



ChatGPT as a Vocabulary Learning Tool for EFL Learners in Kazakhstan

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Abstract

This study explores the role of ChatGPT in enhancing vocabulary learning among high school students in Kazakhstan. Twenty-seven students participated in a two-week intervention that utilized ChatGPT within a mixed-methods framework. Data were collected through vocabulary assessments administered before and after the intervention, learner surveys at both stages, ChatGPT interaction logs, and follow-up interviews. The tests results were analyzed using a paired *t*-test. The findings revealed that the students engaged with ChatGPT in strategic and diverse ways, such as adjusting prompt difficulty, requesting translations or definitions, and exploring creative tasks. Many also demonstrated autonomies by generating their own prompts beyond the provided set. A statistically significant improvement in vocabulary scores was observed after the intervention. Students reported highly positive perceptions of ChatGPT, citing its constant availability, adaptive feedback, and flexibility in meeting individual learning needs. Although some technical challenges, like unstable internet connections, were noted, these issues were external to the tool itself. Overall, the study suggests that ChatGPT can be as a flexible and responsive resource for supporting vocabulary development and fostering learner autonomy in EFL contexts. This study also discusses limitations and pedagogical implications.

INTRODUCTION

ChatGPT's adaptive functions, such as its ability to simulate interactive conversations, generate diverse text types, and provide real-time feedback have made it a widely discussed tool in AI-supported language education (Kartal, 2023). As a generative AI (GenAI hereafter) chatbot, ChatGPT enables personalized learning by quickly responding to users' input and adjusting to their level and needs. These characteristics have led many language learners to use it as a virtual assistant to

support their English learning. Recent studies have begun to explore ChatGPT's potential in EFL education, particularly in areas such as writing and vocabulary (Algraini, 2024; Balci, 2024; Chen, 2024). While some studies have examined other skills like grammar and reading, comprehensive empirical evidence across all six major language skills, such as listening and speaking, remains limited. Moreover, while many studies have provided valuable insights into learner perceptions through surveys or interviews (e.g., Lee & Maeng, 2023; Wang et al., 2023), relatively few studies have examined learners' actual interactions with AI tools through usage data.

A systematic review conducted by Zhu and Wang (2025), which analyzed 125 studies published between 2013 and 2023, found that the majority of AI-supported language learning research has focused on productive skills like writing and speaking, with vocabulary receiving comparatively less attention. This highlights a growing need for empirical studies using authentic learner-AI interactions. This need is especially pressing in underrepresented contexts such as Kazakhstan, where empirical research remains scarce, which may be attributed to limited infrastructure, digital literacy gaps, and insufficient teacher training in AI-integrated instruction (Abisheva et al., 2024; Seitova et al., 2024). To address this gap, the present study focuses on EFL learners in Kazakhstan and examines how they engage with ChatGPT for vocabulary learning. By analyzing authentic interaction logs and combining them with qualitative feedback, the study endeavors to offer deeper insights into how ChatGPT can support vocabulary acquisition in this context.

To explore this topic, the study addresses the following questions:

- 1) In what ways do EFL learners in Kazakhstan use ChatGPT for vocabulary learning, and how does this use affect their vocabulary knowledge?
- 2) What are EFL learners' perceptions of ChatGPT as a vocabulary learning tool?

LITERATURE REVIEW

Challenges in Vocabulary Learning for EFL Learners and the Role of AI Support

Vocabulary learning remains one of the most persistent challenges for EFL learners, as lexical knowledge forms the foundation for reading comprehension, speaking fluency, and writing proficiency. Aydoğan and Gönen (2020) identified limited vocabulary knowledge as a significant barrier to English proficiency. Similarly, Orynbek et al. (2018) noted that many learners view language mastery as being primarily vocabulary-based, reinforcing the need for more effective learning strategies. To overcome these difficulties, EFL learners often rely on methods such as translation, sentence construction, or the use of digital tools. For example, Kerimbaeva and Abzhekenova (2021) found that secondary school students most commonly used translation, followed by sentence construction and mind mapping. Structured instructional models also appear effective; a recent experimental study showed that learners using lexical semantic frameworks outperformed those who relied on simple word lists in vocabulary retention (Akhmetova, 2023).

However, persistent issues remain. Akhmetova and Bizhkenova (2021) identified frequent lexical and semantic errors among EFL learners, such as incorrect word choices and poor collocation usage, which often stem from first language (L1) interference. Similarly, Ghalebi et al. (2023) emphasized that many EFL learners struggle with vocabulary learning due to its cognitively demanding nature, the large volume of required word knowledge, and learners' over-reliance on mechanical strategies such as rote memorization. Their comparative study of undergraduate and postgraduate EFL students in Iran revealed that novice learners tend to favor surface-level strategies like translation and repetition, while advanced learners use more metacognitive and cognitive strategies such as systematic review, reflection journals, and contextual inference. These studies suggest that without adequate instructional support or meaningful exposure to the target language, learners may experience ongoing challenges in developing depth and precision in their vocabulary knowledge. These difficulties can be further intensified in under-resourced educational contexts, where access to qualified instructors, rich input, and communicative practice is often limited. In such settings, there is a growing need for alternative tools and methods that can offer personalized, responsive, and context-rich language support.

AI Tools and ChatGPT in EFL Vocabulary Learning

With the growing integration of GenAI in education, AI-driven tools are being widely utilized to support various aspects of language learning. Researchers are increasingly exploring how AI tools can be applied to vocabulary learning, particularly because these tools offer real-time feedback, generate interactive learning tasks, and provide personalized support. Among these tools, AI chatbots like ChatGPT have become prominent due to their accessibility.

A growing number of studies have explored the application and effectiveness of ChatGPT in vocabulary learning. Chen (2024) conducted a study in which participants completed synonym-learning tasks generated by ChatGPT. Compared to a control group, the participants showed significant gains in both synonym comprehension and usage. The tasks also appeared to increase learner motivation and engagement, contributing to better retention. Extending this line of inquiry, Ptasznik et al. (2024) conducted a comparative study in which participants were divided into two groups using either ChatGPT or the Longman Dictionary of Contemporary English (LDOCE) to compete both receptive and productive lexical tasks. Task success was measured by accuracy, while efficiency was assessed through self-reported time on task. Results showed that ChatGPT led to significantly higher success in both tasks and faster performance in the production task.

