

**Exploration of Grade 10 Students' Perception and Use of
AI Tools in English Language Learning**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for Master's Degree in English**

Submitted by

Aayoush Ghimire

Tribhuvan University

Faculty of Education

Saptagandaki Multiple Campus

Bharatpur, Chitwan

2025

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Declaration

I hereby declare that the work presented in this thesis entitled **Exploration of Grade 10 Students' Perception and Use of AI Tools in English Language Learning** is my own and has been carried out under the supervision of respected Lecturer **Mr. Padam Lal Bharati** of Saptagandaki Multiple Campus, Bharatpur, Chitwan. The content of this thesis is original and has not been submitted for any other degree or diploma at any university or institution. Any references to the work of other authors have been duly acknowledged in the text.

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Aayoush Ghimire

Abstract

This study explores the awareness, usage, and perceptions of AI tools, specifically generative AI like Chat GPT, among 101 school students from five community schools in Bharatpur Metropolitan City, Chitwan, Nepal. The research objectives focused on exploring students' awareness and frequency of AI tool usage, identifying the specific purposes for which these tools are employed, and recommending strategies to support effective integration into English language education. A quantitative survey research design was employed, utilizing a structured questionnaire for data collection. Convenience sampling with random selection method was used for choosing respondents. Descriptive statistics were used to analyze the responses, providing a comprehensive overview of students' engagement with AI in their educational context. The findings reveal a high awareness of AI tools among students, with a majority utilizing them primarily for assignments and writing skill enhancement. Challenges such as limited access, technical difficulties, and lack of teacher support were significant barriers to effective usage. Despite these obstacles, students expressed strong interest in classroom integration of AI tools, recognizing their potential to aid in English language learning. The study concludes that AI tools hold valuable potential for English language education if supported by adequate resources and structured training. Recommendations include policy-level investment in infrastructure, comprehensive teacher training, and integration of AI into the national curriculum to support equitable access and effective use in language learning.

The research report is organized into five chapters. The first chapter introduces the research background, objectives, and significance of the study. The second chapter reviews relevant literature and theoretical frameworks related to AI in education. The third chapter explains the research methodology, including the design, population, sampling, and data collection methods. The fourth chapter presents the findings and interprets the data in line with the research objectives. Finally, the fifth chapter concludes the study, summarizing key findings, discussing implications, and providing recommendations for future research and practice.

Abbreviations

AI:	Artificial Intelligence
AM:	Arithmetic Mean
Chat GPT:	Chat Generative Pre-training Transformer
CK:	Content Knowledge
ICT:	Information and Communication Technology
ITS:	Intelligent Tutoring System
NLP:	Natural Language Processing
PCK:	Pedagogical Content Knowledge
PK:	Pedagogical Knowledge
TPACK:	Technological Pedagogical Content Knowledge
TCK:	Technological Content Knowledge
TK:	Technological Knowledge
TPK:	Technological Pedagogical Knowledge
ZPD:	Zone of Proximal Development

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Plagiarism Examination Result</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Abbreviations</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xi</i>
Chapter One: Introduction	1
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	4
Delimitations of the Study	5
Operational Definition of the Key Terms	5
Chapter Two: Review of the Related Literature	7
Review of Related Theoretical Literature	7
Review of Related Empirical Literature	14
Conceptual Framework	17
Implications of Literature Review for the Study	18
Chapter Three: Research Methodology	20
Research Design	20
Population, Sample and Sampling Procedure	20
Research Tool	20
Data Collection Procedures	21
Data Analysis Procedures	21
Ethical Considerations	21
Chapter Four: Result and Discussion	23
Results	23
Overall Findings	39

Discussion	41
Chapter Five: Conclusion and Recommendations	44
Conclusion	44
Recommendations	45
References	46
Appendix	50

List of Tables

Table 1	Age Distribution	23
Table 2	Gender Distribution	24
Table 3	Awareness of Generative AI Tools	24
Table 4	Usage Experience of AI Tools	25
Table 5	Source of Initial Knowledge about AI Tools	25
Table 6	Self-assessment of AI Tool Knowledge Levels	26
Table 7	Frequency of AI Tool Usage for Learning	27
Table 8	Purpose of AI Tool Usage	27
Table 9	Daily Time Spent on AI Tools	28
Table 10	AI Tool Utilization for English Learning	28
Table 11	AI Tool Application in Various Aspects of English Language Learning	29
Table 12	Perceived Effectiveness of AI Tools	29
Table 13	Student Beliefs on AI Tools Simplifying English Learning	30
Table 14	Student Sentiments on Using AI Tools	31
Table 15	Student Recommendations for Using AI Tools	31
Table 16	Primary Benefits of Using Generative AI Tools	32
Table 17	Key Challenges Faced by Students Using AI Tools	33
Table 18	Student Opinions on the Integration of AI Tools in the Classroom	33
Table 19	Required Support for Effective AI Tool Usage	34
Table 20	Awareness of AI Tools for Learning among Non-Users	35
Table 21	Reasons for Not Using AI Tools for Learning	36
Table 22	Interest in Using AI Tools for Learning among Non-Users	37
Table 23	Perceptions of AI Tools' Potential Impact on English Learning among Non-Users	38
Table 24	Required Support and Resources for Initiating AI Tool Usage	38

