

**STUDENTS' USE OF CHATGPT IN RELATION TO THEIR VOCABULARY
SKILLS AND WRITING PROFICIENCY**

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Bachelor of Secondary Education
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by

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APPROVAL SHEET

This thesis entitled, “**STUDENTS’ USE OF CHATGPT IN RELATION TO THEIR VOCABULARY SKILLS AND WRITING PROFICIENCY**” prepared and submitted by **Alfred M. Decenan & Marvilen C. Pino**, in partial fulfillment of the requirements for the degree of **Bachelor of Secondary Education** major in **English**, has been examined and is recommended for acceptance and approval for Research Defense.

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Alfred & Marvilen

DEDICATION

This research study is humbly dedicated to the Almighty God,
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sustained them throughout this journey; And to their siblings, who stood
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with dedication and determination.

Alfred & Marvilen

ABSTRACT

ChatGPT is an advanced AI language model increasingly used by students as a tool for language learning and academic support. This study explored the relationship between students' use of ChatGPT and their vocabulary and writing proficiency. It employed a descriptive-correlational research design and involved 50 Grade 8 students from one of the higher education institutions in Ozamiz City, Philippines, selected using a design-based purposive sampling method. Three instruments were used: a ChatGPT Usage Questionnaire, a Vocabulary Skills Assessment, and an English Writing Proficiency Test. Data were analyzed using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient. The findings revealed a very high level of ChatGPT use, particularly for language learning tasks. The students showed high level of vocabulary skills and very high writing proficiency, especially in coherence, grammar, creative expression, and content. However, there was no significant relationship between ChatGPT use and vocabulary skills. No significant relationship was also noted between use of ChatGPT and their writing proficiency except for creative expression. While ChatGPT may not directly enhance technical language skills, it could positively influence students' creativity and originality in writing. Integrating AI tools like ChatGPT into writing instruction as supplementary support to encourage imaginative expression while emphasizing guided learning for vocabulary and grammar development. Educators, curriculum developers, and school leaders should promote structured, ethical ChatGPT use by integrating AI literacy, training teachers, and sustaining direct instruction in vocabulary and grammar to support creativity and academic writing.

Keywords: *chatGPT, vocabulary skills, writing proficiency, artificial intelligence in education, creative expression*

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Chapter 1

INTRODUCTION

Rationale of the Study

Chat Generative Pre-trained Transformer (ChatGPT) is an advanced AI language model developed by OpenAI. It is designed to understand and generate human-like text based on extensive datasets, so it is capable of engaging in coherent and contextually appropriate conversations (Adeshola & Adepoju, 2024). The transformer architecture forms the base for ChatGPT. ChatGPT is superb at capturing semantics plus linguistic patterns given this architecture, so it enables assistance to users in writing support, content generation, and information retrieval (Memarian & Doleck, 2023). Due to rapid adoption by people, a significant interest has ignited, especially in education, as they keenly assess how it can improve learning (Rahman & Watanobe, 2023).

In the field of education, ChatGPT is becoming increasingly well-known (Elbanna & Armstrong, 2024). Capabilities include writing corrections, clarifying complex subjects, and assisting language acquisition by suggesting contextual vocabulary (Lo et al., 2024). However, in conjunction with all these advantages, there are also growing concerns regarding the ethical implications of its usage. This results from the potential for academic dishonesty with the risk of over-reliance, which could weaken the critical thinking as well as problem-solving skills of students (Farhi et al., 2023). Given these challenges, establishing guidelines for AI tools in education is important.

Recent studies have shown that many students believe ChatGPT is a helpful tool for enhancing their vocabulary and writing abilities (Levine et al., 2025). Its interactive and responsive features help learners practice language use more effectively by providing

context-specific feedback and suggestions (Edlbauer et al., 2024). There are also concerns, though, about how AI can impact students' desire and ability to learn on their own; some educators warn that relying too much on these tools could impede the development of crucial cognitive skills (Ali et al., 2023). Therefore, in order to understand ChatGPT's purpose and implications in modern education, it is imperative to investigate how it influences students' writing and vocabulary.

Vocabulary refers to the collection of words that individuals understand and use effectively in communication. It is essential to language proficiency because it helps students understand and communicate concepts clearly and fluently (Alam & Asmawi, 2023). Receptive skills like reading, listening, speaking, and writing require a strong vocabulary (Mugableh, 2024). Additionally, vocabulary development is essential to language learning because it enhances comprehension and fosters meaningful interactions (Ngo, 2024).

ChatGPT has demonstrated a great deal of promise as a technique to improve vocabulary learning. Research indicates that because ChatGPT and other AI tools can rapidly provide synonyms, explanations, and contextual examples, students perceive them as beneficial for learning new words (Losi et al., 2024). Students can practice and receive instant feedback thanks to ChatGPT's interactive features, which improve vocabulary memory (Mugableh, 2024). Additionally, ChatGPT's personalized feedback can help close specific learning gaps, enhancing the efficacy of vocabulary acquisition and targeting (Ngo, 2024). These findings suggest that AI-based solutions can improve traditional vocabulary training by giving students more practice and engagement opportunities.

However, the integration of ChatGPT into vocabulary learning is not without challenges. Some researchers have expressed concerns that an over-reliance on AI tools may hinder students' capacity to independently infer word meanings, which is an essential ability for advanced language proficiency (Yildiz, 2023). Furthermore, there are warnings that the accuracy of AI-generated word suggestions could occasionally be misleading, necessitating careful oversight by instructors (Alam & Asmawi, 2023). Furthermore, a comprehensive approach that combines AI-based tools with traditional teaching methods must be used to ensure that students get both vocabulary knowledge and the ability to use it successfully in a range of scenarios (Waziana et al., 2024). These perspectives demonstrate the need to carefully integrate AI tools like ChatGPT into vocabulary training in order to maximize learning outcomes and minimize any potential negative impacts.

Writing proficiency is the ability to produce clear and well-structured texts, incorporating proper grammar, vocabulary, and coherence (Masoudi, 2024). Strong writing skills are essential for both academic success and effective communication in educational contexts (Yang, 2024). The creation of AI tools like ChatGPT has given students more chances to hone their writing abilities. By providing real-time feedback on grammar, vocabulary, and structure, ChatGPT helps students improve their writing skills iteratively (Ghafouri et al., 2024).

Research indicates that ChatGPT can assist students in writing more effectively by offering suggestions for enhancing their vocabulary and sentence structure (Hidayatullah, 2024). This feedback helps students write more complexly and boosts their confidence in their writing skills (Polakova & Ivenz, 2024). Additionally, improved writing outcomes have been linked to ChatGPT's support for academic writing tasks like thesis statements

and argumentation (Mahapatra, 2024). Breaking down challenging writing projects into smaller, more manageable parts also motivates students to take an active role in the writing process.

Despite these benefits, concerns about over-reliance on AI for writing persist, particularly regarding the potential impact on creative writing skills. According to some, students' capacity to generate original ideas may be restricted by the widespread use of AI-generated suggestions (Niloy et al., 2024). Another significant disadvantage has been identified as the possibility that students will stop being critical assessors of their own writing and instead become passive recipients of AI feedback (Bai & Tawilapakul, 2023). However, most people agree that ChatGPT can be a valuable tool for improving writing skills in both technical and creative areas if given the right direction (Song & Song, 2023).

The literature emphasizes how students' use of ChatGPT and their writing and vocabulary skills are significantly correlated. By giving students immediate feedback on their vocabulary usage, grammar, and sentence structure, ChatGPT is an invaluable tool for language learning that helps them improve their language proficiency (Masoudi, 2024). Continuous engagement improves students' vocabulary and their ability to write texts that are cohesive and well-structured (Ghafouri et al., 2024). Furthermore, students' understanding of word choice and writing style differences is enhanced by ChatGPT's ability to generate examples and provide alternatives (Hidayatullah, 2024). Teachers can use AI-based learning tools to assist pupils in improving their language skills and achieving academic success.

Understanding how AI-based tools affect language learning has become more crucial as a result of their quick integration into the classroom. Few studies have looked at

how these two aspects interact when using AI-based tools like ChatGPT, despite the fact that many have examined their role in improving writing skills or vocabulary separately. Additionally, there is a lack of focus on how individual differences, such as students' proficiency levels, learning styles, and frequency of ChatGPT use, influence the effectiveness of AI-assisted learning. Understanding these nuances is essential to determine whether ChatGPT can support a balanced development of both vocabulary and writing skills without fostering over-reliance on AI-generated content. By addressing these gaps, this study attempts to provide a more thorough understanding of ChatGPT's educational value for language learning.

At the same time, the growing adoption of AI tools like ChatGPT presents both opportunities and challenges for enhancing students' vocabulary and writing proficiency. Personalized feedback and accelerated learning are two possible advantages, but there are still serious worries about over-reliance and the genuineness of students' abilities. This study addresses these concerns by investigating the actual impact of ChatGPT usage on students' vocabulary acquisition and writing abilities. By exploring these aspects, the research seeks to provide a balanced understanding of how AI can be effectively utilized in educational settings. The findings are expected to offer practical recommendations for educators and policymakers on integrating AI tools to support language learning, contributing to the ongoing discourse on the responsible use of artificial intelligence in education.