Waziana et al. (2024) investigated the use of AI chatbots among 100 Indonesian undergraduate students and found that 78% of them used ChatGPT, mainly because of its ease of use and familiarity. However, the study focused primarily on user perceptions rather than measurable learning outcomes. Similarly, Jomaa et al. (2024) explored the use of AI tools including ChatGPT, Google Translate, dictionary apps, and Duolingo in Omani EFL classrooms. Their findings highlighted that learners often relied on AI for translation tasks, suggesting a preference for word-level support over deeper lexical development. In a related study, Jaruwatsawat et al. (2024) found that while 66 EFL learners appreciated AI translation tools for their convenience, many expressed concerns that overreliance on such tools might limit critical thinking and hinder the development of authentic language production, especially due to the repetitive stylistic patterns in AI-generated text.

Other studies have specifically examined ChatGPT's role in promoting vocabulary learning among EFL learners. For example, Algraini (2024) found that 101 Saudi female EFL learners considered ChatGPT effective in delivering a range of vocabulary items suited to their comprehension level, though issues related to cost and content accuracy were noted. Al-Siyabi (2024) conducted an experimental study with fifth-grade students who used ChatGPT-generated storybooks with comprehension exercises; results showed measurable vocabulary gains and positive learner attitudes, despite the study's limited generalizability due to a small sample size and instructor involvement. Likewise, Losi et al. (2024) reported that 30 high school students showed strong enthusiasm for using ChatGPT to support independent vocabulary learning, although the study did not address long-term vocabulary retention. Notably, Zhu and Wang's (2025) systematic review of 125 studies identified vocabulary learning as one of the most underexplored areas in AI-supported language education. Their findings underscore the need for more empirical research on how AI tools support vocabulary development, particularly in underrepresented contexts which this study aims to explore.

Overall, these studies highlight the promise of ChatGPT and other AI tools in supporting vocabulary development in EFL contexts. However, many of them have primarily focused on learner perceptions, engagement, and motivation rather than objectively measured vocabulary gains. This indicates that further data-driven research is needed to examine actual learning outcomes. While these studies provide important insights into ChatGPT's potential in diverse EFL settings, much of the research has been concentrated in more digitally advanced or well-resourced contexts. Little is known about how learners in underrepresented environments, such as Kazakhstan, interact with AI tools for vocabulary learning, particularly given their unique linguistic and educational conditions.

The Role of AI in Vocabulary Learning in the Kazakhstani EFL Context

While global studies have increasingly explored AI in EFL instruction, much less is known about how these tools are adopted and experienced in Central Asian contexts. AI integration in Kazakhstani education is growing, but research on AI-based language learning remains limited compared to global trends. Seitova et al. (2024) explored English teachers' perspectives on AI in education and noted that while ChatGPT was regarded as a useful tool for increasing student engagement, many teachers lacked training in effectively integrating AI into classroom instruction. The study emphasized the need for professional development programs to address this gap. In another study, Nauryzbayeva and Bimagambetova (2024) identified three primary ways ChatGPT supported language learning: (1) automated language assessment, (2) interactive language practice, and (3) access to diverse learning resources. However, despite this potential, ethical concerns and digital literacy challenges among teachers persist (Abisheva et al., 2024).

Kazakhstan's educational environment is unique due to its trilingual system, where Kazakh and Russian are the primary mediums of instruction and English is learned as a foreign language. This trilingual setting often leads to lexical interference from both L1 and L2, complicating the process of acquiring L3 vocabulary. Moreover, learners must navigate multiple linguistic systems simultaneously, which may influence how they use AI tools like ChatGPT, particularly when switching between language modes or interpreting multilingual feedback. Although this context presents distinct challenges, many of them are comparable to those found in other EFL environments. Research on Kazakhstani students' vocabulary learning challenges, over-reliance on AI translation tools, and mixed attitudes toward AI in education reflects broader trends seen in

other countries.

This study, therefore, aims to examine how ChatGPT can enhance vocabulary learning in Kazakhstan’s unique EFL context particularly by supporting students’ self-directed learning outside the classroom. It adopts a mixed-methods approach, including pre- and post-tests to assess vocabulary development, analysis of learner-ChatGPT interaction logs to examine usage patterns, and follow-up interviews to gain deeper insight into learners’ experiences and perceptions. While the study centers on Kazakhstani learners, its findings may offer valuable implications for similar underexplored EFL settings where learners are increasingly turning to AI tools for autonomous vocabulary practice.

METHOD

Participants

The study initially recruited 35 high school students from five schools in Kyzylorda, a regional city in Kazakhstan. After excluding eight students due to incomplete participation in the pre-test phase (seven did not complete the pre-test due to personal reasons, and one failed to meet the minimum task engagement criteria), the final sample included 27 students (24 females and 3 males). The participants were 10th-grade students (first year of upper secondary school in Kazakhstan). Kazakhstan’s school system comprises grades 1-4 (primary), 5-9 (lower secondary), and 10-11 (upper secondary). The students’ overall English proficiency levels were estimated to fall within the A2-B1 range on the CEFR scale, informed by their recent school performance and evaluations provided by their English teachers. The study was conducted in April 2024. Participation was voluntary, and all students and their guardians received clear explanations of the study’s aims prior to data collection. They were also assured that their data would be treated with strict confidentiality and used solely for research purposes.

Data Collection Procedure

Development of Prompts and Introduction of Instructional Materials

To support the students in using ChatGPT (version 3.5) for vocabulary learning, a set of prompts was collaboratively developed by the researchers and English teachers from the participating institutions. These prompts were designed to help the participants engage with ChatGPT to practice vocabulary through varied task types, such as sentence creation, translation, and exercise-based reinforcement.

Before implementing the main study, the prompts were reviewed for clarity, difficulty, and overall appropriateness. To achieve this, five students from the same schools (not involved in the actual study) who had similar proficiency levels were asked to try using the prompts in advance. This informal testing phase helped the researchers identify whether any parts of the instructions were unclear or whether the number and types of tasks were suitable. Based on feedback, one modification was made. The original prompt “Write two sentences using this word: _____” was changed to “Provide two short and simple sentences using this word: _____” as the students noted that ChatGPT tended to generate long and complex sentences that exceeded their current proficiency level. Table 1 presents the final list of ChatGPT prompts used in this study.

TABLE 1

Pre-Designed ChatGPT Prompts for Vocabulary Practice

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- 1) Provide a simple and short definition of _____.
 - 2) Explain it in Russian.
 - 3) Provide two short and simple sentences using this word: _____.
 - 4) Create five fill-in-the-blank tasks (without answers) for the following words, as if I’m a pre-intermediate level student.
 - 5) Check my answers.
 - 6) Create five multiple-choice questions (without answers) for the following words as if I’m a pre-intermediate level student.
 - 7) Check my answers.
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After finalizing the prompts, the instructional materials were delivered to the students through a WhatsApp group. WhatsApp was chosen as the delivery platform because it is a widely used communication tool among high school students in Kazakhstan, offering accessibility and convenience.

