

Language Learning and Identity Construction Through ChatGPT: Evidence from Jordanian Gen Z in English University Courses

Maha S. Yaseen¹, & Dalia Abu-Arja²

¹ Al-Ahliyya Amman University, Jordan

² Al-Zaytoonah University of Jordan, Jordan

Correspondence: Maha S. Yaseen, Al-Ahliyya Amman University, Jordan.

Received: December 8, 2025

Accepted: March 6, 2026

Online Published: April 10, 2026

doi:10.5430/wjel.v16n4p303

URL: <https://doi.org/10.5430/wjel.v16n4p303>

Abstract

This study investigates how Jordanian Generation Z students use ChatGPT to support English language learning in eLearning environments, focusing on proficiency outcomes, code switching practices, and identity negotiation. Using a mixed methods approach, data were collected from 300 undergraduate students enrolled in English medium courses at two Jordanian private universities through surveys, pre and post tests, interaction logs, and semi structured interviews. Quantitative findings showed significant improvements in vocabulary and grammar, alongside moderate gains in writing organization, while listening comprehension demonstrated no measurable progress. Qualitative analysis revealed frequent code switching and hybrid linguistic forms in ChatGPT interactions, reflecting students' authentic bilingual repertoires, although the system often normalized these toward standardized English. Interview data further indicated that students valued ChatGPT for its immediacy and its ability to enhance confidence in language use, while emphasizing the continued importance of teachers for providing cultural nuance, empathy, and critical feedback. Overall, the findings suggest that ChatGPT can serve as a valuable complement to eLearning by strengthening literacy-based skills and offering a low stakes environment for experimentation, while also raising concerns about linguistic homogenization and potential over reliance on AI tools. The study concludes that effective integration of AI in language education requires pedagogical strategies that recognize and support multilingual practices, policies addressing ethical and cultural considerations, and further research on the long-term implications of AI use for learner identity.

Keywords: ChatGPT; eLearning; Generation Z; English as a Foreign Language; Code-Switching, Quality Education

1. Introduction

With the emergence of digital technologies, the learning, communication, and identity practices of younger generations have changed significantly. The so-called Generation Z, referring to individuals born between 1997 and 2012, has grown up in an environment characterized by social media, constant connectivity, and increasing exposure to artificial intelligence (AI). In the field of education, particularly in language learning, the rise of generative AI applications such as ChatGPT has introduced new dynamics. Language acquisition is no longer limited to the development of grammar and vocabulary; it now also involves issue of identity, code-switching, and linguistic hybridity within digital learning environment.

Recent research highlights the pedagogical potentials of ChatGPT and other AI systems in language learning. Studies indicate that these tools help learners improve their vocabulary, grammar, and writing skills, while also increasing motivation and confidence (Bin-Hady, Ali, and Al-Humari, 2024; Yaseen et al. 2024). Research in Jordan has begun to show similar trends: Omar et al. (2024) reported substantial improvements in English proficiency among university students following structured use of ChatGPT. Additional evidence suggests that AI-based feedback can reduce anxiety and increase willingness to experiment with language, thereby positively influencing the emotional and motivational aspects of second language (L2) learning.

In addition, language learning is not merely a cognitive process but also a socially and identity-mediated one. In a bilingual context such as Jordan, children frequently switch between colloquial varieties of Jordanian Arabic and English. Code-switching and linguistic mixing function not only as pragmatic tools but also as active means of constructing identity, expressing culture, and signaling belonging within society (Yaseen et al. 2021).

In Jordan, the social and identity dimensions of language learning are particularly significant, as English carries high prestige and closely associated with academic achievement, professional advancement, and international engagement, while Arabic remains the language of everyday life and culture. For Jordanian generation Z, interacting with AI is not merely a tool for learning a new language; it is an experience that can affirm, challenge or transform their understanding of themselves as bilingual speakers. How learners engage with AI, whether by accepting its responses unquestioningly, adapting them to Arabic, or code-switching during digital classroom interactions, can provide crucial insights into their linguistic agency and identity.