Theoretical Framework

This study was anchored on Stephen Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978).

Based on the Input Hypothesis by Krashen (1985), language learners would learn a second language most productively if and when they are provided with comprehensible input—input a notch above the learners' own level of knowledge. It is captured in the equation " $i + 1$," where " i " is the learner's current knowledge and " $+1$ " refers to new linguistic items that can be accessed with effort. Krashen highlights that acquisition happens automatically when learners are concerned with comprehending messages instead of learning grammatical rules consciously. He states that understanding comes before production, that is, learners need not be pushed to talk or write directly, but rather their output will occur spontaneously as they get adequate input. According to his theory, students acquire language skills through exposure to stimulating and somewhat demanding content rather than through explicit grammar instruction. Krashen's theory is very applicable to how students use ChatGPT since it supplies a constant flow of comprehensible input.

The Input Hypothesis (Krashen, 1985) suggests that language learning is most successful when learners engage with understandable input that is just beyond their existing language skills ($i+1$). It indicates that vocabulary growth is most effective when new terms are presented in a significant context that confronts the learner without being too overwhelming. ChatGPT, being an AI-driven language model, customizes its replies to match the user's current knowledge and skill level. Through offering explanations, elaborating on terms, or requesting clarification when needed, ChatGPT guarantees that

learners encounter vocabulary that is contextually pertinent and suited to their level. Utilizing this dynamic and flexible method, users consistently interact with fresh vocabulary in a manner that improves comprehension and fosters language development (Ngo, 2024).

Krashen's Input Hypothesis serves as a valuable framework for examining the influence of Artificial Intelligence (AI) on language learning. AI-driven language platforms utilize personalized learning experiences and adaptive algorithms to provide customized support that caters to learners' varying needs. This approach aligns with the principles of comprehensible input and sociocultural interaction, ensuring that learners receive meaningful and appropriately challenging language exposure to enhance their acquisition process (Udeze, 2024).

Another theory anchored in this study was Vygotsky's Sociocultural Theory (1978), which focused on the importance of social interaction, scaffolding, and the Zone of Proximal Development (ZPD) in learning. With regard to students' utilization of ChatGPT, the AI acts as a scaffold, offering real-time support, explanations, and context-specific language assistance that enable learners to broaden their vocabulary and writing skills. Through its provision of adaptive feedback and interactive engagement, ChatGPT aids the students in building language skills within their ZPD, developing independent learning at their own pace, and enhancing their global proficiency.

The Zone of Proximal Development (ZPD), introduced by Vygotsky in 1978, refers to the gap between what a learner can do on their own and what they can achieve with help from a more knowledgeable guide. In this context, ChatGPT acts as a support tool, giving learners the assistance they need to reach their full potential. By adjusting its responses to

fit the learner's needs, ChatGPT helps with language learning by providing materials that are just challenging enough. This way, learners can make progress without feeling overwhelmed, which makes language learning more effective and manageable (Goh, 2024).

According to Vygotsky and Cole (1978), learning in the Zone of Proximal Development (ZPD) improves cognitive growth and helps learners gain higher-order thinking skills. AI technology enhances the learning process in the ZPD by adjusting instructional content as needed. This flexible approach leads to better educational results and encourages more self-directed learning. In personalized learning settings, ChatGPT acts as a tool to give tailored assistance to help students progress effectively (Amirjalili, 2024).

Like Vygotsky's Sociocultural Theory, Krashen's Input Hypothesis (1985) emphasizes the importance of understandable input for language acquisition. ChatGPT provides adaptable input, introducing students to new words and writing styles in a natural manner. Similarly, Vygotsky's Sociocultural Theory (1978) highlights scaffolding and ZPD learning. ChatGPT serves as a scaffold by offering immediate feedback to enhance students' vocabulary and writing abilities.

Conceptual Framework

This study looked into how students use ChatGPT and how it affects their vocabulary and writing skills. Learning a language is a complex process that benefits from interactive and personalized input. ChatGPT acts as a valuable tool for providing this engagement. With the increasing availability of AI-powered language models, students can get instant feedback, rich vocabulary options, and writing help that go beyond what

traditional classroom instruction offers. This access allows learners to improve their language skills more effectively by practicing vocabulary use and boosting their writing skills in various situations.

ChatGPT plays a significant role in language learning, especially in improving vocabulary and writing skills. As an AI language model, ChatGPT gives learners interactive and context-rich language input. It also provides immediate feedback on word choice, grammar, and sentence structure. Through ongoing interaction, students encounter new vocabulary and writing styles. This exposure allows them to broaden their language knowledge and use it effectively in their writing (Mugableh, 2024). Additionally, the personalized suggestions and real-time corrections from ChatGPT help learners enhance coherence, organization, and grammatical accuracy. It makes it a valuable tool for language acquisition (Hidayatullah, 2024).

The *frequency of ChatGPT* usage significantly impacts students' vocabulary acquisition and writing skills. Regular use of the tool exposes learners to a variety of vocabulary and sentence structures. This exposure allows them to practice and strengthen their language skills (Mugableh, 2024). High-frequency users tend to get more personalized feedback and vocabulary suggestions, leading to better writing accuracy and coherence (Levine et al., 2025). Furthermore, frequent interaction with AI-generated content encourages students to explore different writing styles and contexts. This makes it a valuable addition to traditional learning methods (Lo, 2023).

Students use ChatGPT for various *purposes*, such as improving vocabulary knowledge, enhancing writing skills, and getting quick information. Those who use the tool to draft and revise essays benefit from real-time feedback on grammar and word

choice. This feedback helps refine their writing skills (Levine et al., 2025). Additionally, learners who engage with ChatGPT to build their vocabulary often receive context-based explanations and synonyms. These resources deepen their understanding of words (Ngo, 2024). Purpose-driven interactions also help students improve their writing organization and coherence, making AI tools a practical support for traditional teaching (Firat, 2023).

Vocabulary refers to the collection of words that an individual knows and can use effectively in communication, encompassing both receptive (words understood when heard or read) and productive (words used in speaking or writing) aspects (Leona et al., 2021). A well-developed vocabulary is crucial for language proficiency as it enhances comprehension and the ability to express ideas accurately and fluently (Mugableh, 2024). In the context of language learning, continuous exposure to new words through various sources enhances depth of understanding (Yildiz, 2023).

Vocabulary acquisition refers to the process by which students learn and retain new words, and the use of ChatGPT has been shown to facilitate this process effectively. By providing instant definitions, synonyms, and usage examples, ChatGPT helps learners expand their lexical knowledge efficiently (Mugableh, 2024). Interactive features, such as contextual explanations and sentence suggestions, allow students to grasp the meanings of unfamiliar words more quickly compared to traditional learning methods (Ngo, 2024). Additionally, repeated exposure to new vocabulary through AI-assisted conversations reinforces retention, making ChatGPT a valuable tool for vocabulary acquisition (Yildiz, 2023).

Vocabulary comprehension involves understanding the meaning of words within different contexts, and ChatGPT significantly aids in this aspect by offering context-

specific explanations and clarifications. Through interactive dialogues, students can request further details or examples for words they find challenging, which helps deepen their understanding (Alam & Asmawi, 2023). Moreover, the AI's ability to generate varied contexts for the same word enhances students' ability to grasp nuanced meanings and appropriate usage (Rahman & Watanobe, 2023). This interactive approach not only improves comprehension but also supports learners in applying vocabulary accurately in both written and spoken communication (Ngo, 2024).

Contextual usage means applying vocabulary correctly in different situations. ChatGPT helps by creating example sentences that show how words are used in various contexts. This guidance aids learners in understanding word combinations and making appropriate word choices (Polakova & Ivenz, 2024). The tool's feedback on students' writing also points out mistakes in word usage and offers corrective suggestions that improve accuracy (Levine et al., 2025). Furthermore, through task-based interactions, students can practice using new vocabulary in meaningful ways, reinforcing both understanding and correct application (Firat, 2023).

Writing proficiency refers to the ability to express ideas clearly, accurately, and effectively in written form, encompassing grammar, vocabulary usage, coherence, and overall structure (Mahapatra, 2024). It is a critical component of language proficiency, requiring not only a solid grasp of linguistic rules but also the ability to organize thoughts logically and adapt writing styles to different contexts and audiences (Polakova & Ivenz, 2024). Continuous practice and feedback, such as that provided by tools like ChatGPT, can significantly enhance students' writing skills by offering personalized corrections and suggestions (Levine et al., 2025).

Grammar and structure are essential parts of writing proficiency. ChatGPT helps students improve in these areas by giving real-time feedback on grammar mistakes, sentence structure, and syntax. This support allows learners to refine their writing skills more effectively (Levine et al., 2025). The AI's ability to suggest better sentence constructions and explain corrections helps students understand grammatical rules more deeply (Polakova & Ivenz, 2024). Moreover, repeated practice with AI feedback allows students to internalize correct grammar and sentence patterns, which boosts their writing accuracy (Mahapatra, 2024).

