



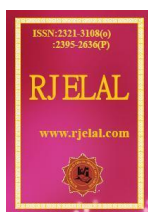
The Impact of ChatGPT on EFL Learners to Balance Academic Outcomes: A Case Study of Benefits and Challenges

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Abstract

In higher education the rise of Artificial Intelligence (AI) has changed the dynamics of learning especially in English as a Foreign Language (EFL) classroom. This study investigates carefully the impacts of ChatGPT on the academic performance both good and bad of the students. This research examines how ChatGPT may be used to improve language, to enhance learners' autonomy and to increase motivation and also discusses points like decrease critical engagement, over-dependence and ethical concerns about plagiarism using a mixed-method approach which includes surveys, classroom observations, and interviews. It is found that, when ChatGPT is included properly into teaching as a learning tool, it helps to promote writing fluency, grammatical accuracy, and vocabulary enrichment by offering real-time feedback and exposure to the language. However, over-dependence on the technology may hinder students' capacity for creativity, problem solving and independent thought. This research highlights that, ChatGPT can be considered a potent supplemental resource for EFL training when it will be utilized in accordance with explicit ethical norms and reflective teaching methods. The research also advocates for a thoughtful and balanced incorporation of AI technology and for maintaining the integrity and human-centered character of language instruction to improve learners' academic results. This study also explores that; it is important for educators to help students to use AI responsibly and to create pedagogical frameworks that can support learners to make a balance between technology support and traditional language learning techniques.

Keywords: Artificial Intelligence (AI), AI Ethics, Autonomous Learning, ChatGPT, Digital Literacy, Pedagogy.

1. Introduction

Learning has been transformed in recent years by AI technologies, notably ChatGPT. In EFL classroom Open AI's ChatGPT has made many hopeful and anxious aspects about teaching foreign languages especially EFL as ChatGPT contains generative language capabilities. Critics believe that though technologies may help learners to become more talented, autonomous, and motivated, there are risks including over-dependence, academic dishonesty, and inability to think critically. This tension arises the question: how ChatGPT's pros and cons can be balanced by the educators to improve academic performance?

A recent systematic review by Balcı (2024) examined twenty-one empirical studies up to May 2024 on ChatGPT's role in EFL learning and teaching. The review has found that ChatGPT "significantly improved students' EFL learning experiences and teachers' teaching practices", including gains in speaking, listening, reading, grammar, vocabulary, and especially in writing skills. It has also reported improvements in learner autonomy, increased motivation, and individualized learning opportunities. However, Balcı noted that "despite these beneficial effects, students and teachers approach ChatGPT with caution mostly because of its limitations and ethical issue" (Balcı 70). The integration of ChatGPT has been investigated in many studies where EFL writing instruction has been focused and it has been found that, ChatGPT provides quick comprehensibility, gives support, improves accuracy in grammar, helps to enrich vocabulary, develops coherent writing and boost up learners' confidence. However, those studies also show concerns about over-dependence on AI, probable risk of original writing process (such as brainstorming and revision), and academic honesty including ethical issues and plagiarism.

Similarly, social, and emotional dimensions are difficult to handle. Bin-Hady,

Ali, and Al-humari (2024) have investigated the influence of ChatGPT on social and emotional learning (SEL) of EFL students. They have done a research work where 57 students and several professors have got involved and by a mixed-methods the study has shown that students generally hold "high positive perceptions of using ChatGPT in their learning ($M = 3.87$)". There ChatGPT has been found to reduce anxiety and provide feedback, thus supports emotional growth. However, the study has also noted that ChatGPT "reduces students' creativity and limits their emotional growth" in some instances.

ChatGPT may negatively affect EFL academic outcomes if left ungovernable, many studies have reported. For example, "One student has described ChatGPT as 'a powerful yet demanding tool with diversified and unpredictable outcomes' (Yan 45 and Smart Learning Environments 11). Inaccurate replies, technological issues, inability to grasp informal registers or complex language usage, and general feedback are challenges. Academic integrity, ethics, and teacher identity also arise. Teachers worry about plagiarism, AI output abuse, and ChatGPT stifling students' critical thinking, creativity, and problem-solving.