All materials including the instructional video, the finalized prompt list, and the vocabulary word list were shared in this group. The instructional video, approximately five minutes in length, was a screen-recorded guide demonstrating how to install the ChatGPT app on a smartphone and how to use the vocabulary learning prompts. It walked the students through the full sequence of prompts using one vocabulary word as an example. To support comprehension, the prompts and video explanations were presented in both English and Russian. Although the students came from both Kazakh- and Russian-medium schools, Russian was the preferred language among the participants, making bilingual materials necessary.

Vocabulary Learning Tasks Using ChatGPT

After receiving the instructional materials and familiarizing themselves with the prompts, the students began working with ChatGPT through guided Zoom sessions and independent weekly practice. Over a two-week period, they engaged in four Zoom sessions, each lasting approximately 50 minutes. These sessions were supplemented by individual study outside of class hours. The researchers acted as facilitators during the sessions, supporting the students with any technical issues or unclear responses generated by ChatGPT. After each session, the students were asked to submit links to their ChatGPT conversation histories so the researchers could monitor the use of prompts and observe student interaction with the AI tool. These conversation logs served as a key data source for understanding how the students engaged with vocabulary-related tasks through ChatGPT.

To support this engagement, the researchers selected a set of 50 target vocabulary items. These words were drawn from the official high school curriculum, which includes approximately 217 vocabulary items designated for the academic term. The final list was determined in consultation with five English teachers at the participating schools, ensuring that the words were pedagogically relevant and appropriate for the students' proficiency levels. These vocabulary items were generally aligned with the A2-B1 (pre-intermediate) level on the CEFR scale, consistent with the students' estimated proficiency. Care was taken to include a balanced mix of nouns, adjectives, verbs, phrasal verbs, and adverbs. The complete word list is presented in Table 2.

TABLE 2
Vocabulary Words Practiced During the Two-Week Intervention

Nouns	Adjectives	Verbs	Phrasal verbs	Adverbs
debris	doubtful	expand	warm sth up	artificially
hangar	weird	swallow	break in	eternally
remains	endless	afford	settle down	steadily
nuclear war	self-sufficient	generate	keep away	logically
supplies	fast-paced	integrate	keep on	
orbit	unharmful	doubt	pick out	
trap	countless	wipe	rely on	
artifact	infinite	exist	hand in	
ability	efficient	overcome	hang out	
cell	toxic	compare		
impact	abundant	prevent		
exploration	desirable	repair		
		increase		

In each Zoom session, the students focused on seven to eight vocabulary items from this list. Using the pre-designed prompts (previously presented in Table 1), they explored each word's definition, usage, and contextual examples. Specifically, they were instructed to: (1) request a simple and short definition of each word, with an explanation in Russian if needed, (2) ask for two short and simple example sentences, (3) generate five fill-in-the-blank tasks and five multiple-choice questions (without answers), and (4) ask ChatGPT to check their answers after completing the exercises.

For prompts involving level-based tasks (i.e., numbers 4 and 6), "pre-intermediate" was suggested as a reference level.

However, the students were encouraged to modify the level if necessary. This option was explained during an orientation session before the study began, during which they also practiced adjusting prompt difficulty using sample tasks.

Throughout the study, the students were free to pose additional or follow-up questions to ChatGPT at any time. This flexible approach allowed them to explore the vocabulary in greater depth, clarify difficult points, and receive feedback aligned with their needs. It also enabled the researchers to examine the types of learner-generated questions, providing deeper insights into the students' engagement with ChatGPT as a vocabulary learning tool.

Pre- and Post-Vocabulary Tests

To explore potential changes in the students' vocabulary knowledge following the ChatGPT-supported vocabulary learning activities, both a pre-test and a post-test were administered (see Appendix A). The two tests were identical and consisted of 11 multiple-choice questions and one sentence-construction task, for a total possible score of 27 points. Each correct multiple-choice answer was worth 2 points, yielding 22 points across the 11 questions. The sentence-construction task was worth up to 5 points, based on two criteria: (1) Word Usage & Context (3 points): Awarded if the target word is used accurately in a context demonstrating clear understanding (0 points if the word is misused or not used at all); and (2) Grammar (2 points): Awarded for minor or no grammatical errors (0 points if there are major errors that obscure meaning).

Since no standardized vocabulary test exists specifically for Kazakh high school students, the researchers collaborated with the same English teachers who had assisted with the vocabulary selection. Together, they developed a test aligned with the Grade 10 curriculum. The vocabulary items were selected from the textbook *Action for Kazakhstan* by Dooley and Obee (2018), focusing on Chapters 8 ("Space") and 9 ("Independent Project") for the upcoming fourth term. This ensured the test items were both relevant to the curriculum and sufficiently unfamiliar to the students. A total of 50 new words from these chapters were identified, representing various parts of speech. Of these, 11 items were randomly chosen to form the multiple-choice portion. To check for clarity and reliability, the test items were piloted on 26 students from a comparable class who were not part of the main study. Analysis of the pilot data showed a Cronbach's alpha of 0.80, indicating acceptable internal consistency and supporting the validity of the test.

Pre- and Post-Surveys

After providing the students with detailed study information through the established WhatsApp group, the pre-survey (see Appendix B) was distributed via Google Forms. Its purpose was to establish a foundation for understanding their starting points and attitudes toward ChatGPT in vocabulary learning. The pre-survey consisted of 12 items: (1) two (Q1-Q2) for personal information; (2) two on self-assessed English proficiency, including current proficiency level and duration of English study; (3) two (Q5-Q6) on the students' perceived strengths and challenges in different language skills; (4) three (Q7-Q9) examining attitudes and methods related to vocabulary learning; and (5) three (Q10-Q12) assessing familiarity with ChatGPT, including whether they had used it before and what expectations they had for it as a vocabulary-learning tool.

Following the two-week session period, the post-survey (see Appendix C) was sent to the students to explore their experiences and perceptions of ChatGPT as a vocabulary-learning tool. It consisted of eight items: (1) one for (Q1) personal information; (2) two (Q2-Q3) on the perceived helpfulness of ChatGPT for vocabulary learning and its usefulness compared to other methods; (3) two (Q4-Q5) on the helpfulness of various prompts used to interact with ChatGPT; (4) one (Q6) on the supportive features and constraints they experienced with ChatGPT; (5) one (Q7) on the students' willingness to continue using ChatGPT; and (6) one (Q8) open-ended item inviting additional comments about their ChatGPT experience. The key difference between the two surveys is that the pre-survey gathered the students' initial learning background and expectations, whereas the post-survey evaluated their actual experiences and reflections after using ChatGPT for vocabulary learning.