Coherence and cohesion are crucial for producing well-organized and logically connected texts. ChatGPT supports students in achieving these qualities by providing suggestions for transitional phrases, paragraph structuring, and maintaining logical flow between ideas (Song & Song, 2023). The tool's feedback on paragraph unity and topic sentence effectiveness helps learners create more cohesive and comprehensible texts (Firat, 2023). Additionally, ChatGPT's ability to identify redundant or off-topic information assists students in focusing on the main ideas, thereby enhancing the clarity and coherence of their writing (Polakova & Ivenz, 2024).

Creative expression in writing involves using language in imaginative and original ways, and ChatGPT serves as an effective tool for encouraging this aspect of writing proficiency. By providing prompts, expanding on ideas, and offering alternative expressions, the AI stimulates students' creativity and helps them explore different writing styles and tones (Niloy et al., 2024). Furthermore, the tool's ability to generate metaphors, analogies, and vivid descriptions inspires learners to experiment with more expressive language (Shidiq, 2023). Engaging in creative tasks with ChatGPT not only enhances

students' writing skills but also boosts their confidence in using language creatively (Levine et al., 2025).

Content and relevance are important factors when using ChatGPT for language learning. The tool provides vocabulary and writing support that is tailored to learners' needs. ChatGPT offers meaningful input and feedback that help students enhance their vocabulary and writing skills through interactive practice (Aljohani, 2024). Its ability to create relevant examples and adjust responses based on user input makes it particularly useful for reinforcing language concepts in real-world contexts (Mugableh, 2024). Moreover, ChatGPT's availability outside traditional classrooms supports ongoing learning. This makes it a valuable resource in modern education that emphasizes the use of technology and learner independence (Miah, 2024).

The use of ChatGPT in education helps students gain a well-rounded way to learn a language. While traditional classroom teaching gives basic grammar and writing support, ChatGPT offers interactive and personalized feedback that encourages active learning. Combining both approaches improves students' ability to understand and use English effectively. It also boosts their vocabulary and writing skills.

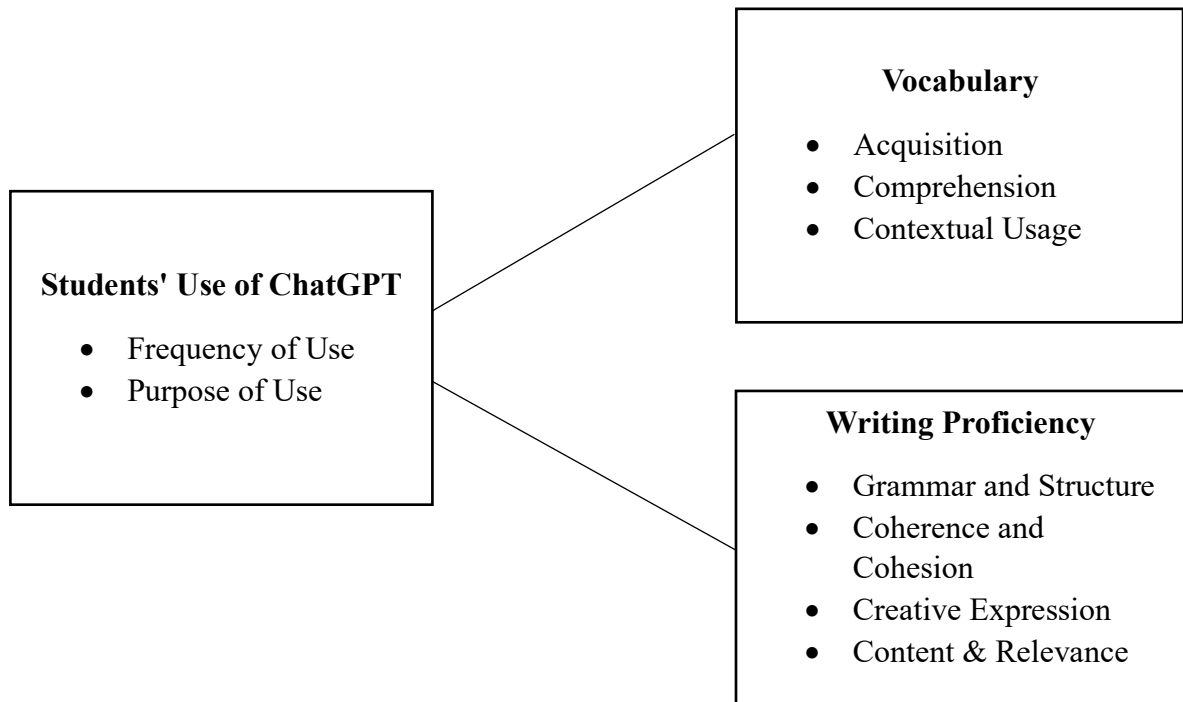


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study examined the relationship between students' use of ChatGPT and their vocabulary and writing proficiency in the Basic Education Department of Misamis University during the School Year 2024–2025.

Specifically, it sought to answer the following questions:

1. What is the level of students' use of ChatGPT for language learning purposes?
2. What are the students' vocabulary skills?
3. What are the students' writing skills in terms of grammar, coherence, creative expression, and content?
4. Is there a significant relationship between students' use of ChatGPT and their vocabulary skills?
5. Is there a significant relationship between students' use of ChatGPT and their writing proficiency?

Null Hypothesis

Ho₁: There is no significant relationship between students' use of ChatGPT and their vocabulary.

Ho₂: There is no significant relationship between students' use of ChatGPT and their writing proficiency.

Chapter 2

RESEARCH METHODOLOGY

Research Design

This study used a descriptive-correlational design to collect and analyze data on the relationship between students' use of ChatGPT and their vocabulary and writing proficiency. A descriptive-correlational design was used to examine the relationship between two or more variables through statistical analysis. This approach involved collecting numerical data on the variables of interest and analyzing the degree and direction of their association without implying causation (Elbanna, S., & Armstrong, L. 2024). This method was appropriate for investigating the independent variable, which was the students' use of ChatGPT, and the dependent variables, which were vocabulary proficiency and writing proficiency. By using this design, the study was able to find out whether students' use of ChatGPT was related to their language skills, allowing statistical analysis to reveal possible connections.

Research Setting

This study was conducted in one of the higher education institutions in Ozamiz City, Misamis Occidental, Philippines. It was a non-sectarian institution of learning that offered various academic programs, including junior high school education. The institution was known for its commitment to providing quality education and fostering a research-oriented environment. It was also recognized for its accredited programs and active involvement in community outreach and development initiatives.

The usage of technology in the institution's curriculum enables students to engage with digital learning tools such as ChatGPT for language learning. This kind of environment provides an ideal setting for examining the correlation between students' use of ChatGPT and their vocabulary and writing proficiency. By analyzing how students interacted with ChatGPT in an academic context, the study determined its impact on language acquisition and development.

Respondents of the Study

The respondents of this study were Grade 8 students from a higher education institution, selected using a design-based purposive sampling method, with a final sample size of 50 students. This sampling approach was guided by the structure of the research design and the specific purpose of selecting participants who met predetermined criteria relevant to the study. The inclusion criteria for selecting the respondents were as follows: (1) currently enrolled as Grade 8 students at the higher education institution for the academic year 2024–2025; (2) had experience using ChatGPT for language-related tasks such as vocabulary development or writing assistance; and (3) were willing to participate in the study by providing insights into their use of ChatGPT and their language proficiency. This method helped collect specific information related to the study's goals, making it easier to understand the connection between students' use of ChatGPT and their vocabulary and writing proficiency.

Research Instrument

The researcher utilized a survey questionnaire and language proficiency tests as the primary instruments for the study.

A. *ChatGPT Usage Questionnaire*. This questionnaire was designed to assess the extent of students' use of ChatGPT in relation to their language proficiency (Lo, 2023). It evaluated two key aspects: frequency of use and purpose of use. The questionnaire consisted of 20 items, using a 5-point Likert scale ranging from 1 (Never) to 5 (Always) for frequency and 1 (Strongly Disagree) to 5 (Strongly Agree) for purpose. This instrument aimed to quantify ChatGPT usage patterns. A pilot test with 30 Grade 8 students yielded Cronbach's alpha values of 0.91 for the Frequency of Use scale and 0.86 for Use scale, indicating high internal consistency and confirming the questionnaire's reliability.

