senior High School Students at Dugong National High School. It aimed to determine the type of AI tool mostly used by the students, students' perceptions of AI in English learning, identify the usage of AI tools in their learning process and determine the extent of institutional or instructional support for AI use. This study used quantitative design and the tool used was a questionnaire adapted from [1]. It was not copied directly; instead, it was paraphrased, rearranged in some parts, and expanded with one additional question to ask what AI tools students use most. The respondents of this study were twenty (20) Senior High Students from Dugong National High School. The findings showed that the students commonly use ChatGPT for generating ideas, drafting, and revising texts, and strengthening grammar and vocabulary, reflecting a positive perception of AI's role in improving their English skills. While the school offers guidance on responsible AI use, many students remain unsure whether teachers officially permit AI tools in class, highlighting the need for clearer policies. Overall, the results indicate that AI, particularly ChatGPT, positively supports language learning, and that more consistent institutional guidelines can enhance its effective and ethical use.

**Keywords:** Artificial Intelligence, English Language Learning, Students' Perception, Institutional Support

### Introduction

Recently, AI (Artificial Intelligence) has invigorated English language education and transformed instruction on writing, especially with respect to senior students' writing skills. Various software tools (such as ChatGPT and Grammarly) and AI providing feedback have elevated student writers' texts by providing personalized and immediate corrections in grammar, vocabulary, idea development, and organization of the text. Diego and Protacio (2025) illustrate through their interviews that using AI to support writing instruction yields significant increases in student writers' writing abilities across several dimensions.

[13] further found that secondary students felt AI tools were very helpful improving their writing, but also amplified concerns about dependency as well as trustworthiness and ethical issues in using tools. Additionally, recent studies emphasize that while AI-assisted writing tools enhance learners' grammatical accuracy and coherence, they may inadvertently reduce opportunities for critical thinking and self-editing skills [9].

AI has moved from notions of the future to everyday life and the impact on communication, business and education is

significant (Chen et al., 2020).). In education, AI is utilized to support personalized learning, giving timely feedback, readjusting to the students' pace of learning, and supporting a wide variety of learning styles [2]. AI allows teachers to better meet individual student needs, and provides students confidence in knowing how they are progressing in their learning.

For many Filipino students, English is a difficult subject as it is not their first language. AI tools essentially tackle this difficulty in a few ways: Grammarly focuses on improving grammar and style, QuillBot supports the art of paraphrasing and fluency, and ChatGPT assists with idea generation and text organization (Suharto et al., 2025). These AI tools have been designed to be digital writing assistants that are available at any time with the goal of being able to improve, on a permanent basis.

Numerous investigations have demonstrated the positive role of AI in writing ability, confidence, and language precision ([1]; World Journal of English Language, 2024; Forum for Linguistic Studies, 2024). Yet, researchers also caution against

possible over-reliance on AI and diminishing independent thought or thinking by students (Ali et al, 2023).

Nonetheless, limited research on perceptions and experiences has explored the student experience of AI tools in learning English. Most of the previous research has focused on features of the technology or performance measures, but not learner perspective. Therefore, the purpose of this study is to understand the perceptions of senior high school students regarding AI-assisted English writing, their patterns of use, and any institutional or teacher supports that offset these experiences (Jaya Hartono et al, 2023). Understanding such student perceptions will illuminate how AI actually impacts English language learning and development of writing.

Since there is a manifestation that the Senior High School students at Dugong National High School have an increasing usage of ChatGpt in their academic output specifically on their writing outputs. This study aims to assess the advantages of ChatGPT for SHS students, including enhanced writing fluency, idea development, and linguistic precision, as well as its disadvantages, such as dependency on AI and diminished authenticity in student work. The study aims to demonstrate the appropriate integration of AI into the English curriculum while enhancing students' authentic language skills.

### Materials And Methods

A quantitative design was selected in this study, as it uses quantitative data that provides definitive and visible evidence. It will track the number of students that use AI, how they feel about AI, and the degree to which they agree or disagree with each statement. This design is suitable for recognizing the trends, relationships, and patterns between students' perceptions and usage of Artificial Intelligence (AI) tools in learning English ([14]; [15]).

The participants of this study were Twenty (20) students from Senior High School, HUMSS strand in Dugong National High School.

The tool for this study was a questionnaire adapted from [1]. It was not copied directly; instead, it was paraphrased, rearranged in some parts, and expanded with one additional question to ask what AI tools students use most. In total, the instrument contained 11 items. Ten items used a five-point Likert scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. One item asked students to name or select the AI they mostly use.

In administering the questionnaire, the researchers went to the school and asked permission from the principal and teachers. After approval, the questionnaire was distributed to students through a Google Form link, making it easy for them to respond online.