This study aims to investigate the substantial challenges and remarkable benefits of ChatGPT that can improve the academic performance of EFL learners.

1.1. Statement of the problem:

Due to the rapid incorporation of technology in Higher Education, language learning has got many new prospects through ChatGPT, an Open AI conversational AI model. Quick feedback, use of real-world language and interesting discourse are provided by ChatGPT in EFL classrooms. Writing fluency, learners' independence, and vocabulary improvement can be boost up by using ChatGPT. Balcı (2024) has found that, instructors' teaching approaches, particularly in writing, grammar, vocabulary and even learning experiences of

EFL learners have been improved significantly by ChatGPT. Although beneficial, concerns have been raised about its pedagogical, ethical, and psychological effects on students' academic performance.

Over-reliance is dangerous. ChatGPT improves comprehension and language development, but students may become too dependent on AI-generated information, impairing their critical thinking and problem-solving skills. Bin-Hady, Ali, and Al-Humari (2024) have found that while students like ChatGPT for reducing anxiety and improving emotional learning, "its overuse could stifle creativity and diminish students' emotional engagement" (250). Superficial learning is caused by over-reliance on ChatGPT, as students value output precision more than linguistic basics. Errors or inappropriate responses of ChatGPT may misguide learners and ignore grammatical or semantic issues (Smart Learning Environments 78).

The most complicated matter involves ethical and intellectual issues. Coherent essays and translations can be written instantly with the help of ChatGPT, that engages students to adopt dishonest tasks. ChatGPT is educationally effective, although Srithep (2024) has upheld the risk of plagiarism and students' original work that he thinks the major difficulties (14). hinders Teachers' ability to assess student success is being hindered by the breakdown of authorship boundaries and institutional concerns about fairness increases.

The ethical usage of ChatGPT of EFL learners gets affected by learners' digital skill and technical availability in different level. Students who are not technologically advanced may not completely benefited from AI-enhanced learning, widening educational inequalities. These issues are furthermore exacerbated by the absence of educational frameworks and institutional regulations. Thus, the main difficulty in this study is the lack of understanding of how ChatGPT's pros and cons

affects EFL students' academic performance. Current research shows either the pros or cons, but few have examined how they affect learning results. ChatGPT promotes language acquisition and may hinder academic growth, according to one study. This study analyses these issues to help educators, policymakers, and curriculum designers integrate AI technology into EFL education responsibly and successfully.

1.2. Research objectives:

This study examines how ChatGPT affects EFL students' academic performance, learning habits, and ethics. AI-assisted language acquisition's pedagogical and negative effects are the study's main focus. The key objectives of the research:

1. To explore how in English as a Foreign Language (EFL) classroom students' language activity, writing fluency, vocabulary expansion, and academic performance may be developed by ChatGPT.
2. To find out the potential challenges of ChatGPT in EFL classroom like students' overconfidence on AI generated content, limited creative and critical thinking and dishonesty in academia.
3. To assess learners' views of ChatGPT as a learning tool and their belief, motivation, and self- efficacy on AI generated contents.
4. To know the views of EFL instructors on the usefulness, limitations and impact of ChatGPT on assessment and instruction.
5. To determine how students' digital literacy impacts ChatGPT use, technical competence influences grades, and ethical AI technology use.
6. To provide institutional methods and pedagogical recommendations for

ethical and balanced ChatGPT use in EFL courses to maximize its potential while minimizing its drawbacks.

The study answers these issues to show how to safely and effectively incorporate ChatGPT into EFL courses to improve academic performance and real-world language acquisition.