Response	Continuum	Interpretation
5 – Strongly Agree	4.20 – 5.00	Very High
4 – Agree	3.40 – 4.19	High
3 – Neutral	2.60 – 3.39	Moderate
2 – Disagree	1.80 – 2.59	Low
1 – Strongly Disagree	1.00 – 1.80	Very Low

B. *Vocabulary Skills Assessment*. This assessment tool was derived from research on vocabulary learning through AI-based tools (Mugableh, 2024). The instrument evaluated students' vocabulary proficiency through three components: acquisition, comprehension, and contextual usage. It consisted of 15 multiple-choice items, evenly distributed across these categories. The assessment measured students' ability to recognize and recall words, understand word meanings, and apply vocabulary in context. To ensure

the validity of the instrument, three experts reviewed and assessed the items for clarity, relevance, and accuracy. The interpretation of scores was as follows:

Score Range	Interpretation
13 – 15	Outstanding
12	Very Satisfactory
11	Satisfactory
9-10	Fairly Satisfactory
Below 8	Did not meet the expectation

C. English Writing Proficiency Test. This test was adapted from studies examining the role of AI-based tools in enhancing writing proficiency (Polakova & Ivenz, 2024). The assessment required students to compose a short essay of 150–200 words on a given topic. The essays were evaluated based on a rubric that considered grammar and structure, coherence and cohesion, creative expression, and content and relevance. To ensure the reliability and validity of the assessment, three experts reviewed the rubric and provided feedback on its clarity and appropriateness. The test aimed to measure students' ability to write organized, grammatically accurate, and creative texts, reflecting ChatGPT's influence on their writing skills. The interpretation of scores was as follows:

Continuum	Interpretation
4.20-5.0	Very Proficient
3.40-4.19	Proficient
2.60-3.39	Developing
1.80-2.59	Less Proficiency
1.0-1.79	Least Proficiency

All research instruments underwent a validation process carried out by a panel of experts in language education. These experts carefully reviewed the questionnaire and proficiency tests to check for clarity, relevance, and appropriateness to the study's goals. Any unclear or inaccurate parts were revised based on their suggestions to improve the quality of the instruments. Their feedback was considered in making final adjustments before the instruments were officially administered to the respondents.

Data Gathering Procedure

In line with the research protocols, the data collection process started with the researcher formally asking for permission from the school administration. A request letter was submitted to the Office of the Principal, seeking approval to conduct the study with Grade 8 students. After receiving permission, the researcher worked with the English teachers to distribute the research instruments to the chosen respondents.

Before data collection, an orientation session explained the study's purpose, the confidentiality of responses, and the instructions for completing the questionnaire and proficiency tests. The respondents completed the Students' Use of ChatGPT Questionnaire first, followed by the Vocabulary Assessment and Writing Proficiency Assessment. The questionnaire measured how often and why students used ChatGPT, while the assessments evaluated their vocabulary and writing skills. After gathering the responses, the researcher thoroughly analyzed the data to explore the relationship between students' use of ChatGPT and their vocabulary and writing proficiency.

Ethical Considerations

In ensuring ethical research practices, the researchers prioritized obtaining informed consent and getting the necessary permissions from all participants involved in the study. Formal letters of request were sent to the school administration, teachers, and student respondents. These letters explained the purpose of the research and their roles in the data collection process. Parental consent was also obtained before involving the students. Participation in the study was entirely voluntary, and respondents could withdraw at any time without facing consequences.

Confidentiality and privacy were strictly upheld throughout the study. The identities of the participants remained anonymous, and any personal information collected was handled carefully to prevent unauthorized access or disclosure. The researchers made sure data collection was done responsibly and that the dignity and rights of all respondents were respected at all times. After all ethical considerations were addressed correctly, the researchers moved forward with administering the research instruments. Collected data were securely stored and systematically organized for analysis, ensuring that ethical standards were maintained throughout the research process.

Data Analysis

The researcher utilized the following statistical tools to analyze the collected data using Jamovi software:

Mean and Standard Deviation were used to measure the central tendency and dispersion of students' ChatGPT usage, vocabulary assessment scores, and writing proficiency scores.

Product-Moment Correlation Coefficient was employed to determine the relationship between students' use of ChatGPT and their vocabulary and writing proficiency.

RESULTS AND DISCUSSION

Level of Students' Use of ChatGPT for Language Learning Purposes

The findings in Table 1 show that students use ChatGPT a lot for language learning. The Frequency of Use scored a mean (M) of 4.41 with a standard deviation (SD) of 0.43. The Purpose of Use had a slightly higher mean (M = 4.44, SD = 0.36). The Overall Level of Use of ChatGPT was also very high (M = 4.43, SD = 0.40). According to the study's scale (4.20–5.00 = Very High), these results indicate that students not only use ChatGPT frequently but also purposefully for language learning activities like vocabulary building and writing improvement.

The consistently high mean scores across all categories suggest that students have firmly integrated ChatGPT into their language learning routines. The low standard deviations point to a strong agreement among student responses, indicating that most participants are using ChatGPT actively and consistently for educational purposes. This level of engagement might show that students are becoming more comfortable with AI tools, especially for personalized learning and self-paced language practice. It also suggests that students find ChatGPT accessible and practical for reaching their learning goals.

Students often use ChatGPT for language tasks, and recent studies support the high frequency and purposefulness observed here. Learners using AI tools like ChatGPT showed notable improvements in vocabulary retention and writing performance (Ngo, 2024). These improvements were linked to the real-time feedback and personalized learning paths that AI platforms provide, promoting ongoing student engagement and

effective language practice (Adeshola and Adepoju, 2024). The high usage levels reported in this study support these findings and highlight the value of ChatGPT as a steady and goal-driven tool for language learning (Li et al., 2023).

Moreover, AI chatbots help support independent language learning by providing various linguistic inputs and structured support that encourage vocabulary growth and writing fluency (AbuSahyon, 2023). These tools motivate learners to take charge of their language development through self-directed practice and interactive feedback (Levine et al., 2025). The study also highlighted the need to include AI tools in language curricula to maximize their benefits, reflecting the implications from your findings (Chen et al., 2023).

The results suggest that ChatGPT is widely used and strategically applied for language development. This emphasizes the need for educators and curriculum designers to formally incorporate AI tools into teaching. Training students to use ChatGPT effectively can improve their writing and vocabulary skills. At the same time, teachers can build on students' positive attitudes and use of the tool to develop more interactive, AI-supported language learning activities that enhance engagement and proficiency.

Table 1

Level of Students' Use of ChatGPT for Language Learning Purposes

Constructs	M	SD	Remarks
Frequency of Use	4.41	0.43	Very High
Purpose of Use	4.44	0.36	Very High
Overall Level of Use of ChatGPT	4.43	0.40	Very High

Scale: 4.20-5.0 (Very High); 3.40-4.19 (Moderately High); 2.60-3.39 (High); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Students' Vocabulary Skills

The findings in Table 2 show that a significant number of students had strong vocabulary skills related to their use of ChatGPT. Specifically, 56% of students ($n = 28$) performed at an Outstanding level, while 32% ($n = 16$) received a rating of Very Satisfactory. A smaller percentage achieved Satisfactory (8%) and Fairly Satisfactory (4%) performance levels. No students fell under Did Not Meet the Expectations. The overall mean performance score was 12.80 ($M = 12.80$), placing it in the Outstanding category according to the evaluation scale (13–15 = Outstanding; 12 = Very Satisfactory; 11 = Satisfactory; 9–10 = Fairly Satisfactory; 1–8 = Did Not Meet the Expectations). These results suggest that most students showed strong vocabulary skills.

The high percentage of students in the Outstanding and Very Satisfactory categories (a combined 88%) shows a strong link between using ChatGPT and vocabulary development. This may mean that ChatGPT offers students regular exposure to rich vocabulary, contextual language usage, and immediate feedback. All these factors contribute to better vocabulary learning. The small number of students in the lower categories (Satisfactory and below) further highlights the positive outcomes that may come from using ChatGPT. A mean score of 12.80, near the Outstanding level, supports the idea that AI learning tools can significantly enhance language skills when appropriately used.

Recent studies point out the positive effects of AI tools like ChatGPT on vocabulary learning among language students. In an eight-week study with 52 foreign language students, those who used a chatbot based on large language models showed significant improvements in both receptive and productive vocabulary knowledge. These gains lasted two weeks after the intervention, showing that AI chatbots are effective for long-term

vocabulary retention and incidental learning (Zhang & Huang, 2024). Likewise, studies on AI chatbots improving English for Specific Purposes (ESP) vocabulary found that students who interacted with chatbots giving synonyms and brief explanations outperformed their peers using traditional methods. The interactive setting encouraged positive interactions and clear discussions of meaning, promoting vocabulary growth (Silitonga et al., 2023). Supporting these results, learners viewed ChatGPT 3.5 as a valuable tool for vocabulary growth because of its immediate feedback, contextual examples, and interactive features that increased engagement and motivation in vocabulary learning (Luu & Bui, 2025).

The data suggest that ChatGPT could be a helpful supplementary tool for teaching vocabulary to students. With a high percentage of learners performing at the upper levels, educational institutions and language teachers might consider integrating ChatGPT or similar AI platforms into their teaching methods. Planned classroom activities, vocabulary games, and writing prompts supported by AI can offer students a more engaging and personalized language learning experience. Additionally, training students to use AI tools thoughtfully and effectively may further improve their language skills, particularly in vocabulary learning.