List of Figures

Figure 1	Visual Representation of the Conceptual Framework of the Study	18
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Chapter One

Introduction

The rapid advancement of Artificial Intelligence (AI) has significantly influenced education, particularly English language learning. AI-powered tools such as Chat GPT, Grammarly, Duolingo, Chatbots, and Quizlet provide interactive, personalized learning experiences, offering real-time feedback, adaptive exercises, and language practice opportunities (Luckin et al., 2016; Wang & Somasundaran, 2020). While these technologies are reshaping language acquisition globally, their awareness and usage among school students in Nepal remain largely unexplored.

This study focuses on exploring students' awareness, usage patterns, and perceptions of AI tools in English language learning. It aims to assess whether students are familiar with AI-powered applications, how frequently they use them, and for what specific language-learning purposes. Additionally, the study seeks to understand students' attitudes towards these tools, identifying both their perceived benefits and challenges in an educational setting.

The motivation for this research stems from a personal experience—my younger sister, a grade 10 student, was introduced to Chat GPT by her English teacher as a learning aid. She used the tool to practice writing, improve her vocabulary, and receive instant feedback on her responses. Observing how AI-assisted learning impacted her English proficiency and engagement sparked my curiosity about its broader influence on students in Nepal. This inspired me to investigate how other students perceive and utilize AI tools, contributing to discussions on integrating technology into English language education effectively.

By examining students' experiences with AI-powered learning, this study aims to provide insights for educators, policymakers, and researchers on how these tools can be leveraged to enhance English language learning in Nepal.

Background of the Study

The global landscape of education has experienced a significant transformation with the emergence of AI technologies. AI-powered educational tools, such as language learning apps, chat bots, and intelligent tutoring systems, provide interactive and personalized learning experiences. These tools make use of natural language processing (NLP) and machine learning algorithms to adapt to the learner's proficiency level, offer instant feedback, and monitor progress over time (Meurers et al., 2011). Research by Luckin et al. (2016) emphasizes the potential of AI to support

differentiated instruction and meet the diverse needs of students, thereby enhancing the effectiveness and engagement of learning. In Nepal, the education system grapples with various challenges, including limited access to quality educational resources, varying proficiency levels among students, and a shortage of trained teachers, particularly in rural areas (Mathema, 2007). Introducing AI tools in this context could help address some of these issues by providing consistent and scalable learning opportunities. AI tools can offer tailored learning pathways, enabling students to advance at their own pace and according to their individual needs, which is crucial in a multilingual and diverse country like Nepal (Poudel, 2010). Numerous studies have examined the effectiveness of AI in language learning. For example, Wang and Somasundaran (2020) discovered that AI-driven language learning tools significantly enhance vocabulary acquisition and pronunciation skills among students. Similarly, Ziegler et al. (2017) demonstrated that AI-based applications could improve student engagement and motivation by incorporating gamified elements and adaptive learning strategies. These findings underscore the potential benefits of leveraging AI for English language learning in the Nepalese education system. However, the adoption of AI tools in Nepalese schools is still in its early stages. Preliminary investigations by Sharma and Chitrakar (2021) indicate a growing interest in digital learning tools among educators and policymakers. Nevertheless, there is limited empirical research on the actual usage, challenges, and impacts of AI tools for language learning in Nepalese schools. This gap presents an opportunity to explore how these technologies can be effectively integrated into the curriculum to enhance English language proficiency among students.

Statement of the Problem

The advent of generative AI tools, such as Chat GPT, has introduced new dimensions to English language learning, providing interactive and adaptive learning experiences. However, there is a growing concern that students might be leveraging these AI tools not primarily to improve their language skills but rather to complete assignments and reduce their workload. This potential misuse could undermine the educational benefits that these technologies offer.