1.3. Research questions:

The study aims to investigate how do EFL learners' academic performance, learning behaviors, and ethical consciousness get influenced by ChatGPT, a very prominent AI language tool. Based on study aims, these questions are created:

1. a) What are the main pedagogical advantages of ChatGPT in EFL classrooms?
b) How does ChatGPT enhance learners' writing fluency, vocabulary, and grammar?
c) How does ChatGPT improve language learners' motivation and confidence?
2. a) What are the downsides or problems of using ChatGPT in EFL learning?
b) How does excessive use of ChatGPT impact students' critical thinking, creativity, and problem-solving abilities?
c) What impact does ChatGPT have on plagiarism, disinformation, and academic dishonesty?
3. How do EFL learners view ChatGPT as a learning tool?
4. a) What is the perception of the students regarding trustworthiness, usefulness, and ethical implications of utilizing, usefulness of ChatGPT in academic tasks?
5. a) What is the view of EFL teachers about ChatGPT incorporation in EFL classrooms?
b) What impacts of ChatGPT do the

instructors follow on teaching assessment authenticity and students' engagement?

Do instructors see its impact on teaching, student engagement, and assessment authenticity?

6. a) What is the impact of ChatGPT on learners' ethical and effective utilization in EFL classrooms?
b) How does the academic outcomes get influenced by technological skill while using ChatGPT?
7. a) In EFL classrooms how do institutional initiatives or educational frameworks balance the pros and cons of ChatGPT?
b) How ChatGPT can be ethically used by the educators to improve real learning and academic integrity?

ChatGPT has dual positions, one as a learning stimulus and another as a source of academic and ethical issue. This study aims to discover ChatGPT's these dual positions.

1.4. Research Gaps

Currently many research has been done on the integration on Artificial Intelligence (AI) tools such as ChatGPT, that has become a very effective tool in English as a Foreign Language (EFL) classroom. Even after that there are several critical gaps that need deeper investigation. Instant pedagogical benefits of ChatGPT, for example, vocabulary enrichment, learner motivation and increasing writing capability have been focused in the current research. Long term effects of ChatGPT on learners' cognitive engagement, autonomous learning practices of learners, academic integrity of ChatGPT have become the areas of insufficient attention. When ChatGPT "significantly improved students' EFL learning experiences and teachers' teaching practices, ChatGPT's "limitations and ethical issues that remain under-explored" (Balci 70). Students' dependency on AI-generated assistance remains another gap where limited exploration has been

done. If we can balance the over-dependency on ChatGPT which hinders critical thinking and creativity of the learners, then we may claim ChatGPT as an essential writing tutor and language facilitator. As Bin-Hady, Ali, and Al-humari (2024) have found that, "excessive use could limit creativity and reduce students' emotional engagement" (250).

Most of the current research have focused on the applications of ChatGPT to improve academic writing rather than the core language skills-such as speaking, listening or reading. Moreover, very few studies have concentrated on how over-dependency on ChatGPT can be reduced to develop learners' problem-solving skills. Smart Learning Environments (SLE) (2024) has also acknowledged that most of the empirical studies "are skewed toward writing skills, while impacts on other linguistic competencies remain insufficiently explored" (9).

A relatively underrepresented area to make research on is ethical and institutional dimensions. Plagiarism, authorship authenticity and assessment validity are the main concerns for the accessibility of ChatGPT. But these pedagogical and policy frameworks have been addressed in very studies (Srithep 56). Moreover, to get an effective AI integration in EFL classrooms how and when digital literacy and accessibility of technology can be used is another less studied topic. Therefore, comprehensive and context specific study should be done where the benefits and challenges of ChatGPT will be investigated for the shaping of academic outcomes of EFL learners.

1.5. Significance of the research:

Artificial intelligence (AI), especially ChatGPT has drastically changed the environment of EFL classrooms. Though this ChatGPT has many educational benefits, it is reported to have many significant drawbacks such as, over-dependence, inability to think critically, ethical issues etc. Remembering the

disadvantages of ChatGPT, we can improve the academic performance of the learners also. This research will help the EFL learners, instructors, and policymakers as it has examined the pros and cons of ChatGPT extensively.