This study addresses the intersection of AI-assisted language learning, bilingual identity negotiation, and code-switching practices by

investigating how Jordanian Generation Z learners use ChatGPT in eLearning environments for English language learning. It focuses on three interrelated aspects: the linguistic practices that emerge in AI-mediated activities, the ways learners negotiate and manage their cultural and linguistic identities while interacting with ChatGPT, and the pedagogical affordances and challenges associated with integrating ChatGPT into the classroom. In doing so, the study contributes to the growing body of research on AI in education by providing empirical evidence from a linguistically and culturally underrepresented context; namely, a multilingual educational environment. More broadly, it aims to deepen our understanding of how generative AI is reshaping not only approaches to language learning but also the cultural and sociolinguistic landscape in which learning takes place.

2. Literature Review

Language learning is another field of educational technology research that has been rapidly evolving with the integration of generative artificial intelligence (AI). After generative AI systems such as ChatGPT became publicly available in 2022, scholars began investigating how these tools might transform language teaching and learning practices. Reviews of empirical studies indicate that ChatGPT is most commonly used as a support tool to assist students with vocabulary development, grammar practice, and writing tasks, and that users generally report high levels of satisfaction with the immediacy and personalization of its responses (Li et al., 2025). At the same time, these studies highlight several ongoing challenges, including issues related to technical reliability, the tendency of AI systems to provide surface-level feedback, and the lack of long-term empirical evidence demonstrating sustained learning benefits.

Beyond language skill development, scholars have increasingly examined how learners and teachers perceive generative AI tools in educational contexts. In Jordan, Almashour, Aldamen, and Jarrah (2025) found that undergraduate EFL students valued the efficiency of generative AI applications such as ChatGPT, while still considering human instructors indispensable for empathy, cultural sensitivity, and contextually grounded guidance. Similar ambivalence appears in other studies, where students acknowledge the usefulness of generative AI for language learning tasks but also express concerns regarding trust, creativity, and potential overreliance on automated responses (Alkandari, 2025). These findings suggest that learners tend to frame generative AI not as a replacement for teachers but as a complementary resource that requires careful pedagogical integration and critical engagement.

A particularly underexplored dimension concerns the sociolinguistic implications of generative AI in multilingual contexts. Language learning is not only a cognitive process but also a social and identity driven practice, and code switching, the alternation between two or more linguistic systems, functions as an important resource for expressing belonging, negotiating authority, and signaling hybrid identities. However, when learners interact with generative AI systems, emerging evidence suggests that such linguistic hybridity may be flattened or misinterpreted. Multilingual prompting experiments with Urdu English inputs, for example, demonstrate that large language models often normalize outputs toward standardized English and struggle to process cultural markers or dialect specific usage (Nazeer, Rehman, & Butt, 2024). In the Arabic English context, Alafnan (2024) similarly notes that although generative AI offers significant opportunities for language learning and inclusive pedagogy, its preference for standardized language varieties may risk marginalizing local dialects and hybrid linguistic repertoires.

The integration of AI into higher education language learning has garnered growing scholarly attention, extending beyond traditional eLearning platforms. AI-Shallakh (2024, 2025) demonstrated that AI-based pronunciation tools can improve students' phonological accuracy, articulation, and speaking confidence, whereas most research on AI in language learning remains focused on writing and vocabulary. The effectiveness of such tools, however, depends on their integration with pedagogically structured, culturally and linguistically contextualized materials, supported by teacher guidance that considers learners' linguistic backgrounds, cognitive load, and digital literacy. Without this alignment, AI tools may underperform or encourage learner overreliance, highlighting the critical role of instructional design and teacher mediation in AI-enhanced language learning.

Recent meta-analytic research on AI-assisted chatbots in EFL contexts indicates that these tools can moderately to substantially enhance overall language learning outcomes, particularly in speaking, listening, vocabulary, and grammar, while also supporting learner motivation and interest (Gu, 2025). However, the study notes that most implementations are short-term, and effects on writing and anxiety remain limited. These findings highlight a critical gap regarding sociocultural dimensions, such as identity negotiation, code-switching, and hybrid language repertoires, which are especially relevant in multilingual settings like Jordan. In this context, learners frequently alternate between Modern Standard Arabic, colloquial Jordanian Arabic, and English, often using code-switching as a communicative strategy. The current research addresses this underexplored intersection by examining how Jordanian Generation Z students negotiate identity, engage in code-switching, and use hybrid language through ChatGPT not only to develop English proficiency but also within eLearning environments.