Table 2

Students' Vocabulary Skills

Performance	Frequency	Percentage
Outstanding	28	56.00
Very Satisfactory	16	32.00
Satisfactory	4	8.00
Fairly Satisfactory	2	4.00
Did not meet the Expectations	-	-
Mean Performance	12.80- Outstanding	

Note: Scale: 13-15 (Outstanding); 12 (Very Satisfactory); 11 (Satisfactory) ; 9-10(Fairly Satisfactory); 1-8(Did not meet the expectations)

Students' Writing Proficiency

Table 3 shows the students' writing proficiency across several key constructs. The results indicate that students were rated as very proficient in all assessed areas. Grammar and Structure was rated Very Proficient ($M = 4.32$, $SD = 0.65$). Coherence and Cohesion recorded the highest rating of Very Proficient ($M = 4.48$, $SD = 0.54$), while Creative Expression also showed a Very Proficient rating ($M = 4.40$, $SD = 0.64$). Content and Relevance received a similar Very Proficient rating ($M = 4.42$, $SD = 0.70$). The Overall Writing Skills were likewise rated Very Proficient ($M = 4.41$, $SD = 0.63$). According to the given scale (4.20–5.00 = Very Proficient), these findings indicate that the majority of students have attained advanced proficiency in their writing abilities.

The consistently high scores across all writing constructs suggest a strong writing competency among students, particularly in areas crucial to effective academic and creative communication. The relatively low standard deviations indicate that the majority of students performed similarly well, with minimal variance. The highest score in *Coherence and Cohesion* implies that students are particularly adept at organizing their ideas and maintaining logical flow in their writing. This may be attributed to the assistance of ChatGPT, which provides structured sentence models, transition suggestions, and feedback on content organization, all of which support the development of high-level writing skills. The high rating in *Creative Expression* also suggests that students are not merely replicating AI-generated content but are using the tool to enhance originality and fluency.

Recent research supports the positive impact of AI tools like ChatGPT on students' writing development. EFL students who used ChatGPT for drafting and revising their written work showed improvements in grammar, coherence, and content development

(Li et al., 2024). The AI's instant feedback and contextual language suggestions helped learners identify and correct writing errors in real-time, aligning with the high performance observed in Grammar and Structure as well as Coherence and Cohesion (Song & Song, 2023). Additionally, generative AI tools significantly enhance learners' creative and academic writing by scaffolding brainstorming, expanding vocabulary, and increasing sentence complexity. Students who frequently engaged with ChatGPT developed greater confidence in expressing ideas creatively while maintaining relevance and coherence, directly corresponding to the Very Proficient ratings in Creative Expression and Content and Relevance found in this study (Faiz et al., 2023).

These findings imply that ChatGPT can be an effective tool for improving students' writing proficiency when integrated responsibly into language education. The high performance in all areas of writing suggests that ChatGPT is not merely a passive tool for generating content but a dynamic platform that helps students write clearly, cohesively, and creatively. Educators may consider incorporating AI tools like ChatGPT into instructional strategies, particularly for drafting, revising, and peer feedback to reinforce key writing skills. Developing guidelines and training on ethical and critical use of AI can ensure students benefit from its support while still building their own authentic writing abilities.

Table 3

Students' Writing Proficiency

Constructs	M	SD	Remarks
Grammar & Structure	4.32	0.65	Very Proficient
Coherence & Cohesion	4.48	0.54	Very Proficient
Creative Expression	4.40	0.64	Very Proficient
Content & Relevance	4.42	0.70	Very Proficient
Overall Writing Skills	4.41	0.63	Very Proficient

Scale: 4.20-5.0 (Very Proficient); 3.40-4.19(Proficient); 2.60-3.39 (Developing); 1.80-2.59(Less Proficiency); 1.0-1.79 (Least Proficiency)

Significant Relationship between the Students' Use of ChatGPT and their Vocabulary Skills

Table 4 presents the correlation results between students' use of ChatGPT and their vocabulary skills. The relationship between Frequency of Use and Vocabulary Skills showed a very weak positive correlation ($r = 0.085$, $p = 0.556$), which is not statistically significant. Similarly, the correlation between Purpose of Use and Vocabulary Skills was weak ($r = 0.235$, $p = 0.100$) and also not significant. Since both p-values are higher than the significance level ($p = 0.05$), the null hypothesis (H_0), which states that there is no significant relationship between students' use of ChatGPT and their vocabulary skills, is not rejected.

The results show that there is no statistically significant relationship between how often students use ChatGPT or for what purposes they use it and their vocabulary skills. Even though the correlation between Purpose of Use and vocabulary skills ($r = 0.235$) is higher than that of Frequency of Use ($r = 0.085$), it still does not reach the threshold for statistical significance. This implies that how students engage with ChatGPT, whether frequently or purposefully, does not measurably improve their vocabulary, at least in the context of this study. Vocabulary development may need more focused interventions and active learning strategies, which may not occur during typical use of ChatGPT.

Recent research backs the idea that passive or unstructured use of AI tools like ChatGPT may not significantly improve vocabulary skills (Peng et al., 2023). Studies have shown that while ChatGPT can help with language learning tasks, its effectiveness in vocabulary acquisition is limited without active involvement and structured support. Vocabulary improvement requires strategies such as learner-initiated questioning, contextual practice, and instructor feedback (Xiao & Zhi, 2023). Likewise, vocabulary

acquisition through technology is most effective when combined with teaching support and metacognitive strategies (Teng & Wang, 2021).

On the other hand, positive results have been noted when students receive guidance on using ChatGPT specifically for vocabulary learning, like asking the AI to define, translate, and use unfamiliar words in different contexts (Mugableh, 2024). The effectiveness of AI tools in vocabulary growth depends heavily on how learners are taught to engage with them (Sapan & Uzun, 2024). The lack of a significant relationship in this study may reflect a more general or surface-level use of ChatGPT, rather than one rooted in language-learning methods.

The findings suggest that while students may use ChatGPT often and for various academic purposes, its effect on vocabulary skills is limited without guided, intentional use. Educators should consider incorporating structured strategies into their use of AI, such as vocabulary journals, targeted questioning, and direct instruction on word usage. Future curriculum designs may gain from combining AI interaction with direct vocabulary instruction to improve language acquisition results. Without these interventions, ChatGPT remains a potentially useful but underutilized tool for vocabulary growth.

Table 4

Significant Relationship between the Students' Use of ChatGPT and their Vocabulary Skills

Variables	<i>r</i> -value	<i>p</i> -value	Decision
Frequency of Use and Vocabulary Skills	0.085	0.556	Do not reject Ho
Purpose of Use and Vocabulary Skills	0.235	0.100	Do not reject Ho

Notes: Ho: There is no significant relationship between students' use of ChatGPT and their vocabulary skills.

*Probability Value Scale: *** $p < .001$ (Highly Significant); ** $p < 0.01$ (Highly Significant);*

** $p < 0.05$ (Significant); $p > 0.05$ (Not significant)*

Significant Relationship between the Students' Use of ChatGPT and their Writing Proficiency

Table 5 shows the correlation between students' use of ChatGPT and their writing proficiency across various constructs. The results show that for most variables, such as Grammar & Structure (Frequency: $r = -0.021$, $p = .883$; Purpose: $r = -0.012$, $p = .934$), Coherence & Cohesion (Frequency: $r = -0.063$, $p = .668$; Purpose: $r = -0.006$, $p = .964$), and Content & Relevance (Frequency: $r = -0.020$, $p = .890$; Purpose: $r = 0.035$, $p = .804$), both the frequency and purpose of ChatGPT use had r -values close to zero with p -values above the significance level ($p = .05$), indicating no significant correlations. However, a statistically significant relationship was found between Overall Use of ChatGPT and Creative Expression ($r = .283$, $p = .046$), which is below the significance level ($p = .05$). Thus, the null hypothesis was rejected only in this instance, indicating a meaningful correlation between students' overall ChatGPT use and their creative writing output.

The data suggest that although ChatGPT use does not significantly relate to most technical aspects of writing, such as grammar, structure, and content relevance, it may positively influence students' Creative Expression. This result is logical considering ChatGPT's interactive and generative nature, which can provide inspiration, model various writing styles, and stimulate imaginative thinking. Students may benefit more creatively from experimenting with ChatGPT prompts, generating story ideas, or mimicking advanced stylistic language, leading to more expressive and innovative writing. In contrast, foundational writing components like coherence or grammar may require deliberate instruction, practice, and feedback factors that are not always inherently supported by AI tools unless used with focused learning strategies.

Recent research suggests that passive or unstructured use of AI tools like ChatGPT may not significantly enhance writing skills. In one study, college students who used ChatGPT for writing assignments appreciated its support in generating ideas and improving sentence structure. However, they also pointed out limitations such as a lack of personal voice, depth, and critical thinking in the AI-generated content (Wang et al., 2024). Similarly, although ChatGPT may temporarily enhance creativity, excessive dependence on the tool was found to result in homogenized writing and a return to baseline creativity levels once the AI was removed (Liu et al., 2024). On the other hand, structured and pedagogically guided use of ChatGPT has been associated with notable improvements in writing fluency, flexibility, and narrative originality (de Vicente-Yagüe-Jara et al., 2023). These findings indicate that the effectiveness of ChatGPT in supporting writing development relies heavily on how students are taught to interact with the tool.