This study shows how ChatGPT may increase language skills pedagogically. According to Balci (2024), ChatGPT has greatly enhanced students' EFL learning experiences and instructors' teaching methods in writing, grammar, and vocabulary (70). The study helps educators strategically use AI technology to promote motivation, student autonomy, and academic outcomes by examining these benefits. It also defines how students perceive and engage with AI-assisted learning, proving its capacity to supplement traditional classroom instruction.

This research has proved that ChatGPT has ethical and cognitive effects. Recognizing the risk of shallow learning and dependency Bin-Hady, Ali, and Al-humari (2024) remark, "Excessive use could limit creativity and reduce students' emotional engagement" (250). With the help of ChatGPT educators and institutions can make standard strategies, monitor the techniques, and investigate ethical frameworks to avoid disadvantages and to enhance benefits. Addressing fairness and inclusion problems this paper also shows how EFL learners' ethical and effective AI use gets influenced by digital literacy and technology accessibility.

This paper inspires to design well-rounded teaching methods that will support policy and curriculum development by revealing ChatGPT's affordances and challenges. This ensures that technological innovation helps language acquisition without compromising academic integrity, creativity, or critical thinking. A keen observation on ChatGPT's dual role in EFL education has been provided by this study that will help educators, students, and policymakers to use AI ethically and effectively.

2. Theoretical Framework

In this paper we get how the academic progress, motivation, and morality of the EFL learners are influenced by ChatGPT. To get an effective perspective Vygotsky's Social Constructivism has been combined with Self Determination Theory (SDT), and the Technology -Based Model (TBLM).

2.1. Vygotsky's Theory of Social Constructionism:

Vygotsky's theory from 1978 emphasizes that culture and society are at the roots of both social learning and brain growth. As a "More Knowledgeable Other" (MKO), ChatGPT can help EFL students learn more and reach their full potential. Vygotsky's Zone of Proximal Development (ZPD) theory says that people can do things that they cannot do on their own but can do with help. Instant feedback and voice practice on ChatGPT help language learners to have better conversations and improve their higher-order thought skills.

Studies from the real world back this up. Wang and Fan's (2025) meta-analysis has found that ChatGPT makes learning and higher-order thinking a lot better ($g = 0.867$). Research has explored that students' thinking skill when they use ChatGPT that they consider a proper learning tool, helps them to have their skill better. Wei (2023) has reported that AI usage can motivate learners more to learn a second language, particularly English. This shows that ZPD learning can be promoted by AI if the learners can control themselves.

2.2. The idea of self-determination:

SDT of Deci and Ryan (2000) SDT states that, usually learners look at ChatGPT to meet their psychological needs which for freedom, ability, and relatedness in learning languages. look at ChatGPT's roles in learning English are discussed below:

2.2.1. Independence: ChatGPT allows students to choose their own topic and pace so that students can adopt their own favorable way to study and get into the language. Learners feel

encouraged when they see the real-time comments of ChatGPT and can make their learning personalized. This feature of ChatGPT boosts confidence and learners become eager to learn.

2.2.2. Relatedness: ChatGPT faces problem to meet the demand of relatedness. As AI system does not have human connections, it fails to fulfill the demand for relatedness. Du et al. (2024) have acknowledged that, ChatGPT helps learners to be skilled and more dependent but it has negative effects on relatedness. Hsu et al. (2012) considers Technology-Based Learning Model (TBLM) as an effective way to learn a language as it can develop a connection among teachers, students, and technology. This model supports ChatGPT. Learners' connection and ways of usage of technology significantly affects their interactions and learning from ChatGPT.

2.2.3. Design of Technology: The effectiveness of ChatGPT as a learning tool depends on how well it can give answers to the questions.