Despite these advances, significant gaps remain. Most empirical research continues to prioritize measurable language outcomes, leaving identity negotiation, vernacular practices, and hybrid language use largely underexamined. While Arab scholars have begun investigating student perceptions of AI, little is known about how Jordanian learners specifically mobilize or resist code-switching and linguistic hybridity when engaging with AI in eLearning contexts. Furthermore, few studies examine the longitudinal effects of AI use on learners' self-perceptions as bilingual or hybrid speakers. These gaps are particularly important in contexts where English serves not only as a language of academic and professional opportunity but also as a marker of cultural affiliation, social mobility, and daily interaction.

The present study addresses these gaps by situating AI-supported English learning within the sociolinguistic reality of Jordanian Generation Z. Building on prior research, it investigates both cognitive outcomes and the ways students navigate ChatGPT-mediated

learning, including code-switching, mixed-language practices, and identity expression within eLearning environments.

3. Methodology

This study employed a mixed-methods research design to examine both the measurable learning outcomes and the sociolinguistic dimensions of using ChatGPT in English language learning among Jordanian Generation Z students. The quantitative component was used to identify patterns of ChatGPT use and possible improvements in English proficiency, while the qualitative component provided deeper insight into how students negotiate identity, hybridity, and code-switching when interacting with AI in eLearning environments.

The study involved three hundred undergraduate students enrolled in English-medium courses at two private universities in Jordan: Al-Ahliyya Amman University and the University of Petra. This number of participants was selected to ensure a sufficiently large and diverse sample that would allow for meaningful statistical analysis while also capturing a range of student experiences across different academic levels and institutional contexts. Including students from two universities helped broaden the representation of learners and increased the reliability of the findings. Participants were selected through stratified sampling based on gender and academic year to ensure balanced representation within the sample. All participants belonged to the Generation Z cohort, typically defined as individuals born between 1997 and 2012, a group widely recognized for its familiarity with digital technologies and AI-driven learning tools.

Participation in the study was voluntary, and informed consent was obtained from all students prior to the data collection process in accordance with standard research ethics. Data were collected through multiple methods to capture both patterns of ChatGPT use and students’ linguistic experiences. A structured questionnaire gathered demographic information and asked students about the frequency and purposes of using ChatGPT, as well as their perceptions of its usefulness for language learning and identity expression. To examine actual language practices, participants shared selected excerpts from their interactions with ChatGPT that had been used in assignments or independent practice. These samples provided data for analyzing code-switching, mixed-language use, and students’ linguistic choices when interacting with AI. A sub-sample of thirty students also participated in semi-structured interviews, which offered deeper insight into how they perceived ChatGPT and how comfortable they felt using hybrid language practices while communicating with the tool.

Data collection took place over a twelve-week period. The survey was administered at the beginning of the semester to establish baseline perceptions and usage patterns. During the semester, students used ChatGPT in several eLearning activities integrated into course platforms such as Moodle and Microsoft Teams. Interviews were conducted at the end of the semester to allow participants to reflect on their experiences.

Quantitative data from the surveys and language assessments were analyzed using SPSS, employing descriptive statistics and paired-sample tests to explore possible relationships between ChatGPT use and learning outcomes. Qualitative data from interaction logs and interview transcripts were analyzed using thematic analysis following Braun and Clarke (2006), focusing on recurring themes related to code-switching, hybrid language practices, and identity negotiation in AI-mediated communication.

Ethical approval was obtained from the participating universities. Participation was voluntary, all data were anonymized, and students were informed of their right to withdraw at any stage of the study.