Follow-Up Interviews

Based on the students' ChatGPT conversation logs and their post-survey responses, five students (i.e., Student 5, Student 6, Student 17, Student 18, Student 19, identified by their original participant numbers) were selected for follow-up interviews to explore their experiences in more depth. These demonstrated particularly active engagement with ChatGPT by asking additional or more complex questions beyond the standard prompts and requesting clarification when needed. Some also experimented with different prompt styles or used ChatGPT to explore vocabulary in more personalized and self-directed ways, indicating unique learning strategies.

Each interview, conducted via Zoom, lasted approximately 25-30 minutes. To ensure comfort and clarity, the interviews

were held in Kazakh and Russian and later transcribed and translated into English. (One student was interviewed in Russian, and the other four in Kazakh). All five students provided informed consent beforehand. This enabled the researchers to collect more authentic reflections on their experiences with ChatGPT and their overall attitudes toward AI-driven vocabulary learning. The interview questions, presented in Table 3, focused on the students' experiences, challenges, and overall perceptions regarding the use of ChatGPT for vocabulary learning.

TABLE 3*Interview Questions*

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1. What was your overall experience using ChatGPT for vocabulary learning?
 2. Were there any aspects of using ChatGPT that you found challenging? If so, please explain.
 3. Which of the pre-designed prompts did you find most helpful for vocabulary learning, and why?
 4. Which of the pre-designed prompts did you find least helpful, and why?
 5. Two prompts included the phrase "as if I'm a pre-intermediate level student." Did you try changing the level (e.g., to elementary or intermediate)? If so, why did you make that adjustment?
 6. Did you ask any extra questions beyond the pre-designed prompts during your ChatGPT interactions? If yes, what did you ask, and what were you hoping to learn?
 7. How did the fill-in-the-blank and multiple-choice exercises help (or not help) you better understand the vocabulary?
 8. Is there anything else you'd like to share about your experience using ChatGPT for vocabulary learning?
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Data Analysis

In order to address the first research question, a combination of data sources was analyzed: the students' ChatGPT interaction logs (i.e., self-generated or follow-up prompts beyond the pre-designed set), selected items from the pre-survey (Q1-Q9), post-survey (Q4-Q5), and specific interview questions (Q3-Q7). Qualitative data from the ChatGPT interaction logs and interview transcripts (translated into English) were thematically analyzed to identify patterns in learner engagement and strategies. The pre-survey responses and interview data were used to complement these findings by providing additional insight into the students' expectations and actual experiences before and after the intervention. To assess measurable learning outcomes, the students' pre- and post-test scores were analyzed using descriptive statistics and paired-samples *t*-test in IBM SPSS Statistics Version 29.0.2.

For the second research question, the analysis focused on responses from the pre-survey (Q11-Q12), post-survey (Q1-Q3, Q6-Q8), and follow-up interview items (Q1, Q2, Q8). The survey data helped identify patterns in the students' evaluations of ChatGPT's perceived usefulness, ease of use, and its overall impact on vocabulary learning. Specifically, qualitative insights from the interview transcripts and final open-ended post-survey question (Q8) were thematically analyzed to capture more in-depth and reflective perspectives on how ChatGPT supported or fell short in helping with vocabulary learning.

FINDINGS AND DISCUSSIONS

EFL Learners' Use of ChatGPT for Vocabulary Learning and Its Impact on Vocabulary Development

Students' Background and Prior Vocabulary Learning Habits

The students participating in this study represented a range of English proficiency levels and language learning experiences. Based on the pre-survey results (Q3), most students assessed their English level as beginner (33.3%, $n = 9$) or elementary (37%, $n = 10$). A smaller portion identified themselves as pre-intermediate (22.4%, $n = 6$), while only two students (7.4%) reported an intermediate level. These self-assessments suggest that the students generally viewed their English proficiency as basic. When asked about their prior English learning experience (Q4), the majority indicated they had studied English for one to two years (37%, $n = 10$) or less than one year (37%, $n = 10$). This indicates that most students had relatively limited exposure to English.

Regarding their confidence across different language skills (Q5), the most common areas of confidence were reading

(55.6%, $n = 15$), vocabulary (14.8%, $n = 4$), and writing (11.1%, $n = 3$), whereas speaking (40.7%, $n = 11$), listening (18.5%, $n = 5$) and grammar (18.5%, $n = 5$) were frequently noted as challenging (Q6). These patterns indicate that the students felt more comfortable with receptive skills but often struggled with productive or interactive tasks. Although the students were selected by their English teachers as having broadly similar proficiency levels within the A2-B1 range, many self-reported lower levels such as “beginner” or “elementary.” This discrepancy likely reflects differences in evaluation standards, with teachers using curriculum-based descriptors and the students relying on personal confidence or informal self-assessment.

Before interacting with ChatGPT for vocabulary learning, the students reported their own vocabulary learning strategies (Q8). Over half (55.6%, $n = 15$) primarily relied on translation, while others reported using approaches such as watching English-language media (e.g., TV shows, movies, or YouTube videos; 25.9%, $n = 7$) or utilizing vocabulary learning applications (14.8%, $n = 4$). One student additionally mentioned reading book as a vocabulary learning method through an open-ended comment.

The students also perceived vocabulary as a critical component of language learning. A strong majority (96.3%, $n = 26$) rated vocabulary as either “Important” or “Very important” (Q9). They explained that a solid vocabulary base was necessary for communication, fluency, and self-expression. For example, one noted, “Without vocabulary, one can’t speak English properly (Student 2),” while “A good vocabulary is necessary to speak fluently,” noted Student 3.

Students’ Engagement with ChatGPT for Vocabulary Learning

All 27 students engaged with ChatGPT using a set of pre-designed prompts for vocabulary learning during the two-week intervention. According to the post-survey results (Q4), the most helpful prompt was “Explain it in Russian” (29.6%, $n = 8$), followed by “Provide a simple and short definition” (25.9%, $n = 7$) and “Create five multiple-choice questions” (18.5%, $n = 5$). The preference for translation-based support reflects the students’ reliance on familiar strategies, as previously noted in the pre-survey.