2.2.4. Pedagogical Significance: Learners' learning from ChatGPT depends on how an instructor uses it in the classrooms as a tool of education. Lo et al. (2024) have looked at seventy ESL/EFL studies on ChatGPT and have investigated how AI tools can be used in the best possible way by teaching systems. The review explores that if ChatGPT can be carefully added to the teaching methods it may work properly to fulfill the educational goals. Inspired by this review we can find out various ways of using ChatGPT to teach English as a second language and foreign language in institutions using Vygotsky's Social Constructivism, Self-Determination Theory, the Technology-Based Learning Model, and social issues. In the future, researchers should put this combined model to the test in the real world to see how these different academic views work together to make AI-assisted language learning work and be good.

3. Literature Review

ChatGPT and other AI tools have changed the way EFL is taught. We should look at the pros and cons of this technology. To evaluate the influence of ChatGPT on EFL learners' academic performance, improvement in writing skill, promoting learners' autonomy, motivation, and ethical knowledge, this literature review has engaged several empirical research.

3.1. Promoting Writing

Several research have found that writing ability of the EFL learners can be enhanced by using ChatGPT. Mahapatra (2024) in a mixed-methods study has shown that undergraduate ESL learners' writing skill has been improved with the help of ChatGPT's formative feedback. The studies have discovered that for repetitive learning AI is a good option as it delivers rapid and customized feedback.

Li et al. (2024) have found that for the results of writing tests ChatGPT is very dependable, comprehensive and sometimes better than human evaluators. This proves that ChatGPT can be used as a very effective tool to evaluate EFL learners' writing proficiency.

3.2. Motivated Learning

ChatGPT can involve learners remarkably. Deng et al. (2024) have demonstrated in a comprehensive study that ChatGPT helps students by promoting higher order thinking, effective motivational states, and academic achievement. The research has also shown that learners feel interested in what they are studying as ChatGPT makes learning easier and faster. Song (2023) has found that in AI -assisted language acquisition EFL students' motivation and academic writing skill are promoted by ChatGPT. The research recommends ChatGPT as it is capable to customize assistance for individual learners.

3.3. Self-educative Learning

ChatGPT teaches students to be independent.

ChatGPT also encourages students to be independent. Slamet and Basthomi (2025) have investigated literature reviews about ChatGPT in EFL education, focusing on the advantages and the disadvantages of ChatGPT. There they have found that ChatGPT is capable of boosting students' engagement to increase learners' autonomy, delivering rapid feedback, facilitating customized and interactive language acquisition. The research also highlights numerous disadvantages including language inaccuracy, inadequate comprehension of context, unable to human interaction. This suggests us to use ChatGPT carefully and wisely to get the maximum benefits of it and to reduce its disadvantages.

3.4. Academic Honesty and Ethical Issues

ChatGPT has serious ethical challenge. Srithep (2024) has warned about academic honesty and plagiarism. The research insists on the importance of explicit criteria which may assure AI technology facilitates original learning experience. The Guardian (2025) has discovered that, in 2023–24, in the UK, more than 7,000 cases of cheating related to AI have been found. This report necessitates to set up proper AI programs for the EFL learners.

4. Research Methodology:

A mixed-methods (Quantitative and Qualitative) has been involved in this study to explore ChatGPT's effects on learners of English as a Foreign Language (EFL). As a qualitative component semi-structured interviews have been used to investigate students' thoughts and experiences, and as a quantitative component a quasi-experimental approach has been used to measure ChatGPT's impact on academic writing. Both the quantifiable results and the subjective experiences are clarified by this two-pronged strategy that ChatGPT usually uses in EFL settings.

4.1. Participants

The research focuses on English as a foreign language (EFL) students enrolled in a private university in Chittagong, Bangladesh. There were 120 students total, with 60 assigned to the experimental group that will use ChatGPT as an auxiliary tool and 60 to the control group that have got conventional instruction without ChatGPT. Language and intellectual diversity have been ensured through participant selection based on availability and permission.