4. Results and Discussion

The survey results indicate that ChatGPT has already become popular among Generation Z students in Jordan as a language learning tool in eLearning environments. Most respondents (68%) reported using the tool on a weekly basis, while 41% stated that they incorporate it into their course-related assignments. Grammar correction (72%), vocabulary development (65%), and idea generation for writing assignments (58%), were the most frequently reported uses. In contrast, speaking practice was reported less frequently (19%), which may reflect students’ preference for text-based support. These findings suggest that learners primarily rely on ChatGPT for literacy-related tasks, as it provides real-time textual assistance that may help reduce anxiety, rather than for oral or aural language practice.

Table 1. Self-Reported Purposes for Using ChatGPT Among Jordanian Generation Z Students (N = 300)

Purpose of Use	Percentage of Students Reporting	Rank
Grammar correction	72%	1
Vocabulary expansion	65%	2
Writing idea generation	58%	3
Reading comprehension support	44%	4
Speaking practice	19%	5

The analysis of pre- and post-test scores revealed clear and statistically significant progress among students who regularly used ChatGPT, particularly in areas tied to reading and writing. Vocabulary knowledge improved notably ($t(98) = 3.46, p < .05$), and grammatical accuracy also showed a meaningful increase ($t(98) = 2.89, p < .05$). These findings suggest that repeated exposure to ChatGPT may help students develop a better understanding of English form and structure, particularly the language patterns commonly found in academic and written contexts. Some improvement was also observed in writing organization; however, this improvement was less significant. Despite AI assistance, the development of coherent writing still depends largely on students’ practice and teacher feedback, especially in generating and organizing ideas and constructing arguments.

Interestingly, no significant improvement was observed in listening comprehension ($p > .05$). This difference highlights a key distinction

between text-based AI interaction and comprehensive language acquisition. ChatGPT appears to be more for literacy-focused skills, such as reading comprehension and written expression, while offering limited support for oral or aural development. The absence of speech, rhythm, and interactive features in AI-mediated tasks allows learners to expand their vocabulary and improve written skills without necessarily practicing listening or speaking. Taken together, the findings present a nuanced view of AI-powered tools in language learning. ChatGPT functions effectively as an intelligent support system for quantifiable skills, such as vocabulary expansion and grammatical accuracy, helping learners feel more confident in their written communication. Its strength lies in text-based tasks; while it can simulate dialogue to some extent, it cannot yet replicate the spontaneity, accent variation, or pragmatic nuances of human conversation. These observations underscore the importance of blended pedagogical practice. ChatGPT can serve as a valuable supplement for developing linguistic accuracy and sensitivity, but it should be combined with real oral interaction, either in classroom discussions or online speaking communities, to ensure that learners develop well-rounded communicative competence. In essence, AI can strengthen the “linguistic muscles,” while human interaction keeps language dynamic, contextually rich, and socially grounded.

Table 2. Pre- and Post-Test Performance of Frequent ChatGPT Users (n = 100)

Skill Area	Pre-Test Mean (SD)	Post-Test Mean (SD)	t-value	p-value
Vocabulary	65.4 (8.7)	71.8 (7.9)	3.46	<.05
Grammar	62.1 (9.2)	68.0 (8.5)	2.89	<.05
Writing organization	64.7 (10.1)	68.3 (9.6)	1.92	.07
Listening	61.5 (7.8)	62.4 (7.5)	0.66	n.s.

These results are consistent with broader findings in the literature on AI-assisted language learning, which show that AI tools are generally more effective for supporting vocabulary and grammar development than for enhancing oral proficiency. For example, meta-analytic evidence indicates that conversational AI chatbots produce moderate gains in reading, vocabulary, grammar, and overall language outcomes but do not reliably improve writing or listening skills on their own (Gu, 2025). The improvements observed in writing organization in the present study suggest that ChatGPT can offer useful scaffolding for structuring written output, but such gains are likely limited without targeted teacher feedback and instructional support.