The significant relationship between students' overall use of ChatGPT and their creative expression in writing ($r = 0.283$, $p = .046$) aligns with Krashen's (1985) Input Hypothesis and Vygotsky's (1978) Sociocultural Theory. Krashen's theory emphasizes that language acquisition is most effective when learners receive comprehensible input slightly beyond their current proficiency level ("i + 1"), which ChatGPT provides by delivering tailored, contextually relevant language input. Likewise, Vygotsky's concept of the Zone of Proximal Development (ZPD) underscores the role of scaffolding in learning; ChatGPT functions as an adaptive scaffold, offering real-time feedback and support that assists learners in developing their creative writing skills within their ZPD. This supportive interaction likely fosters the improvement observed in students' creative expression.

The findings suggest that educators consider integrating ChatGPT strategically into writing lessons, particularly to foster creative thinking and stylistic diversity. However, it should not be viewed as a substitute for instruction in grammar, coherence, and structure. Instead, AI tools like ChatGPT may serve as complementary resources, valuable for brainstorming and creativity, but only effective when paired with pedagogically sound practices that encourage student reflection, revision, and critical evaluation. Future writing instruction may benefit from hybrid approaches that blend AI-powered ideation with rigorous human feedback.

Table 5

Significant Relationship between the Students' Use of ChatGPT and their Writing Proficiency

Variables	<i>r</i> -value	<i>p</i> -value	Decision
Frequency of Use and			
Grammar & Structure	-0.021	0.883	Do not reject Ho
Coherence & Cohesion	-0.238	0.097	Do not reject Ho
Creative Expression	0.234	0.101	Do not reject Ho
Content & Relevance	-0.075	0.602	Do not reject Ho
Purpose of Use and			
Grammar & Structure	-0.012	0.934	Do not reject Ho
Coherence & Cohesion	-0.027	0.853	Do not reject Ho
Creative Expression	0.184	0.200	Do not reject Ho
Content & Relevance	0.029	0.843	Do not reject Ho
Overall Use of Chat GPT and			
Grammar & Structure	-0.023	0.875	Do not reject Ho
Coherence & Cohesion	-0.189	0.188	Do not reject Ho
Creative Expression	0.283*	0.046	Reject Ho
Content & Relevance	-0.037	0.797	Do not reject Ho

Notes: Ho: There is no significant relationship between students' use of ChatGPT and their writing proficiency

*Probability Value Scale: *** $p < .001$ (Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)*

Chapter 4

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

The study looks into how the use of ChatGPT relates to the vocabulary and writing proficiency of students. Specifically, the study's objectives were to: 1) Determine the level of students' use of ChatGPT for language learning purposes in terms of frequency and purpose of use; 2) Determine the students' vocabulary proficiency in terms of acquisition, comprehension, and contextual usage; 3) Determine the students' writing proficiency in terms of grammar and structure, coherence and cohesion, and creative expression; 4) Determine the significant relationship between students' use of ChatGPT and their vocabulary skills; and 5) Determine the significant relationship between students' use of ChatGPT and their writing proficiency.

The study used a descriptive-correlational design to gather relevant data. The study was conducted in a higher education institution in Ozamiz City, Misamis Occidental, with 50 Grade 8 students selected through design-based purposive sampling. Data were collected using three instruments: the ChatGPT Usage Questionnaire, the Vocabulary Assessment, and the Writing Proficiency Test, which measured writing skills in grammar and structure, coherence and cohesion, and creative expression. Descriptive statistics such as mean and standard deviation were used to determine levels of usage and language proficiency, while the Pearson product-moment correlation coefficient was employed to analyze relationships between ChatGPT use, vocabulary, and writing proficiency.

Findings

After gathering and thoroughly recording all of the acquired data and information, the researcher arrived at the following results:

1. The level of ChatGPT use among Grade 8 students was very high in terms of both frequency and purpose.
2. The level of vocabulary proficiency among the respondents was high, with most students performing at the Outstanding and Very Satisfactory levels.
3. The level of writing proficiency among the respondents was very high across all components: grammar and structure, coherence and cohesion, creative expression, and content and relevance.
4. There was no significant relationship between the frequency and purpose of ChatGPT use and the vocabulary proficiency of the students.
5. There was no significant relationship between ChatGPT use and most aspects of writing proficiency, including grammar and structure, coherence and cohesion, and content and relevance. However, a significant relationship was found between overall ChatGPT use and creative expression in writing.

Conclusion

Based on the results of the study, the researcher drew the following conclusions:

1. Students demonstrated frequent and purposeful engagement with ChatGPT, especially in vocabulary and writing-related tasks. This reflects a growing comfort with AI as a learning resource.

2. Vocabulary development was independent of ChatGPT use, suggesting that vocabulary growth may rely more on other factors such as reading habits, prior knowledge, or exposure to varied language contexts.

3. Students exhibited strong writing skills, particularly in coherence, grammar, creativity, and content relevance, suggesting a solid foundation in written communication among the respondents.

4. Frequent AI use alone may not significantly enhance vocabulary, implying that intentional guidance and structured learning are necessary to support vocabulary acquisition.

5. There was a notable link between ChatGPT use and creative expression, highlighting the tool's potential to inspire originality and stylistic diversity in student writing.

Recommendations

Based on the findings and conclusions, the following are recommended:

1. Teachers can provide basic guidance on using ChatGPT for language learning, such as asking clear questions and using prompts for vocabulary and writing practice. Structured tasks help connect their use with learning goals.

2. Curriculum developers may include AI literacy in lesson plans. This helps students understand both the strengths and weaknesses of tools like ChatGPT. It encourages informed, critical use of AI in academic work.

3. School administrators can invest in training programs for teachers. These programs may focus on how to incorporate ChatGPT and similar AI tools into their teaching. This ensures that AI supports, rather than replaces, teacher expertise.

4. Teachers can continue to support students in grammar and academic writing. These skills may not improve significantly through ChatGPT alone. Focused lessons and feedback remain essential for developing these abilities.

5. Educational institutions may create policies for using AI. These policies should guide students toward ethical, creative, and academic applications. They can include workshops, classroom norms, and collaborative projects that promote responsible AI use.

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Appendix A

ChatGPT Questionnaire

Directions: Put a check (✓) under the column that best describes your response. For frequency-related questions, use the following scale: Never (1) – not at all, Rarely (2) – once in a while, Sometimes (3) – occasionally, Often (4) – frequently, and Always (5) – all the time. For purpose-related questions, use the following scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

Constructs/Indicators	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
A. Frequency of Use					
1. How often do you use ChatGPT for academic purposes?					
2. How frequently do you use ChatGPT for language learning?					
3. How often do you consult ChatGPT for writing assistance?					
4. How frequently do you ask ChatGPT for word meanings and synonyms?					
5. How often do you rely on ChatGPT for grammar corrections?					
6. How frequently do you use ChatGPT to generate text for assignments?					
7. How often do you ask ChatGPT to explain difficult concepts?					
8. How often do you use ChatGPT to practice sentence construction?					
9. How frequently do you use ChatGPT for summarizing texts?					
10. How often do you use ChatGPT to practice using new vocabulary in sentences?					

Constructs/Indicators	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
B. Purpose of Use					
11. ChatGPT helps me improve my vocabulary.					
12. ChatGPT enhances my writing skills.					
13. I use ChatGPT to check and correct my grammar effectively.					
14. ChatGPT assists me in generating creative ideas for essays and assignments.					
15. ChatGPT helps me understand the meanings of difficult English words.					
16. I find ChatGPT useful for translating words or phrases.					
17. ChatGPT allows me to explore and apply different writing styles and tones.					
18. I use ChatGPT to practice conversational English.					
19. ChatGPT supports me in reviewing and summarizing texts.					
20. ChatGPT helps me feel more prepared for exams and practice tests.					

Appendix B

Vocabulary Assessment

Directions: Choose the best answer for each question by encircling the letter of your choice.

Acquisition

1. What is the meaning of the word "abundant"?
 - a. plentiful
 - b. sufficient
 - c. numerous
 - d. overflowing
2. Which of the following words is a synonym for "cautious"?
 - a. careful
 - b. doubtful
 - c. mindful
 - d. worried
3. The word "vivid" means:
 - a. radiant
 - b. intense
 - c. transparent
 - d. bright and clear
4. Choose the antonym of "fragile":
 - a. hard
 - b. strong
 - c. power
 - d. tough
5. "Generous" means:
 - a. kind
 - b. giving
 - c. helpful
 - d. compassionate

Vocabulary Comprehension

6. "The teacher's explanation was very clear and easy to understand." What does "clear" mean?

- a. simple
- b. concise
- c. transparent
- d. understandable

7. "Despite the storm, the old house remained intact." What does "intact" mean?

- a. same
- b. strong
- c. complete
- d. undamaged

8. "She glanced at her watch before leaving." What does "glanced" mean?