5. Data Collection Methods:

5.1. Quantitative Data:

To determine the efficacy of ChatGPT in improving writers' abilities, participants took pre- and post-tests in which they have been asked to compose argumentative pieces. The assignments' arguments, vocabulary, syntax, and coherence are evaluated using a traditional rubric.

The participants have been asked to fill out Likert-scale surveys that assess how useful, easy-to-use, and motivating ChatGPT is. In order to ensure reliability and validity, the survey items are adjusted from existing scales.

5.2. Qualitative Data

5.2.1. Semi-structured interviews: For in-depth interviews, a total of 20 participants is selected (10 from each group). Learners' perspectives on ChatGPT's benefits, drawbacks, and recommendations for improvement are the primary focus of the interviews. Subjected to theme analysis, the interviews have been audio-recorded and transcribed.

5.2.2. Conversations in focus groups: These groups are consisted of 6-8 persons each, and the group conversation help us to get further insights. During these discussions, everyone has focused on collective perspectives and expressed different points of view and pick out common threads about ChatGPT usage.

5.2.3. Intervention Protocol: The experimental group has used ChatGPT for six weeks to

facilitate various stages of writing process, including brainstorming, outlining, and editing. They will be motivated to use ChatGPT often and to incorporate its feedback into their writing projects, they are more likely to do so. The control group will get traditional, non-AI based instructor feedback. Both groups will undertake the same writing assignments and will have the same due dates.

5.3. Quantitative Assessment

Pre- and post-test data has been analyzed by paired-samples t-tests to identify significant differences in writing performance between the two groups. Survey results will be examined by descriptive statistics and inferential tests, such independent-samples t-tests or ANOVA, to compare perceptions among groups.

5.4. Qualitative Assessment

Theme analysis has been applied on the transcripts that has been found from interviews of the focused groups complied with the six-phase framework established by Braun and Clarke (2006). This includes data familiarization, initial code generation, topic identification, theme review, theme definition and naming, and report production. To maintain thoroughness and precision the analysis has been done manually.

6. Data Analysis:

From 150 EFL learners who belong to different urban and rural areas, quantitative data has been collected and this helps the research to examine the effects of ChatGPT usage on academic outcomes of EFL learners. The variables are:

- **Frequency of ChatGPT Use:** Daily, weekly, occasional, never
- **Perceived Benefits:** Improved writing, enhanced vocabulary, better comprehension
- **Drawbacks Experienced:** Over-reliance, reduced critical thinking, inaccuracies

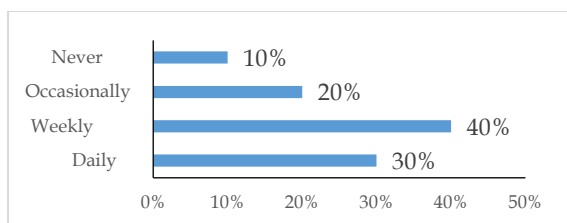
- **Academic Outcomes:** Measured as self-reported improvement in grades and confidence (scale 1-5)

Usage Frequency	Number of Students	Percentage (%)
Daily	45	30
Weekly	60	40
Occasionally	30	20
Never	15	10

(70%) of the total students get involved to ChatGPT once in a week and this engagement with ChatGPT proves that ChatGPT is considered an essential learning tool.

6.1. Graphical Representation:

Bar Chart: ChatGPT Usage Frequency



6.2. Perceived Benefits of ChatGPT:

The benefits of ChatGPT on participants have been shown on a scale from 1 (low) to 5 (high).

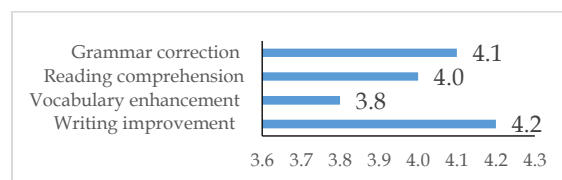
Benefit	Mean Score (1-5)
Writing improvement	4.2
Vocabulary enhancement	3.8
Reading comprehension	4.0
Grammar correction	4.1

ChatGPT has scored the highest on learners' writing skill. It is examined to be valued most for generating ideas and refining written output. Vocabulary needs special attention as its score is slightly lower and needs

necessary supplementary resources to be supplied.