Analysis of the interaction logs using discourse analysis revealed frequent code-switching between Arabic and English, particularly for culturally specific terms, clarifications, or expressions of emotion. Hybrid language forms combining English vocabulary with the Arabic linguistic framework were common and reflected the daily digital communication patterns of Jordanian users. These practices align with Garc ía and Wei (2015), who describe translanguaging as the strategic use of multiple linguistic resources by bilingual speakers to construct meaning, express identity, and negotiate social belonging. However, ChatGPT predominantly normalized its outputs toward Standard English, occasionally omitting or replacing hybrid forms entirely, which highlights the limitations of AI in accommodating learners’ multilingual and hybrid practices.

The way students use hybrid language, mixing Arabic and English, during interactions with ChatGPT signifies a structural and relational tension between the way students naturally use language, and the way AI-based systems, such as ChatGPT, interact with and shape that usage. On the positive side, students’ bilingual voices emerge in their interactions as they mix Arabic and English, producing language that is natural, creative, and affirming of their identities. Conversely, ChatGPT tends to normalize output toward globalized Standard English. While some degree of normalization can be necessary for producing intelligible academic writing, it also carries a limiting effect, marginalizing multilingual speakers and suppressing the richness of their hybrid and eclectic communication.

Other scholars such as Nazeer, Rehman and Butt (2024) and Alafnan (2024) have raised similar concerns, warning that AI systems may inadvertently marginalize minority languages and dialects rather than supporting intercultural and hybrid forms. Insights from the interviews revealed some of this tension in practice. Students described ChatGPT as one of the most significant and stress-relieving tools in their learning. They appreciated its easy accessibility, informative feedback on grammar and vocabulary, and the confidence it gave them to complete essays and assignments. Many noted that ChatGPT simplified the process of writing in English compared with conventional feedback methods.

Students were also able to clearly distinguish between AI assistance and human instruction. They noted that while ChatGPT could provide timely, reasonable, and culturally sensitive responses, it lacked the nuanced understanding, tone, companionship, humor, and sense of community that a human teacher offers. Despite these advantages, some students expressed concern about over-reliance on AI. Several admitted to using ChatGPT to compose entire responses or essays and acknowledged the temptation to depend on the tool rather than developing their own intuitive understanding of language.

While ChatGPT’s convenience was appreciated, it also raised concerns about the authenticity and integrity of learning. One of the most insightful issues was identity. For many students, the ability to switch between Arabic and English while using ChatGPT reflected their true bilingual selves. It was an honest expression of who they are, culturally enriched and globally connected. For example, students would type a mix of Jordanian Arabic and English in prompts, using Arabic idioms or culturally specific references alongside English vocabulary, and felt comfortable seeing their hybrid expression validated. However, other students experienced a sense of dislocation when ChatGPT normalized their mixed inputs into standard English, effectively erasing their hybrid linguistic identity. This transformation sometimes felt like the loss of a key part of their self-identification, the hybridity that defines their language practices.

These dual experiences highlight that AI in the classroom functions not only as a language learning assistant but also as a cultural actor. A delicate balance exists between linguistic norms, identity, and power in ChatGPT-mediated interactions. For teachers and policy developers, this implies that AI implementation should not focus solely on technical efficiency. It must also be sensitive to the complex, living identities of students and the ways these identities shape language learning.

Altogether, the quantitative analysis of vocabulary and grammar gains is complemented by qualitative evidence on student confidence and identity negotiation. The improvements in literacy-based tasks, such as grammar and vocabulary assignments, reflect tangible benefits of using ChatGPT, as reported by the students. At the same time, qualitative data from interviews and discourse analysis highlight a trade-off: while students experience measurable gains, the AI-mediated interactions also impose standardization pressures that may affect sociolinguistic expression. In other words, the numerical results demonstrate clear progress in certain proficiency areas, but the qualitative perspective reveals that these gains are intertwined with the students' cultural and identity experiences, underscoring that language learning outcomes are not purely technical but socially and culturally situated.

The results have several implications for English language teaching in Jordan and similar multilingual context. First, ChatGPT can be integrated into eLearning as a supportive tool for developing literacy skills, particularly in vocabulary and grammar. Second, teachers should actively foster critical AI literacy, enabling students to reflect on both the benefits and limitations of AI-mediated communication. Awareness of Linguistic bias can be cultivated through activities such as comparing ChatGPT outputs with students' hybrid responses and analyzing when and why the system standardizes code-switched discourse. Finally, it is essential to emphasize that AI is not a replacement for human instruction but a complementary resource, particularly in areas requiring empathy, cultural mediation, and oral practice.