Interestingly, eight students (29.7%) stated that none of the prompts were unhelpful, suggesting high overall satisfaction with the provided tasks. However, six students (22.2%) identified “Provide two short and simple sentences using the word” as the least helpful. This may be because this task required the students to process how the word functions in different sentence structures, which may have felt cognitively demanding or unfamiliar. In the interview, Student 6 explained, “It is difficult for me to make sentences, so I prefer just to read definitions.” This comment suggests that he felt more comfortable with passive vocabulary input than with productive tasks like sentence creation. In contrast, Student 17 emphasized the importance of contextual learning: “When learning new words, I want to know how they are used in real situations. Example sentences help me see that.” This highlights a different learning preference: a desire for usage-based input rather than isolated definitions. Collectively, these responses illustrate that the students made strategic choices among prompts based on their learning styles and perceived strengths and weaknesses.

Notably, some students customized their use of ChatGPT beyond the given instructions. Ten students adapted prompt parameters by requesting easier definitions, more examples, or additional multiple-choice items. For instance, Student 17 asked ChatGPT to simplify a word explanation after finding the initial response too advanced. This behavior indicates learner autonomy and a willingness to self-adjust input for better comprehension. Furthermore, 16 students created their own prompts beyond the pre-designed set, engaging ChatGPT in creative, curiosity-driven, and self-reflective ways. These user-generated prompts were thematically analyzed and grouped into categories, which are summarized in Table 4 below.

TABLE 4
Categories of Student-Generated Prompts Beyond the Given Prompts

Theme	Example Prompts
Creative reinforcement	<ul style="list-style-type: none"> • “Can you make a proverb with these words?” (Student 18). • “Create five tongue twisters for the following words.” (Student 10).
Personal interest / contextual use	<ul style="list-style-type: none"> • “Create a story with these words... theme is basketball.” (Student 5). • “Story about Kontinental Hockey League using target words.” (Student 17).
Fun or memory aid	<ul style="list-style-type: none"> • “Can you create a cartoon scene with these words?” (Student 18).
Media-based curiosity	<ul style="list-style-type: none"> • “Are there any popular bloggers on YouTube? It’s entertaining and useful.” (Student 17).
Grammar awareness	<ul style="list-style-type: none"> • “What grammatical errors are common with these words: remains, debris, orbit...?” (Student 19). • “In which applications are these words incorrectly used?” (Student 19).

The range of self-generated prompts reveals that the students interacted with ChatGPT in ways that reflected their individual learning preferences. Some explored creative and narrative prompts, while others focused on grammar accuracy or usage patterns. These diverse approaches underscore the students' active role in customizing their vocabulary learning, further highlighting ChatGPT's potential to support learner autonomy, particularly in environments with limited instructional support. Selected interactions are presented in Figure 1 to illustrate the students' varied use of ChatGPT.

<p>Anonymous Can you create a cartoon scene using these words?</p> <p>ChatGPT Sure, here's a cartoon scene:</p> <p>[Scene: A bustling classroom. Students are working on a science project. Sarah and Tom are at a table, surrounded by various supplies.]</p> <p>Sarah: (excitedly) Tom, did you bring all the supplies we need?</p> <p>Tom: (nodding) Yep, got everything!</p> <p>[In the background, a poster shows a nuclear symbol with the words "Science Fair" written above it.]</p> <p>Sarah: Awesome! With all these supplies, we can create a fast-paced experiment.</p> <p>Tom: (grinning) Yeah, and maybe we'll generate enough energy to power the whole school!</p> <p>[Meanwhile, other students are busy working on their own projects. Some are hand out flyers for the upcoming science fair.]</p> <p>Teacher: (approaching) Great job, everyone! Keep up the good work!</p> <p>Teacher: (approaching) Great job, everyone! Keep up the good work!</p> <p>[The scene fades out as the students continue their projects, excited for the science fair.]</p>	<p>Anonymous What grammatical errors are most common with these words: remains, debris, orbit, cell, prevent</p> <p>ChatGPT Common grammatical errors with these words might include:</p> <ol style="list-style-type: none"> Remains: Using "remains" as a singular noun instead of a plural noun when referring to multiple leftover parts or remnants. <ul style="list-style-type: none"> Incorrect: "The remains of the building is still standing." Correct: "The remains of the building are still standing." Debris: Misusing the plural form "debris" as a singular noun. <ul style="list-style-type: none"> Incorrect: "The debris are cleaned up." Correct: "The debris is cleaned up." Orbit: Incorrectly conjugating the verb "orbit" or misusing its prepositions. <ul style="list-style-type: none"> Incorrect: "The satellite is orbiting around the Earth." Correct: "The satellite is orbiting the Earth." Cell: Confusing "cell" as a singular noun with "cells" as a plural noun. <ul style="list-style-type: none"> Incorrect: "The cell in our body have different functions." Correct: "The cells in our body have different functions." Prevent: Using incorrect verb forms or structures when discussing prevention actions. <ul style="list-style-type: none"> Incorrect: "He prevents to get sick by washing his hands." Correct: "He prevents getting sick by washing his hands."
<p>Anonymous Create 5 tongue twisters for the following words: steadily,nuclear war,supplies,self-sufficient,fast-paced</p> <p>ChatGPT Sure, here are some tongue twisters:</p> <ol style="list-style-type: none"> Sally sells steadily sliding seashells by the seashore. Ned's neighbor never noticed the nearby nuclear war news. Silly Susan swiftly sorted seven sets of supplies. Sam sought self-sufficient solutions to survive. Fred's fast-paced feet found five foxes fleeing from the forest. 	

FIGURE 1
Examples of Student-Generated Prompts and ChatGPT's Responses

These examples provide further insight into the ways the students adapted and personalized their ChatGPT use, reflecting diverse learning strategies and goals. This variety in learner engagement patterns will be considered in the subsequent analysis of vocabulary outcomes.

Measured Changes in Students' Vocabulary Knowledge Following the ChatGPT-Based Learning Intervention

To measure changes in vocabulary knowledge, the students completed a pre-test and post-test A paired-samples *t*-test was implemented to compare the scores before and after ChatGPT vocabulary learning intervention. Table 5 shows a statistically significant improvement in vocabulary scores ($t = -4.36, p < .001$), with a large effect size (*Cohen's d* = 0.839).