6.3. Graphical Representation:

Bar Chart: Perceived Benefits of ChatGPT



6.4. Drawbacks of ChatGPT:

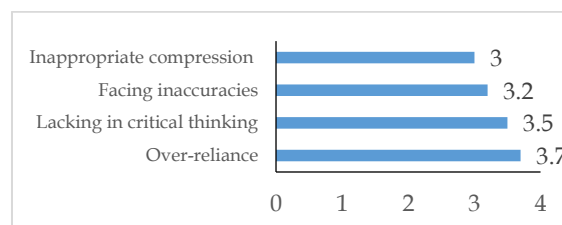
Students also have expressed their concern for the limitations of ChatGPT on a 1-5 scale (1 = minor, 5 = major):

Drawback	Mean Score (1-5)
Over-reliance	3.7
Lacking in critical thinking	3.5
Facing inaccuracies	3.2
Inappropriate compression	3.0

Students have complained most on the over-dependency. They have shown their concerns on the risk of over-reliance as it hinders learners' independent analytical skills.

6.5. Graphical Representation:

Bar Chart: Drawbacks of ChatGPT



6.6. Academic Outcomes:

Academic performance has been expressed as self-reported improvement (scale 1-5) of the students who use ChatGPT daily, weekly, or occasionally

Usage Frequency	Mean Academic Improvement
Daily	4.1
Weekly	3.8
Occasionally	3.2
Never	2.5

The highest improvement has been observed among the students who use ChatGPT daily and measures a positive correlation between academic improvement and frequent use. The students who use ChatGPT occasionally or never, gain lower.

6.7. Balancing Benefits and Drawbacks:

The following analysis shows a comparison between advantages and disadvantages of ChatGPT.

Category	Mean Score
Benefits	4.03
Drawbacks	3.35

The study has found that the benefits of ChatGPT is more than drawbacks with a difference of 0.68 points. This is a proof that the academic outcomes of EFL learners are positively contributed by ChatGPT in spite of having the risk of over-dependence.

7. Research Findings:

7.1. Frequency and Patterns of ChatGPT Usage:

The study has discovered that a large number of students uses ChatGPT frequently. Among 150 participants:

- 30% used ChatGPT daily
- 40% used it weekly
- 20% used it occasionally
- 10% reported never using it

70% of the total learners weekly interact with ChatGPT as they trust ChatGPT as a very essential supporting learning tool in their language learning process.

7.2. Perceived Benefits of ChatGPT:

Participants have highlighted many benefits of the usages of ChatGPT. The most remarkable are:

- Writing improvement (mean score: 4.2/5)
- Grammar correction (4.1/5)
- Reading comprehension enhancement (4.0/5)
- Vocabulary development (3.8/5)

These results demonstrate that learners perceive ChatGPT as most effective for writing and grammar support, followed by reading and vocabulary enhancement. Students have reported that for generating data, correcting errors, and structuring errors more confidently ChatGPT plays a very supportive role.

ChatGPT is considered as an effective tool which promotes writing, offers quick feedback, and shapes the usage of correct language. These are beneficial particularly, in asynchronous or self-assessed learning environments.

7.3. Reported Drawbacks

Learners have reported numerous significant drawbacks while they have described many substantial benefits also.

- Over-reliance on ChatGPT (3.7/5)
- Reduced critical thinking (3.5/5)
- Encountering inaccurate information (3.2/5)
- Limited understanding of content (3.0/5)

The most remarkable drawback of ChatGPT among the learners is over-reliance which strongly hinders learners' autonomous

language acquisition and problem solving. The students who depend on ChatGPT heavily for assignments, tasks, problem -solving, they suffer from reduce critical thinking and frequent inaccuracies. To avoid over-dependence guided integration of ChatGPT is needed for EFL learners to get complements and thus they will be able to enjoy active learning and analytical engagement.