- a. see
- b. view
- c. stared
- d. quick look

9. "The scientist made a remarkable discovery." What does "remarkable" mean?

- a. useful
- b. amazing
- c. impactful
- d. extraordinary

10. "The medicine had an immediate effect." What does "immediate" mean?

- a. fast
- b. quick
- c. instant
- d. effective

Contextual Usage

11. Which sentence uses "generous" correctly?

- a. The food was generous.
- b. He was generous with his compliments
- c. She was generous about her anger.
- d. He's selfish and very generous.

12. Choose the correct sentence for "fragile":

- a. He is fragile at math.
- b. The room was fragile.
- c. The glass vase is very fragile.
- d. She wore a fragile dress.
- e. 13. Which sentence uses "vivid" correctly?
- a. The vivid colors of the sunset were beautiful.
- b. She has a vivid way of sleeping.
- c. The room was vivid with quietness.
- d. The food was vivid.

14. Choose the correct sentence for "abundant":

- a. His weight is abundant.
- b. There was an abundant supply of food at the party
- c. The people were abundant.
- d. Cats have abundant lives.

15. Which sentence uses "reluctant" correctly?

- a. She was reluctant with happiness.
- b. His response was reluctant and cheerful.
- c. He was reluctant to speak in front of the class.
- d. The idea of being reluctant filled the air.

Appendix C

Writing Proficiency Rubric

Directions: Write a short essay (150-200 words) about the importance of voting wisely. Your essay will be evaluated based on the given rubric.

Criteria	Excellent (5 points)	Proficient (4 points)	Developing (3 points)	Needs Improvement (2 points)	Points
Grammar & Structure	Essay is grammatically accurate with well-structured sentences. Minimal to no errors in spelling, punctuation, or syntax.	Few grammatical errors; sentence structure is mostly clear and effective.	Noticeable grammatical errors and structural weaknesses that affect clarity.	Frequent grammatical errors and weak sentence structures that hinder comprehension.	
Coherence & Cohesion	Ideas are logically organized, with clear progression and smooth transitions between sentences and paragraphs.	Ideas are organized, but transitions may be somewhat abrupt or unclear.	Some ideas are disjointed, and transitions are weak or inconsistent.	Ideas lack organization, and the essay is difficult to follow due to poor coherence.	
Creative Expression	The essay is engaging, original, and demonstrates a strong command of language with varied sentence structures.	The essay is interesting and mostly original, with some variation in sentence structures.	The essay lacks originality, with limited vocabulary and repetitive structures.	The essay is unoriginal or lacks effort, with minimal vocabulary and simplistic expression.	
Content & Relevance	The essay effectively addresses the prompt with insightful and well-supported ideas.	The essay addresses the prompt but may lack depth in reasoning and support.	The essay partially addresses the prompt but lacks focus or sufficient explanation.	The essay does not address the prompt adequately and lacks relevant content.	
				Total	

Student 14

Name (Optional): Chloe Grancho

Date: 03-28-25

Grade and Section: 8- Celisw

A. ChatGPT Usage Questionnaire

Directions: Put a check (✓) under the column that best describes your response. For frequency-related questions, use the following scale: Never (1) – not at all, Rarely (2) – once in a while, Sometimes (3) – occasionally, Often (4) – frequently, and Always (5) – all the time. For purpose-related questions, use the following scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

Constructs/Indicators	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
A. Frequency of Use					
1. How often do you use ChatGPT for academic purposes?					✓
2. How frequently do you use ChatGPT for language learning?			✓		
3. How often do you consult ChatGPT for writing assistance?					✓
4. How frequently do you ask ChatGPT for word meanings and synonyms?					✓
5. How often do you rely on ChatGPT for grammar corrections?					✓
6. How frequently do you use ChatGPT to generate text for assignments?				✓	
7. How often do you ask ChatGPT to explain difficult concepts?					✓
8. How often do you use ChatGPT to practice sentence construction?					✓
9. How frequently do you use ChatGPT for summarizing texts?				✓	
10. How often do you use ChatGPT to practice using new vocabulary in sentences?				✓	✓

Constructs/Indicators	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
B. Purpose of Use					
11. ChatGPT helps me improve my vocabulary.					✓
12. ChatGPT enhances my writing skills.			✓		
13. I use ChatGPT to check and correct my grammar effectively.			✓		
14. ChatGPT assists me in generating creative ideas for essays and assignments.					✓
15. ChatGPT helps me understand the meanings of difficult English words.					✓
16. I find ChatGPT useful for translating words or phrases.					✓
17. ChatGPT allows me to explore and apply different writing styles and tones.			✓		
18. I use ChatGPT to practice conversational English.			✓		
19. ChatGPT supports me in reviewing and summarizing texts.					✓
20. ChatGPT helps me feel more prepared for exams and practice tests.			✓		

14

B. Vocabulary Assessment

Directions: Choose the best answer for each question by encircling the letter of your choice.

Acquisition

1. What is the meaning of the word "abundant"?

- a. plentiful
- ☒ b. sufficient
- c. numerous
- d. overflowing

2. Which of the following words is a synonym for "cautious"?

- ☒ a. careful
- b. doubtful
- c. mindful
- d. worried

3. The word "vivid" means:

- a. radiant
- b. intense
- c. transparent
- ☒ d. bright and clear

4. Choose the antonym of "fragile":

- a. hard
- b. strong
- c. power
- ☒ d. tough

5. "Generous" means:

- a. kind
- ☒ b. giving
- c. helpful
- d. compassionate

Vocabulary Comprehension

6. "The teacher's explanation was very clear and easy to understand." What does "clear" mean?

- a. simple
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9. "The scientist made a remarkable discovery." What does "remarkable" mean?

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15. Which sentence uses "reluctant" correctly?

- a. She was reluctant with happiness.
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- ☒ c. He was reluctant to speak in front of the class.
- d. The idea of being reluctant filled the air.

C. Writing Proficiency

Directions: Write a short essay (150-200 words) about the importance of voting wisely. Your essay will be evaluated based on the given rubric.

Criteria	Excellent (5 points)	Proficient (4 points)	Developing (3 points)	Needs Improvement (2 points)	Points
Grammar & Structure	Essay is grammatically accurate with well-structured sentences. Minimal to no errors in spelling, punctuation, or syntax.	Few grammatical errors; sentence structure is mostly clear and effective.	Noticeable grammatical errors and structural weaknesses that affect clarity.	Frequent grammatical errors and weak sentence structures that hinder comprehension.	5
Coherence & Cohesion	Ideas are logically organized, with clear progression and smooth transitions between sentences and paragraphs.	Ideas are organized, but transitions may be somewhat abrupt or unclear.	Some ideas are disjointed, and transitions are weak or inconsistent.	Ideas lack organization, and the essay is difficult to follow due to poor coherence.	4
Creative Expression	The essay is engaging, original, and demonstrates a strong command of language with varied sentence structures.	The essay is interesting and mostly original, with some variation in sentence structures.	The essay lacks originality, with limited vocabulary and repetitive structures.	The essay is unoriginal or lacks effort, with minimal vocabulary and simplistic expression.	4
Content & Relevance	The essay effectively addresses the prompt with insightful and well-supported ideas.	The essay addresses the prompt but may lack depth in reasoning and support.	The essay partially addresses the prompt but lacks focus or sufficient explanation.	The essay does not address the prompt adequately and lacks relevant content.	5
Total					18

For me voting wisely is important, since when we vote without thinking, many risks will occur, you never know who you vote without researching and learning their experience first. It's essential since the government has us in control and if ever we don't think it through, there's a chance things might go wrong. But how to vote wisely is knowing their history and doings. And most importantly we need to learn from the experiences from the past. We've been always taught to learn our experiences, so we should also put it in voting wisely. Because whenever we know what might happen, and maybe if we vote unthinkably there's a chance it might ruin our whole country and community. And most importantly it ruins the citizens' dignity and their whole lives since they are under that kind of a government.

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaken by Alfred M. Decenan and Marvilen C. Pino from the College of Education, Misamis University. I understand that the research is designed to gather information about the relationship between students' use of ChatGPT and their vocabulary and writing proficiency. I will be one of the participants who will complete questionnaires and participate in essay writing tasks for this research.
2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation. I understand that the questionnaires and essay writing tasks may be engaging and thought-provoking. However, if I feel uncomfortable at any point during the process, I have the right to skip any question, stop the essay task, or withdraw from the study.
4. The survey will last approximately 20-30 minutes.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the Principal of Basic Education Department of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Participant's Signature

Date

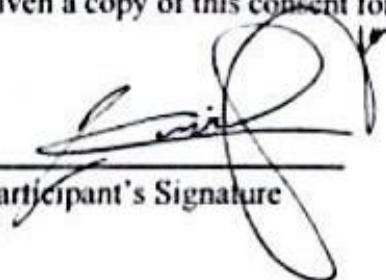
For further information, please contact:

Alfred M. Decenan (09709150794/ alfreddecenan35@gmail.com)

Marvilen C. Pino (09506915252/ marvilenp@gmail.com)

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 Participant's Signature

3 / 28 / 25

 Date

For further information, please contact:

Alfred M. Decenan (09709150794 / alfreddecenan35@gmail.com)

Marvilen C. Pino (09506915252 / marvilenp@gmail.com)

March 28, 2025

Mrs. Stephanie Jane S. Garduce
Principal, Basic Education
Misamis University
Ozamiz City

Dear Mrs. Garduce:

Greetings!