The answers were collected, tabulated, and presented in percentage form. For the item about commonly used AI tools, the data were summarized by frequency and percentage. For the ten Likert-scale items, the responses were analyzed to identify which statements received the highest or lowest levels of agreement. Finally, the results were compared with prior studies, particularly [1], to determine similarities and differences

### Results And Discussions

**Table1.** AI Tools used by Students

AI Tools	Frequency (f)	Mean (f/20)	Interpretation
ChatGPT	17	0.85	85% used ChatGPT
Cici	5	0.25	25% used CiCi
Meta AI	9	0.45	45% used Meta Ai
Quillbot	3	0.15	15% used Quillbot
Grammarly	3	0.15	15% used Grammarly

The table 1 shows the AI tools used by the Senior High Students at Dugong National High School. This table revealed that ChatGPT AI tool was the most frequently used by 17 students with a mean rating of 0.85 which corresponds to a high preference. Meta AI was used by 9 respondents with a mean rating of 0.45, while Cici was chosen by 5 students with a mean rating of 0.25. Both Quillbot and Grammarly were the least used, each selected by 3 students with mean rating of 0.15. Overall, the results indicate that ChatGPT is the dominant AI tool, with the others used less frequently. This indicates a strong presence and accessibility in English learning process. The students preferred ChatGPT because it can quickly generate ideas and provide examples that made grammar and vocabulary comprehension more effectively. This shows that ChatGPT has emerged as the most trusted AI tool among students, which directly addressing the objective of determining the AI tool they commonly used. According to the study of Ahmed, Akhter, Siwok, Tambi, and Khan (2025), he highlighted that ChatGPT enhances writing, grammar, vocabulary, and reading multiple while offering students a flexible and easily accessible learning tool. Likewise, the study of Hidayati, Andriyanti, and Adiyani (2024) found out that students prefer ChatGPT for editing and generating ideas due to its natural-like responses and ability to provide immediate feedback, to make learning more effective. These studies support the findings that ChatGPT was indeed the most trusted AI tool among students which directly corresponds the research objective of determining the AI tools most frequently used.

**Table2.** Perception of AI in English Learning

STATEMENTS	MEAN	DESCRIPTIVE RATING
I think ChatGPT is needed in English learning.	3.5	Agree
ChatGPT has a positive impact on learning English.	3.65	Agree
ChatGPT has a negative impact on English learning.	3.1	Neutral
TOTAL	3.42	Agree

**Mean Range - Descriptive Rating**

4.21 - 5.00 - Strongly Agree

3.21 - 4.20 - Agree

2.61 - 3.20 - Neutral

1.81 - 2.60 - Disagree

1.00 - 1.80 - Strongly Disagree

The results in table 2, which investigated learners' perception of Artificial Intelligence specifically ChatGPT in language acquisition, indicated a predominantly favorable disposition towards the incorporation of AI in English instruction. The calculated grand mean of 3.42, translated as Agree, signifies that the majority of respondents recognize AI as a valuable instrument that enhances their learning. The analysis conducted on an item-by-item basis reinforced this conclusion. Participants concur that ChatGPT is essential for English learning (M = 3.50) and that it positively influences their learning advancement (M = 3.65), which is the highest-rated aspect. The findings indicate that learners view AI as beneficial for understanding concepts, delivering immediate feedback, and enhancing practice opportunities roles that resonate with contemporary developments in digitally supported language education. The assertion concerning the adverse effects of ChatGPT yielded a mean score of 3.10, categorizing it as Neutral. This suggests that students exhibit uncertainty or indecision regarding potential disadvantages of AI utilization, including overreliance, misinformation, or diminished critical thinking skills. Even with this impartial position, the comprehensive data do not suggest significant worries regarding adverse impacts. The overall mean of 3.42 in table 2 reflects positive perceptions which are supported by the study of Ali et al. (2023), who found out that AI tools significantly improve English learning achievement, motivation, and strengthen learner's self-regulated learning. The conclusion of the researchers, AI provides useful clarifications, immediate feedback, and continuous practice in line with the respondents' agreement that ChatGPT is indispensable for the learning of English with a mean rating of 3.50 and has a positive impact on learning with a mean rating of 3.65. Similarly, the study of [1] observed that integration of AI enhances engagement and

understanding through personalized support. Although minor concerns exist, Wafa and Sulistyaningsih (2024) reported that students still hold generally favorable attitudes toward AI which consistent with the neutral response on potential adverse effects with a mean rating of 3.10 in the present study.