This study builds on prior research showing that Jordanian students view ChatGPT as a supportive supplement rather than a replacement for traditional teaching (Alkandari, 2025). AI in education thus has a dual role: it can boost learner confidence and independence, yet also risk overreliance. Teacher empathy and cultural sensitivity remain essential, as AI cannot replicate the human aspects of instruction (Almashour, Aldamen, & Jarrah, 2025).

Sociolinguistically, students frequently code-switch and blend languages in ChatGPT interactions, reflecting everyday Jordanian digital communication. However, the system often standardizes these hybrids toward Standard English, creating tension between authentic linguistic expression and global language norms. This phenomenon, described as semantic drift (Nazeer, Rehman, & Butt, 2024), supports concerns that AI tools may marginalize dialects and hybrid speech, prioritizing standardized forms over local linguistic practices (Alafnan, 2024).

Overall, the findings indicate that while ChatGPT effectively supports the development of concrete language skills such as vocabulary, grammar, and overall English proficiency, its impact on students' identity and language hybridity is less evident. Interaction with AI allows many students to experiment with expressing their bilingual identities freely, without perceived barriers. However, the system's tendency to correct or normalize non-standard forms implicitly communicates that hybrid or non-standard expressions are incorrect or inferior.

This highlights an important pedagogical point: teachers should not treat AI solely as a language-learning tool. They must also guide students to critically examine the biases embedded in these systems, encouraging reflection on how their linguistic identities and voices are shaped, mediated, and sometimes constrained by AI interactions.

5. Conclusion

In this paper, the interaction of Jordanian Generation Z students with ChatGPT during the e-learning process was investigated, particularly regarding its impact on learning beyond student's sociolinguistic abilities, including language blending and identity construction. The findings indicate that ChatGPT has become a learning tool that is widely accepted by students. Its use appears to contribute to improvements in vocabulary and grammar, while students' writing performance reached a moderate level in terms of organization and structural coherence. These outcomes align with findings from global research, which suggest that the use of generative AI tools can enhance literacy-related competencies, while showing limited influence on oral and listening skills.

Beyond language proficiency outcomes, the study also sheds light on how learners negotiate identity and linguistic authenticity in AI-mediated interactions. The presence of code-switching and hybrid linguistic practices in ChatGPT conversations highlights multilingualism as a key feature of digital communication in the Jordanian context. However, the tendency of the system to promote standardized English forms indicates a potential tension between global linguistic norms and the preservation of local linguistic identity. These tensions suggest that, while AI tools can provide students with opportunities to experiment with language in relaxed and low-pressure environments, their influence may also lead to the normalization of highly mixed language forms. As a result, this process may gradually reshape the ways students express their authentic linguistic voices and identities.

The pedagogical implications of these findings suggest that AI tools should not replace teachers in language education but rather function as supportive sources within the learning process. Human teachers remain essential, as they provide empathy, cultural awareness, and informed guidance, particularly in contexts where language learning is closely connected to identity and a sense of belonging. Two important implications emerge from this perspective. First, students should be educated to use AI tools responsibly and critically, developing the ability to evaluate and reflect on AI-generated language. Second, multilingual practices should be acknowledged and

valued as natural aspects of communication rather than treated as deficiencies.

Finally, this study opens several directions for future research. Longitudinal studies are needed to examine how sustained exposure to AI technologies may influence students' linguistic development and identity formation over time. Comparative research between Arab and non-Arab contexts may also provide deeper insights into how AI affects multilingual practices within different cultural and linguistic environments. As AI technologies continue to evolve, it will be increasingly important to monitor potential cultural and linguistic biases embedded within these systems. Such monitoring can help ensure that AI-supported learning environments promote inclusive and diverse language practices rather than reinforcing narrow definitions of what constitutes "correct" language.

Implications

The findings of this study have important implications for teaching practices, sociolinguistic understanding, and educational policy.