TABLE 5
Paired-Samples t-Test Results for Vocabulary Pre- and Post-Test Scores

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M Diff.</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre-test	27	15.15	5.94	5.11	-4.36	26	<.001**
Post-test	27	20.26	4.97				

* $p < .01$, ** $p < .001$

These results echo findings by Al-Siyabi (2024) and Chen (2024), who also reported measurable vocabulary gains from ChatGPT-supported tasks, though the present study differs in its focus on learner-driven prompt use in underrepresented contexts like Kazakhstan. This suggests that using ChatGPT in vocabulary learning not only fostered engagement but also contributed to measurable improvements in vocabulary knowledge over a brief intervention. While further research is needed to assess long-term impact, this short-term gain implies that AI-based, self-directed learning tools like ChatGPT might be effective in supporting EFL learners' vocabulary development, especially when students are motivated and actively explore learning prompts aligned with their needs. However, it should be noted that the identical pre- and post-test design may have introduced a familiarity effect, potentially inflating post-test scores. Although the significant improvement suggests genuine vocabulary gains, this limitation warrants cautious interpretation and highlights the need for alternative or delayed testing in future studies.

In sum, the findings related to the students' use of ChatGPT for vocabulary learning demonstrate that they engaged with the tool in strategic and personalized ways. Through both pre-designed and self-generated prompts, the students adapted ChatGPT's functions to fit their learning preferences, adjusted task difficulty, and explored creative applications. These behaviors reflected a notable degree of learner autonomy and intentionality. While the vocabulary test scores showed measurable short-term improvement, further studies with more robust testing procedures are needed to confirm long-term effects.

EFL Learners' Perceptions of ChatGPT as a Vocabulary Learning Tool

General Perceptions and Attitudes Toward ChatGPT

Following the two-week vocabulary-focused intervention, the students were asked in the post-survey (Q2) to evaluate how helpful they found the tool. The majority reported positive perceptions: 59.3% ($n = 16$) rated it as "extremely helpful," and 37% ($n = 10$) as "very helpful." These responses suggest that most of the students found ChatGPT highly beneficial for vocabulary learning. This reflects a clear shift in perception from the pre-survey (Q11), where only 3.7% of students expected ChatGPT would be 'extremely helpful' for vocabulary learning. A paired-samples *t*-test confirmed a significant increase in perceived helpfulness from pre-intervention to post-intervention (see Table 6)

TABLE 6
Paired-Samples t-Test Results for Comparing ChatGPT Helpfulness Pre-and Post-Intervention

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M Diff.</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre-intervention	27	3.59	0.57	-0.93	-6.16	26	<.001**
Post-intervention	27	4.52	0.70				

* $p < .01$, ** $p < .001$

In the post-survey, five students (18.5%) elaborated on why they found ChatGPT useful. Student 14 commented, "I think using ChatGPT to increase my vocabulary is the right option because it doesn't just give one answer. It explains unfamiliar words in different ways until I understand. I can keep asking questions and get help instantly, which makes learning easier and more flexible." Student 2 emphasized ChatGPT's personalization capabilities, saying that it helped generate vocabulary lists customized to specific topics, which suggests that the tool supports targeted and relevant learning.

To better assess how the students evaluated ChatGPT in relation to their previous vocabulary learning methods, they were asked a follow-up question (Q3) in the post-survey. This question aimed to elicit comparative judgments (i.e., "Compared to YouTube, vocabulary apps, or memorizing words with L1 equivalents, how did you feel about using ChatGPT?"). Here, 74.1% ($n = 20$) of the students rated ChatGPT as "very helpful", and 22.2% ($n = 6$) as "extremely helpful." Only one student

(3.7%) rated it as “a little helpful.” These findings suggest that ChatGPT was not only perceived positively in isolation but also favorably evaluated against more traditional or familiar vocabulary learning tools.

Interview data further reinforced these results. The students appreciated ChatGPT’s interactive and adaptive features. For instance, Student 5 remarked, “When I use ChatGPT, I feel like I am chatting with a person. When working with a book, you can’t ask about the unclear parts. But with ChatGPT, it explains unfamiliar words according to your level.” Student 17 echoed this sentiment and added a more strategic reflection: “ChatGPT doesn’t just give definitions. It helps you understand when and how to use a word. I think that’s why it felt like more than a dictionary.” This indicates that the students valued not only the convenience of AI support, but also its potential to support context-based vocabulary learning.

Students’ Perceived Benefits and Challenges

The post-survey results (Q6) also offered insights into how the students perceived ChatGPT in terms of strengths and limitations. As shown in Table 7, the most frequently reported benefits included its round-the-clock availability (59.3%, $n = 16$), fast responses that kept the learning sessions dynamic (51.9%, $n = 14$), level-appropriate tasks (33.3%, $n = 9$), and explanations provided in multiple languages (25.9%, $n = 7$). Consistent with Waziana et al. (2024) and Algraini (2024), who found that learners valued ChatGPT’s ease of use and accessible vocabulary explanations, the students in this study appreciated ChatGPT’s convenience, accessibility, and adaptability to their language levels.

TABLE 7
Students’ Perceived Benefits and Challenges of Using ChatGPT

Category	Specific Aspect	% (n)
Benefits	Available 24/7 for self-paced learning	59.3% (16)
	Fast responses kept sessions dynamic	51.9% (14)
	Tasks were suitable for my level	33.3% (9)
	Explanations available in multiple languages	25.9% (7)
Challenges	Requires stable internet connection	18.5% (5)
	Occasional technical errors	14.8% (4)
	Complex or confusing responses	7.4% (2)
	Lack of human interaction	3.7% (1)

In terms of challenges, the overall number of responses was notably lower. Moreover, most concerns were not about ChatGPT itself, but rather external constraints. For instance, the most cited issue was the need for a stable internet connection (18.5%, $n = 5$), followed by occasional technical errors (14.8%, $n = 4$). Two students (7.4%) mentioned confusing responses, and one student (3.7%) noted the lack of human interaction as a drawback. This pattern suggests that the students encountered few intrinsic limitations with ChatGPT itself; rather, most concerns stemmed from technological or contextual factors. As one student explained, “I like offline lessons with a teacher because you can quickly ask the teacher about what you don’t know. I wouldn’t say that ChatGPT is bad. It might be good for people who like self-study, but when I study with a teacher, I don’t get distracted.”