**Table3.** Usage of AI Tools in Learning

STATEMENTS	MEAN	DESCRIPTIVE RATING
I use ChatGPT to help in learning English.	3.7	Agree
I can understand how to write a good essay using ChatGPT.	3.5	Agree
ChatGPT helps me to find ideas in English learning.	3.8	Agree
I use ChatGPT in learning English to help with grammar, vocabulary, cohesion, main ideas, paraphrasing, texts, paragraphs, or others.	3.85	Agree
I frequently use ChatGPT for my English learning activities.	3.45	Agree
TOTAL	3.66	Agree

**Mean Range - Descriptive Rating**

4.21 - 5.00 - Strongly Agree

3.21 - 4.20 - Agree

2.61 - 3.20 - Neutral

1.81 - 2.60 - Disagree

1.00 - 1.80 - Strongly Disagree

Table 3 analyzed the degree to which students utilize AI tools, particularly ChatGPT, in their English education. The calculated aggregate mean of 3.66, interpreted as Agree, indicated that students actively and frequently utilized AI to assist with diverse language-learning activities. The findings indicated that participants concur that ChatGPT aids in comprehending English lectures (M = 3.70) and facilitated the development of proficient essay writing skills (M = 3.50). This illustrated that students depend on AI not only for responding to inquiries but also for cultivating vital writing competencies, including organization, structure, and clarity. Overall, the results suggested that AI tools, especially ChatGPT, are useful and important for learning English. These tools help students understand lessons better, write better, use correct language, and come up with ideas for school assignments. Data clearly show that AI is not only accepted, but also actively used to help students learn and do better in school. The findings in Table 3 are supported by the study of Diego and Protacio (2025), who emphasized that the usage of AI in teaching of writing enhances

the organization, clarity and overall writing performance of the students which align with the agreement of the respondents that Chat GPT helps improve their essay writing skills (m=3.50). Similarly, the study of Lee and Chen (2024) found out that AI writing assistants enhance idea generation and content revision, reinforcing the active use of ChatGPT of the students for academic tasks. The study of Hidayat and [11] also emphasized that AI tools enhance the understanding of lessons of the students which align with the high mean score of (M=3.70), for using ChatGPT to comprehend English lectures. Likewise, the study of [13] mentioned that students frequently use AI to enhance their accuracy, vocabulary, and overall writing quality, confirming that AI is widely utilized and beneficial in English language learning.

**Table4.** Institutional/Instructional Support

STATEMENTS	MEAN	DESCRIPTIVE RATING
My lecturers permit me to use ChatGPT in English learning.	3	Neutral
Our school/teachers provide guidance or training on how to use AI tools responsibly."	3.6	Agree
TOTAL	3.3	Agree

**Mean Range- Descriptive Rating**

4.21 - 5.00 - Strongly Agree

3.21 - 4.20 - Agree

2.61 - 3.20 - Neutral

1.81 - 2.60 - Disagree

1.00 - 1.80 - Strongly Disagree

The findings for Table 4 indicated that the overall mean score was 3.30, suggesting that the majority of students perceived their school as supportive when utilizing AI tools for English language learning. The majority of respondents (M = 3.60) concurred that teachers provided advice or guidance regarding the responsible use of AI. The findings suggested that educational institutions are increasingly advocating for the ethical and responsible utilization of AI. Nevertheless, students remain uncertain whether their teachers have explicitly authorized the use of ChatGPT in the classroom, as indicated by the Neutral grade (M = 3.00). This suggested that the guidelines lack clarity and consistency. The findings in Table 4 aligned with study of Wafa and Sulistiyansih (2024), who emphasized that the schools and teachers increasingly promote the responsible and ethical use of AI in English language learning. This supports the agreement of the students that teachers instruct on the correct AI use with a mean rating of **3.60**. Likewise, the study entitled Generative AI as a Cognitive Co-Pilot in English Language Learning (2024)

emphasized the increasing influence of institutions in promoting responsible AI applications in the classroom. However, the study of [13] indicated that while students frequently use AI tools, many of them still don't know the institutional policies and teacher authorization. This supports with the Neutral response with a mean rating of 3.00, regarding whether ChatGPT is explicitly allowed in class. These studies confirm that although schools support AI integration, clear and consistent guidelines are still needed.

**Conclusions**

Students have a favorable image of AI in English education, acknowledging its utility in comprehending classes, enhancing writing, and aiding grammar and vocabulary proficiency. Students utilized ChatGPT for ideation, composition, rephrasing, and improving understanding, demonstrating significant incorporation of AI into their academic practices.

The school offered instruction on safe AI usage; yet, students are uncertain if teachers officially authorized the use of ChatGPT in class, indicating a necessity for more definitive policies.

In summary, AI particularly ChatGPT contributed positively to language acquisition. Enhancing school rules and guaranteeing uniform teacher regulations will optimize the effective and ethical application of AI tools in English instruction.