Teaching implications: The findings suggest that ChatGPT can serve as a valuable tool in online learning, particularly for improving vocabulary and grammar. However, it should be used as a supplement rather than a replacement for teachers. The learners should be provided with clear guidance on how to use AI tools critically and responsibly. The combination of an AI generated feedback with teacher feedback can create a balanced approach that enhances the learning process while preserving creativity, critical thinking, and independent language development.

Sociolinguistic implications: The frequent use of code-switching and linguistic mixing in AI-mediated interactions highlights that multilingual practices are not a problem but rather a resource that should be valued. Teachers can help students reflect on how AI responds to their mixed language use and encourage them to consider the implications for identity and culture. By framing bilingualism and multilingualism as strengths rather than weaknesses, educators can help students develop greater confidence in expressing their authentic linguistic voices.

Policy implications: At a broader level, universities, colleges and governmental bodies such as ministries of education- should develop thoughtful policies for integrating AI into language teaching and learning. These policies should ensure equitable access to AI tools, promote AI literacy among both teachers and students, and address concerns related to overreliance on AI and academic integrity. Additionally, policymakers should encourage the development of AI systems that recognize linguistic diversity, ensuring that such technologies are responsive to regional languages and mixed-language practices. Overall, these findings emphasize that the integration of AI in language learning extends beyond technological considerations. It involves human interaction, cultural identity, and communication practices. To make AI integration effective, educators and policymakers should approach AI as part of a broader social and educational process that supports inclusivity, authenticity, and human creativity.

Acknowledgments

The authors would like to thank the students who participated in this study and shared their valuable experiences and perspectives. Appreciation is also extended to colleagues who provided helpful feedback during the development of this manuscript.

Authors' contributions

M. S. Y. and D. A. A. were responsible for the study design and revising. M. S. Y. was responsible for data collection. M. S. Y. drafted the manuscript and D. A. A. revised it. All authors read and approved the final manuscript.

Funding

This research received no external funding.

Competing interests

The author declares that there are no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Alafnan, M. A. (2024). Artificial intelligence and language: Bridging Arabic and English with technology. *Journal of Ecohumanism, 11*(2), 45-63. <https://doi.org/10.62754/joe.v3i8.4961>
- Alkandari, H. (2025). Students' learning in the time of Artificial Intelligence (AI): Students' perceptions of using AI tools to improve their language learning in Kuwait. *Educational Process: International Journal, 15*(1), 1-21. <https://doi.org/10.22521/edupij.2025.15.154>
- Almashour, M., Aldamen, H., & Jarrah, M. (2025). "They know AI, but they also know us": Student perceptions of EFL teacher identity in AI-enhanced classrooms in Jordan. *Frontiers in Education, 10*, 1611147. <https://doi.org/10.3389/educ.2025.1611147>
- Almegren, A., Almegren, R. M., Hazaea, A. N., Mahdi, H. S., & Mohammed Ali, J. K. (2025). AI powered ELT: Instructors' transformative roles and opportunities. *PLoS One, 20*(5), e0324910. <https://doi.org/10.1371/journal.pone.0324910>
- Al-Shallakh, M. A. I. (2024). Embedding artificial intelligent applications in higher educational institutions to improve students' pronunciation performance. *Theory and Practice in Language Studies, 14*(6), 1897-1906. <https://doi.org/10.17507/tpls.1406.31>
- Al-Shallakh, M. A. I. (2025). Designing need-based learning material properly? A practical guide for teachers. *Theory and Practice in Language Studies, 15*(5), 1591-1602. <https://doi.org/10.17507/tpls.1505.24>
- Bin-Hady, W., Ali, J., & Al-humari, M. (2024). The impact of ChatGPT on social and emotional learning in EFL classrooms. *Journal of Research in Innovative Teaching & Learning, 17*(2), 112-127. <https://doi.org/10.1108/jrit-02-2024-0036>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- García, O., & Wei, L. (2015). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. https://doi.org/10.1057/9781137385765_4
- Gu, W. (2025). A meta-analysis of the efficacy of conversational AI use in EFL learning contexts. In G. Lampropoulos & S. Papadakis (Eds.), *Social robots in education* (pp. 335-374). Springer. https://doi.org/10.1007/978-3-031-82915-4_14
- Li, B., Tan, Y. L., Wang, C., & Lowell, V. (2025). Two years of innovation: A systematic review of empirical generative AI research in language learning and teaching. *Computers and Education: Artificial Intelligence, 9*, 100445. <https://doi.org/10.1016/j.caeai.2025.100445>
- Nazeer, I., Rehman, J., & Butt, M. (2024). Exploring code-switching dynamics in Urdu-English multilingual ChatGPT models: Patterns, challenges, and implications. *Journal of Policy Research, 10*, 18-27. <https://doi.org/10.61506/02.00503>
- Omar, H., Abu Owida, H., Abuowaida, S., Alshdaifat, N., Alazaidah, R., Elsoud, E., & Batyha, R. (2024). ChatGPT: A new AI tool for English language teaching and learning among Jordanian students. *Kurdish Studies, 12*(1), 3628-3637. <https://kurdishstudies.net/menu-script/index.php/KS/article/view/1647>
- Yaseen, M. S., Sa'di, R. A., & Sharadgah, T. A. (2021). Functions of code switching from Arabic to English among Jordanian pilots in their daily informal conversations: A case study. *Arab World English Journal, 12*(2), 109-124. <https://dx.doi.org/10.24093/awej/vol12no2.8>
- Yaseen, M., Al-Sayyed, S., & Ibnian, S. (2024). Exploring vocabulary development and student preferences: A comparative study of digital and print extensive reading in an EFL context. *Al-Balqa Journal for Research and Studies, 27*(4), 1-18. <https://doi.org/10.35875/r2p7np21>