A key qualitative finding from the interviews was the students’ growing awareness of how to formulate effective prompts. While most had little experience with prompt design prior to the study, they quickly discovered that crafting clear, targeted prompts directly influenced the quality and relevance of ChatGPT’s responses. Student 6 noted, “If you apply prompts correctly, ChatGPT will do everything else for you,” while Student 17 stated, “There would not be any difficulties if we use prompts correctly.” These reflections suggest that the students were not simply using AI as passive recipients but were actively learning how to optimize its affordances. Learning how to interact with ChatGPT thus became a metacognitive process that in turn contributed to more autonomous and strategic vocabulary learning. This aligns with Kartal (2023), and adds to Ghalebi et al. (2023)’s argument that EFL learners need support to shift from mechanical strategies (e.g., rote memorization) to more cognitive and strategic approaches. The findings suggest that ChatGPT may scaffold that transition when learners actively experiment with prompts. In this sense, prompt crafting should not be seen merely as a technical skill, but rather as a critical literacy practice that empowers learners to guide their own learning pathways.

In sum, the findings related to the students’ perceptions and experiences with ChatGPT demonstrate that they engaged with ChatGPT in dynamic and intentional ways, using both pre-designed and self-generated prompts. Their interactions

reflected strategic learning behaviors, such as adjusting task difficulty and exploring creative applications like story generation and grammar-focused inquiries. The statistically significant improvement in vocabulary test scores confirmed the short-term effectiveness of the ChatGPT-based intervention. The students also expressed highly favorable perceptions of the tool. Specifically, they mentioned advantages such as constant availability, rapid response times, personalized learning support, and multilingual feedback. While some minor challenges were acknowledged such as occasional technical issues and a preference for human interaction, these were outweighed by the perceived benefits. Importantly, the process of crafting prompts emerged as a key factor in both the effectiveness of vocabulary learning and the students' satisfaction with the tool.

Overall, the combined findings on both students' learning behaviors and their perceptions suggest that ChatGPT can not only enhance vocabulary acquisition but also promote learner autonomy, engagement, and strategic thinking. In EFL contexts with limited access to individualized instruction, ChatGPT may serve not just as a supplementary aid, but as a scaffold for metacognitive growth and learner-directed language learning.

CONCLUSION AND IMPLICATIONS

The goal of this study was to examine how generative AI, specifically ChatGPT, can support vocabulary learning for 27 EFL high school students in Kazakhstan where learners often face limited instructional resources. Motivated by the need for more empirical, usage-based data beyond perception surveys, the study employed a mixed-methods approach involving pre- and post-tests, learner-AI interaction logs, and follow-up interviews. Three key findings emerged. First, the students demonstrated statistically significant gains in vocabulary test scores over the two-week intervention, suggesting that short-term vocabulary acquisition may be effectively supported through ChatGPT-assisted activities. Second, the students responded positively to the tool's affordances, particularly its constant availability, rapid and adaptive feedback, multilingual explanations, and the flexibility to shape interactions in ways that aligned with their individual needs and preferences. Third, the students were not passive recipients of content; rather, many demonstrated initiative by adapting prompts, modifying task difficulty, and exploring creative applications such as storytelling or grammar clarification. These behaviors point to the potential of ChatGPT not only as a vocabulary source but also as a scaffold for metacognitive growth and learner autonomy. Importantly, the process of crafting prompts emerged not just as a technical function but as a valuable learning skill. Many students, despite their initial unfamiliarity with the tool, quickly realized that well-structured input led to more effective learning outcomes. In this way, learning how to prompt effectively became part of the learning process itself, contributing to greater learner agency and control. While the students generally adapted well to using the tool, some external challenges still affected their experience, especially issues such as unstable internet connectivity and occasional technical errors. These constraints highlight the importance of infrastructural support when integrating ChatGPT into learning environments. Nevertheless, the students reported few intrinsic issues with ChatGPT itself.

This study, however, has certain limitations. The small sample size and brief intervention period may constrain the applicability of the findings. In addition, the study did not explore long-term vocabulary retention or productive language outcomes. Another limitation lies in the use of identical pre- and post-tests, which may have introduced a recall effect and potentially inflated the post-test scores due to test item familiarity. To better account for this factor, subsequent studies should consider alternative or delayed post-testing methods. Future research may also build on these findings by involving more diverse participant groups, extending the intervention timeline, and examining how sustained use of ChatGPT influences deeper vocabulary integration and active language use.

The results of this study suggest potential applications that reach beyond the immediate research setting. For EFL learners more broadly, ChatGPT can serve as a flexible and responsive resource to complement traditional instruction especially in contexts where teacher support is limited. To maximize its educational potential, students may benefit from explicit instruction in prompt formulation and metacognitive strategies for guiding AI interactions. In this process, teachers can play a key role by modeling how to craft effective prompts, guiding students in identifying appropriate question types, and offering scaffolded practice to refine prompt-writing skills. These scaffolded activities not only help students engage more effectively with ChatGPT but also promote their metacognitive development by encouraging intentional, goal-oriented language use. Furthermore, teachers can model how to use ChatGPT for specific learning purposes (e.g., exploring nuanced usage, generating examples, or identifying collocations) and design varied vocabulary tasks that foster both receptive understanding and productive application, while also monitoring learners' interactions such as reviewing chat logs may also provide valuable insight into learning progress and strategy use. Ultimately, ChatGPT has the potential not only to enhance vocabulary acquisition but also to empower EFL learners to become more autonomous, engaged, and strategic in their approach to language learning by offering meaningful support for personalized instruction in a wide range of educational settings.

While previous studies such as Chen (2024) and Ptasznik et al. (2024) demonstrated ChatGPT's effectiveness in structured task completion, the present study extends this understanding by highlighting how learners in resource-limited settings spontaneously adapt and personalize their use of ChatGPT. Furthermore, unlike perception-only studies (e.g., Waziana et al., 2024), this study combines behavioral data and test outcomes, offering a more comprehensive picture of learning impact.

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Appendix A

Pre- and Post-Tests

Instructions: Read each question carefully and choose only one option.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What does “ability” mean?
A) The chance to do something.
B) The skill or power to do something well.
C) A task that is easy to perform.
D) A promise to complete a task. | 7. What does “eternally” mean?
A) Happening only once.
B) Lasting for a very short time.
C) Changing every moment.
D) Lasting forever without end. |
| 2. Choose the sentence where “ prevent ” is used correctly:
A) We should prevent from eating too much sugar.
B) The sunscreen can prevent sunburn.
C) He has a plan to prevent on the project.
D) Can you prevent me a question? | 8. What is a synonym for “generate”?
A) Reduce
B) Produce
C) Diminish
D) Decrease |
| 3. What does “doubtful” mean?
A) Being sure and confident about something.
B) Feeling unsure or not convinced about something.
C) Wanting something to happen.
D) Knowing something will happen. | 9. What does “supplies” mean?
A) Instructions on how to do something.
B) A list of people to call.
C) Items or materials needed for a specific purpose.
D) A place to store things. |
| 4. What is an antonym for “self-sufficient”?
A) Independent
B) Reliable
C) Dependent
D) Capable | 10. What is a synonym for “weird”?
A) Normal
B) Strange
C) Usual
D) Standard |
| 5. What does “afford” mean?
A) To need something urgently.
B) To have enough money to buy something.
C) To borrow something from someone.
D) To save money for the future. | 11. Choose the sentence where “ keen on ” is used correctly :
A) She was keen on the movie started.
B) He was keen on that he would win the race.
C) They are keen on learning new skills.
D) It is keen on next week. |
| 6. What is a synonym for “impact”?
A) Influence
B) Meeting
C) Option
D) Structure | 12. Create your own sentence using the word “overcome”.
Example: She was able to overcome her fear in front of the class after weeks of practice. |