We are currently pursuing our research study for our subject ENGL 19 – Language Research under the program, Bachelor of Secondary Education Major in English at Misamis University, Ozamiz City. Our research entitled **"Students' Use of ChatGPT in Relation to Their Vocabulary and Writing Proficiency"** was approved by our Research Teacher on March 3, 2025.

This study aims to investigate the relationship between students' use of ChatGPT and their vocabulary and writing proficiency. Data will be collected using questionnaires and essay writing tasks from selected Grade 8 students enrolled in the 2nd semester of the School Year 2024-2025. In this regard, we kindly request your approval to conduct our study. Please be assured that all ethical considerations will be strictly observed, and the data collected will be used solely for research purposes.

Your approval to this request will be deeply appreciated.

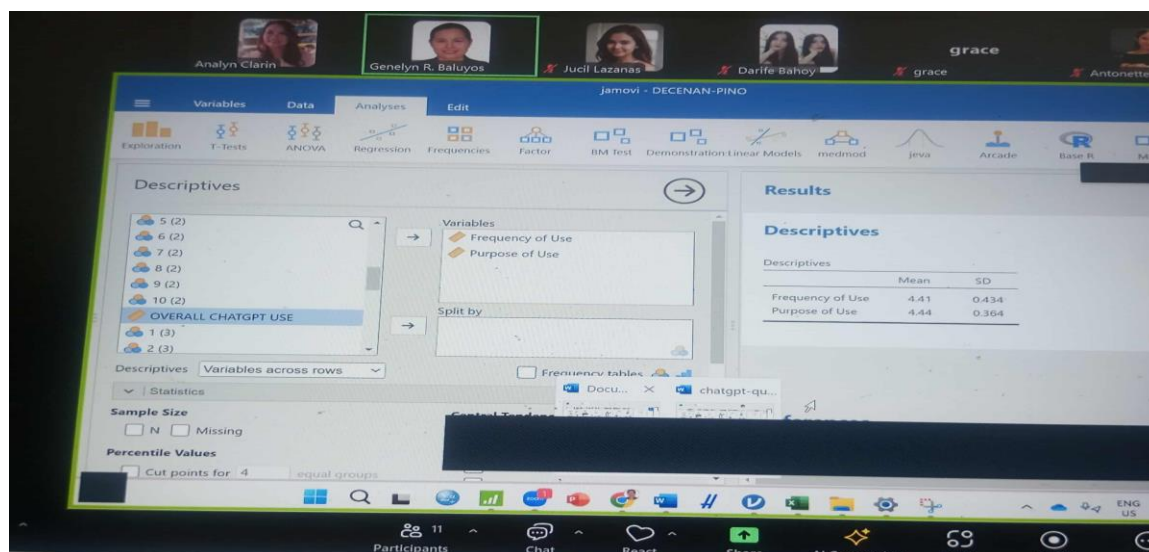
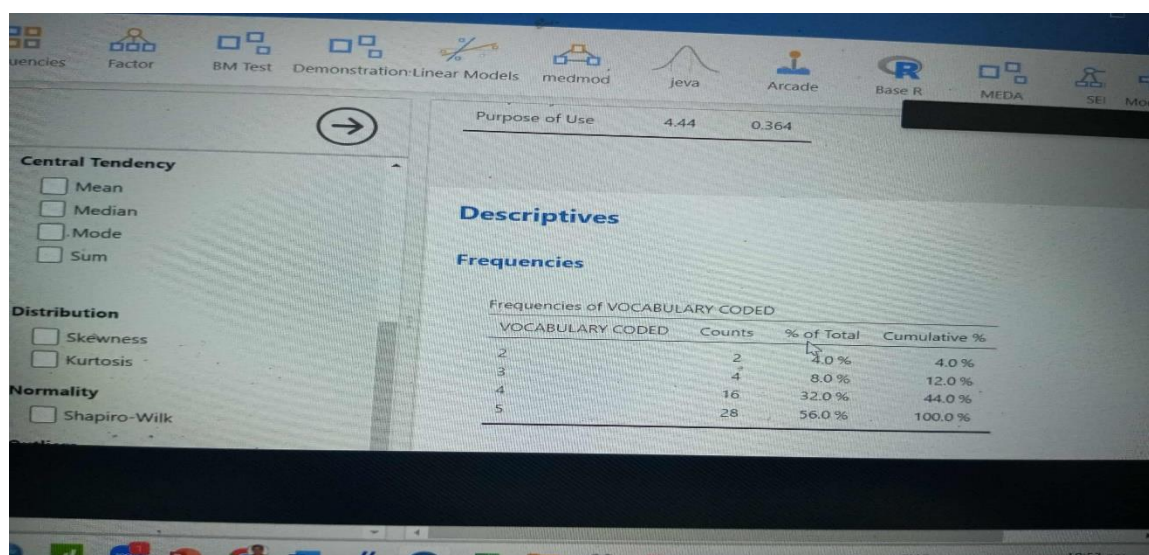
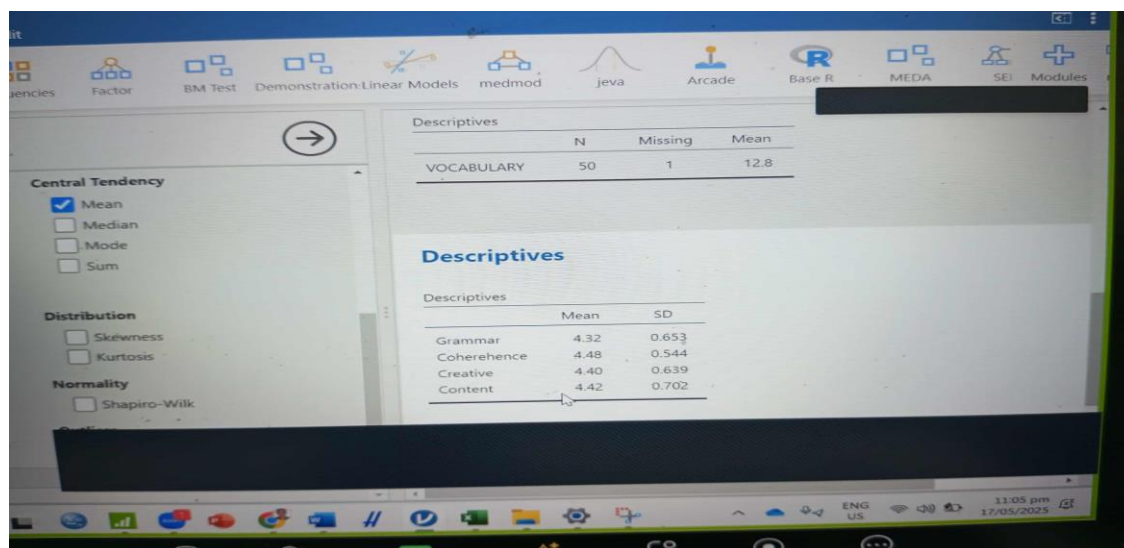
Respectfully yours,


ALFRED M. DECENAN
Student


MARVILEN C. PINO
Student

Noted: 
ANALYN S. CLARIN, EdD
ENGL 19 Instructor

Approved: 
STEPHANIE JANE S. GARDUCE, MAEd
PRINCIPAL, BASIC EDUCATION





CURRICULUM VITAE

PERSONAL DATA

Name : Alfred M. Decenan

Address : P-4, Bañadero, Ozamiz City, Misamis
Occidental

Date of Birth : October 27, 2003

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Male

Civil Status : Single

Parents : Mr. & Mrs. Liezel M. Decenan



EDUCATION

College : Bachelor of Secondary Education Major in English
Misamis University
Ozamiz City, Misamis Occidental

Secondary : Senior High School
Ozamiz City National High School
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Junior High School
Ozamiz City National High School
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2015-2019

Elementary : Felipe Carreon Central School
Ozamiz City, Misamis Occidental
2009-2015

CURRICULUM VITAE

PERSONAL DATA

Name : Marvilen C. Pino

Address : P-2, Baybay Santa Cruz, Misamis
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Date of Birth : March 6, 2004

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Female

Civil Status : Single

Parents : Mr. & Mrs. Helen C. Pino



EDUCATION

College : Bachelor of Secondary Education Major in English
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Ozamiz City, Misamis Occidental

Secondary : Senior High School
Aloran Trade High School
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2020-2022

Junior High School
Jimenez National Comprehensive High School
Corrales Jimenez, Misamis Occidental
2015-2019

Elementary : Butuay Elementary School
Jimenez, Misamis Occidental
2009-2015