Appendix 1**Questionnaire: ChatGPT and English Language Learning Among Jordanian Gen Z Students****Section A: Demographic Information**

1. Age: _____
2. Gender: Male Female Other
3. Academic year: First Second Third Fourth
4. Field of study: _____
5. Average weekly hours spent in eLearning platforms (e.g., Moodle, MS Teams): _____

Section B: ChatGPT Usage Patterns

6. How often do you use ChatGPT for language learning? Daily Weekly Monthly Rarely Never
7. What devices do you use to access ChatGPT? Laptop Mobile phone Tablet Other: _____
8. Which purposes do you use ChatGPT for? (check all that apply):
 - Grammar correction
 - Vocabulary learning
 - Writing support (ideas/organization)
 - Reading comprehension
 - Speaking practice
 - Exam preparation
 - Other: _____

Section C: Perceptions of Usefulness and Ease of Use (1 = Strongly Disagree → 5 = Strongly Agree)

9. ChatGPT helps me improve my English vocabulary.
10. ChatGPT helps me improve my grammar accuracy.
11. ChatGPT helps me organize and develop ideas in writing.
12. ChatGPT increases my motivation to learn English.
13. ChatGPT is easy to use for learning purposes.
14. I find ChatGPT more convenient than traditional study methods.
15. I feel over-reliant on ChatGPT for assignments and tasks.

Section D: Identity, Code-Switching, and Hybridity (1 = Strongly Disagree → 5 = Strongly Agree)

16. I sometimes use Arabic when interacting with ChatGPT.
17. ChatGPT understands and responds appropriately when I mix Arabic and English.
18. Using both Arabic and English with ChatGPT reflects my authentic bilingual identity.
19. ChatGPT pushes me toward more standardized English than I normally use.
20. I feel more confident expressing myself bilingually with ChatGPT than in class.

Section E: Perceptions of Teachers vs. AI (1 = Strongly Disagree → 5 = Strongly Agree)

21. ChatGPT provides useful feedback similar to a teacher's.
22. Teacher feedback is more culturally relevant than ChatGPT feedback.
23. ChatGPT cannot replace the empathy and support of human teachers.

Section F: Open-Ended Questions

24. How do you feel about using both Arabic and English when interacting with ChatGPT?

25. What benefits and challenges have you experienced when using ChatGPT for English learning?