7.4. Impact on Academic Outcomes

Self-reported development scores (scale 1-5) have been used to evaluate academic outcomes. Recurring findings are:

- Daily users: 4.1
- Weekly users: 3.8
- Occasional users: 3.2
- Non-users: 2.5

These results suggest a positive correlation between regular ChatGPT use and perceived academic improvement, with daily users demonstrating the highest reported gains. Confidence in writing, comprehensibility of complex texts, and clarity of expression have been improved of the learners.

Learners' academic performance, particularly in writing tasks can be improved by consistently using ChatGPT. User habits and critical engagement levels most often moderate the advantages of ChatGPT.

7.5. Balancing Benefits and Drawbacks

By comparing average scores:

- Benefits mean score: 4.03
- Drawbacks mean score: 3.35

The analysis finds that the disadvantage will be outweighed by the overall benefits if learners experience any drawbacks. This shows that if ChatGPT is used judiciously then it can give us a net positive impact on EFL learning. However, the importance for strategic instructional guidance is obvious to raise awareness among learners about ChatGPT's

drawbacks. Teachers may combine ChatGPT with pedagogical frameworks for developing critical thinking, independent problem-solving, and verification of AI-generated content to get most out of it and to avoid the risks.

8. Conclusion

This study has investigated the influence of ChatGPT on EFL students' academic performance. Acknowledging the benefits of ChatGPT such as, improvement in grammar, vocabulary, developing reading comprehension and writing which result a higher academic confidence and self -esteem of the students. The study also highlights the important barriers of ChatGPT. If ChatGPT is allowed unchecked it may cause over-dependence of AI generated material, limited critical thinking. These findings show that ChatGPT's EFL learning benefits depend on its balanced and supervised deployment. Students can use ChatGPT as an important tool by participating actively and critically assessing the AI generated replies. The advantages of ChatGPT are more than the drawbacks, research shows that.

However, if we want sustained and effective ChatGPT incorporation, we may need digital literacy training, educator direction and learner cognition. By using ChatGPT, academic achievements of the EFL learners can be improved and students may become more independent and confident in language learning, ChatGPT also promotes critical thinking with AI-assisted learning.

9. Recommendation

This study aims to provide some suggestions for the EFL learners to get maximum benefits of ChatGPT by reducing its drawbacks:

9.1. Strategic use of ChatGPT into EFL curriculum

By developing ChatGPT based learning activities instructors can improve traditional education. ChatGPT helps learners to develop ideas, write essays, and check grammar.

Learners feel encouraged to critically analyze and revise AI generated materials.

9.2. Encourage Critical Thinking and Analysis

To minimize over-dependence on ChatGPT, EFL institutions can teach how to evaluate AI outputs including comparing sources, identifying mistakes, and questioning assumptions. Learners should be taught how to do assignments justifying AI generated text modifications and this may boost learner autonomy and engagement.

9.3. Encourage Balanced Approach

Students should be careful and responsible while using ChatGPT. Academic achievement is promoted by ChatGPT but at the same time, independent learning may be hindered by it. Learners should be taught trends and guided active learning exercises with AI aid.

9.4. Technological Knowledge

Proper use of ChatGPT needs essential digital literacy. To verify materials, to cite AI-generated work and to recognize AI's academic limits, students need digital knowledge.

9.5. Provide Feedback and Assistance

Students should be updated of ongoing feedback on ChatGPT integration. ChatGPT promotes learners' language abilities and help them to control reliance on automated outputs. It provides feedback on peer review, debate and reflects on AI-assisted activities.

9.6. Help research and evaluation

Institutions should track ChatGPT's long-term effects on EFL students' academic achievement. To design effective AI use, guidelines and comparisons can be made between AI-assisted and traditional learning techniques.

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