Appendix B

Pre-survey questions

1. Please enter your full name.
2. Please enter your contact number.
3. How would you describe your overall proficiency level in English?
 - 1) Beginner (CEFR A1) - I have a limited understanding and use of basic phrases.
 - 2) Elementary (CEFR A2) - I can understand and use familiar, everyday expressions and very basic phrases.
 - 3) Pre-Intermediate - I can communicate in simple and routine tasks requiring a simple and direct exchange of information.
 - 4) Intermediate (CEFR B1) - I can handle most situations likely to arise while travelling in an area where the language is spoken.
 - 5) Advanced (CEFR C1) - I can connect ideas in a sophisticated way and understand the nuances of the language.
4. How long have you been learning English?
 - 1) Less than one year
 - 2) 1-2 years
 - 3) 3-4years
 - 4) 5-6years
 - 5) Over 6 years
5. Which language skill(s) do you feel most confident in? (Select all that apply.)
 - 1) Listening
 - 2) Speaking
 - 3) Reading
 - 4) Writing
 - 5) Vocabulary
 - 6) Grammar
 - 7) Select all that apply
6. Which language skill(s) do you find the most challenging? (Select all that apply.)
 - 1) Listening
 - 2) Speaking
 - 3) Reading
 - 4) Writing
 - 5) Vocabulary
 - 6) Grammar
 - 7) Select all that apply
7. How much do you enjoy learning new vocabulary?
 - 1) Strongly dislike
 - 2) Dislike
 - 3) Somewhat like
 - 4) Like
 - 5) Strongly like
8. How do you usually learn vocabulary?
 - 1) Through translation
 - 2) Through vocabulary apps
 - 3) Through movies, TV shows or videos
 - 4) Other (Please specify):
9. How important do you think vocabulary is in improving your English skills?
 - 1) Not at all important
 - 2) Slightly important
 - 3) Moderately important
 - 4) Important
 - 5) Very important
- 9-1. If you chose "Important" or "Very important" (4 or 5) for #9, please explain why.
- 9-2. If you chose "Not important at all" or "Slightly important" (1 or 2) for #9, please explain why.
10. Have you ever used ChatGPT before?
 - 1) Yes
 - 2) No
 - 3) I'm not sure what ChatGPT is.
- 10-1. If you answered "Yes" to #10 for what purpose have you used ChatGPT? (e.g., generating essay, translating, explaining difficult concepts, checking grammar and punctuation, etc.)
11. How helpful do you think ChatGPT will be in learning new vocabulary?
 - 1) Not at all helpful
 - 2) A little helpful
 - 3) Moderately helpful
 - 4) Very helpful
 - 5) Extremely helpful
12. What are your expectations when using ChatGPT as a vocabulary learning tool? (Select all that apply.)
 - 1) I expect to remember new words more quickly.
 - 2) I expect to be more motivated to learn vocabulary.
 - 3) I'm worried I might find it difficult to understand ChatGPT's responses.
 - 4) I'm worried it might not help me learn vocabulary effectively.
 - 5) Other (please specify):

Appendix C

Post-survey questions

1. Please enter your full name.
2. How helpful was ChatGPT for learning new vocabulary?
 - 1) Not at all helpful
 - 2) A little helpful
 - 3) Moderately helpful
 - 4) Very helpful
 - 5) Extremely helpful
3. Compared to some of the methods you have used before to learn new vocabulary (e.g., YouTube, vocabulary apps, drama/TV shows, memorizing L2 words with their L1 equivalents, etc.), how did you feel about using ChatGPT as a method?
 - 1) Not at all helpful
 - 2) A little helpful
 - 3) Moderately helpful
 - 4) Very helpful
 - 5) Extremely helpful
4. Which prompt did you find most helpful?
 - 1) Provide a simple and short definition of _____.
 - 2) Explain it in Russian.
 - 3) Provide two short and simple sentences using this word: _____.
 - 4) Create five fill-in-the-blank tasks (without answers) for the following words, as if I'm a pre-intermediate level student.
 - 5) Create five multiple-choice questions (without answers) for the following words, as if I'm a pre-intermediate level student.
 - 6) Check my answers.
 - 7) Other (Please write down other prompts that you have additionally asked ChatGPT and found helpful. Why did you find them helpful?)
5. Which prompt did you find least helpful?
 - 1) Provide a simple and short definition of _____.
 - 2) Explain it in Russian.
 - 3) Provide two short and simple sentences using this word: _____.
 - 4) Create five fill-in-the-blank tasks (without answers) for the following words, as if I'm a pre-intermediate level student.
 - 5) Create five multiple-choice questions (without answers) for the following words, as if I'm a pre-intermediate level student.
 - 6) Check my answers.
 - 7) Other (Please write down other prompts that you have additionally asked ChatGPT and found unhelpful. Why did you find them unhelpful?)
6. Have you experienced any benefits or challenges while using ChatGPT? (Select all that apply.)
 - 1) It is available 24/7, so I can learn at any time.
 - 2) Quick responses help keep the learning session dynamic.
 - 3) Able to get explanations in multiple languages.
 - 4) Examples and exercises are suitable for my level.
 - 5) Accessible from various devices.
 - 6) Sometimes responses are too complex or confusing.
 - 7) Requires a stable Internet connection.
 - 8) Lack of human interaction can be less motivating.
 - 9) Occasional technical issues or errors in responses.
 - 10) Other (Please describe any additional conveniences or difficulties you have experienced.)
7. Would you prefer to continue using ChatGPT for vocabulary learning in the future?
 - 1) Definitely not
 - 2) Probably not
 - 3) Not sure
 - 4) Probably yes
 - 5) Definitely yes
8. Please share any additional thoughts you have about using ChatGPT for learning vocabulary.