**Recommendations**

Schools should impose clear rules in the use of AI tools inside the classroom. Provide training and workshops: Facilitate sessions for educators and learners on the effective utilization of AI to improve language skills. Advocate for a balanced approach: Position AI as an auxiliary resource that enhances traditional learning methods instead of supplanting them. Conduct assessment on the impact of AI tools on learning outcomes and adjust strategies as necessary.

**References**

- Akbarani, R. (2024). The Use of Artificial Intelligence in English Language Teaching. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 4(1), 14-23. <https://doi.org/10.21111/ijelal.v4i1.10756> (University of Darussalam Gontor Journal)
- Wafa, Z., & Sulistiyansih, E. F. (2024). Exploring the integration of Artificial Intelligence in English Language Teaching: Trends, challenges, and pedagogical implications. *English Education and Literature Journal*, 5(1). <https://doi.org/10.53863/e-jou.v5i01.1509> (Jurnal UMNU Kebumen)
- Ali, N., et al. (2023). Artificial intelligence in language instruction: Impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*. (Frontiers) 10.3389/fpsyg.2023.1261955

4. Utilization of Artificial Intelligence Tools in Fostering English Grammar and Vocabulary among Omani EFL Learners. (2024). *World Journal of English Language*, 15(5), 51-? (SciEdUp Press) 10.5430/wjel.v15n5p51
5. Utilising Artificial Intelligence (AI) in Vocabulary Learning by EFL Omani Students: The Effect of Age, Gender, and Level of Study. (2024). *Forum for Linguistic Studies*, 6(5), 6968. <https://doi.org/10.30564/fls.v6i5.6968> (journals.bilpub.com)
6. Generative AI as a Cognitive Co-Pilot in English Language Learning in Higher Education. (2024). *Education Sciences*, 15(6), 686. (MDPI) 10.3390/educsci15060686
7. Villamin, P., López, V., Thapa, D. K., & Cleary, M. (2024). A worked example of qualitative descriptive design: A step-by-step guide for novice and early career researchers. *Journal of Advanced Nursing*, 81(8), 5181-5195. <https://doi.org/10.1111/jan.16481>
8. Hall, S., & Liebenberg, L. (2024). Qualitative description as an introductory method to qualitative research for master's-level students and research trainees. *International Journal of Qualitative Methods*, 23, 1-5. <https://doi.org/10.1177/16094069241242264>
9. Lee, J., & Chen, S. (2024). AI writing assistants and the development of student autonomy in academic writing. *Computers and Education Research Journal*, 12(1), 77-93. 10.1145/3690712.3690721
10. Diego, S. S., & Protacio, A. V. (2025). AI-Integrated Writing Approach and Senior High School Students' Writing Competencies in English. *International Journal of English Language Studies*, 10(3), 701-705. IJELS 10.22161/ijels.103.97
11. Hidayat, R. R. A., & Hidayat, R. A. U. (2024). Artificial Intelligence (AI) in supporting senior high school students' multimodal text production. *English Language, Linguistics, and Culture International Journal*, 4(3), 1-15. <https://doi.org/10.24252/elstic-ij.v4i03.49896> Journal UIN Alauddin
12. Sumedi, S. H. (2024). AI-Powered Mediated Synchronous Corrective Feedback on EFL Senior High School Students' Paragraph Writing Skill. *EDULIA: English Education, Linguistic and Art Journal*, 5(1). <https://doi.org/10.31539/edulia.v5i1.11113> IPM2KPE Journal
13. Alghasab, M. (2025). English as a foreign language (EFL) secondary school students' use of artificial intelligence (AI) tools for developing writing skills: Unveiling practices and perceptions. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2505304> ResearchGate
14. Kinyua, J. K. (2023). Quantitative research designs: A review of extant literature. Zenodo. <https://doi.org/10.5281/zenodo.8331844>
15. Vijayendra, C., & Fantone, L. (2023). Recent trends of quantitative approaches in different sectors: A concise review. *Asian Journal of Education and Social Studies*, 47(2), 15-24. <https://doi.org/10.9734/ajess/2023/v47i21011>
16. Ahmed, S., Akhter, R., Siwok, A., Tambi, A., & Khan, M. (2025). Role of ChatGPT in enhancing English language learning: A case study of university students. *Forum for Linguistic Studies*. <https://journals.bilpubgroup.com/index.php/fls/article/view/9165> 10.30564/fls.v7i7.9165
17. Hidayati, R., Andriyanti, N., & Adiyani, A. (2024). The use of ChatGPT in English language learning: A systematic literature review. *Tarling: International Journal of Current Educational Studies*, 3(1), 66-82. <https://ejournal.uinsaizu.ac.id/index.php/tarling/article/view/14740> 10.24090/tarling.v9i1.14740