In the context of Nepal, where educational resources are limited and access to quality instruction varies significantly, understanding how students utilize AI tools is crucial. There is a need to investigate whether students are aware of these tools, how

frequently and for what purposes they use them, and specifically, if they employ them for genuine language learning or simply as shortcuts for academic tasks.

This study aims to provide insights into these usage patterns, which could inform teachers, policymakers, and other responsible stakeholders about the current state of AI tools usage in English language learning. By identifying areas where AI tools are underutilized or misused, the study seeks to offer recommendations to optimize the use of these technologies, ensuring they serve as effective aids in language education rather than mere conveniences. This could help educators better guide students in making the most of AI tools for their language development, ultimately enhancing the overall quality of English language education in Nepal.

Objectives of the Study

The study aims to achieve the following objectives:

1. To explore the awareness and frequency of AI tool usage, such as Chat GPT, among school students in Chitwan district of Nepal.
2. To identify the specific purposes for using AI tools, with a focus on their application in English language learning.
3. To recommend strategies and implications for effectively integrating AI tools into English language learning and teaching.

Research Questions

The following are the research questions to guide this research:

1. What is the level of awareness and frequency of use of AI tools like Chat GPT among school students in Chitwan district of Nepal?
 - What percentage of student is familiar with AI tools?
 - How often do students use these tools?
2. For what specific purposes do students utilize AI tools, particularly in the context of English language learning?
 - Are AI tools primarily used for completing assignments, practicing language skills, or other academic tasks?
 - Which areas of English language learning (e.g., grammar, vocabulary, speaking, and writing) do students focus on when using AI tools?
 - What are the perceptions of students regarding the effectiveness of AI tools in enhancing English language learning?

3. What strategies and implication can be recommended for educators and policymakers based on students' awareness, usage patterns, and perceptions of AI tools?

Significance of the Study

The integration of AI in education has the potential to revolutionize language learning, offering unprecedented opportunities for interactive and personalized instruction. However, there is a pressing need to understand how AI tools are being utilized by students, particularly in developing countries like Nepal, where educational resources and teaching quality can vary significantly.

This study is significant for several reasons. Firstly, it provides valuable insights into the awareness and usage patterns of AI tools among school students in Nepal. By identifying whether students use these tools primarily for educational purposes or merely as shortcuts to complete assignments, the research highlights critical areas where the educational potential of AI remains untapped.

Secondly, the findings could be instrumental for teachers, enabling them to better guide their students in the effective use of AI tools for language learning. Teachers can develop strategies to integrate these technologies into their teaching practices, ensuring that students benefit from enhanced learning experiences and improved language proficiency.

Additionally, the study addresses the interests of policymakers and educational administrators who are responsible for curriculum development and resource allocation. By understanding the current usage trends and the impact of AI tools on language learning outcomes, policymakers can make informed decisions about incorporating AI into the educational framework, promoting equitable access to advanced learning technologies across different regions.

Parents and guardians, as key stakeholders in their children's education, benefit from this research as well. The study provides them a clearer understanding of the role of AI in language learning, enabling them to support and monitor their children's use of these tools effectively.

Finally, the broader educational community, including developers of AI-based educational tools, might find this study valuable. Insights into user behavior and educational impact can guide the development of more effective, user-friendly tools tailored to the needs of students in diverse learning environments.

In summary, this research addresses a critical gap in understanding the use of AI tools for English language learning among Nepalese students. By shedding light on current practices and their effectiveness, the study aims to enhance educational outcomes, informing stakeholders and responsible personnel on how to optimize the integration of AI in education for the benefit of all learners.

Delimitations of the Study

This study is delimited to 101 respondents of grade 10 selected randomly from five different community schools within Bharatpur Metropolitan, Chitwan District, Bagmati Province of Nepal. The research focuses exclusively on collecting quantitative data to explore the awareness and usage of AI tools, such as Chat GPT, among these students. The study explores how often these tools are used and identify the specific aspects of English language learning they are employed for, such as grammar, vocabulary, speaking, and writing. The scope didn't extend to qualitative data or include other regions, private schools, or AI tools beyond those specified.

Operational Definition of the Key Terms

Some terms especially related to this research have been listed and defined as follows:

Artificial Intelligence (AI): AI refers to the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (acquiring information and rules for using it), reasoning (using rules to reach approximate or definite conclusions), and self-correction. AI is applied in various fields including education, where it enhances learning through interactive and adaptive technologies.

Generative AI: Generative AI is a subset of artificial intelligence that focuses on creating new content, such as text, images, or audio, based on patterns and data it has learned. Tools like Chat GPT, which can generate human-like text responses, are examples of generative AI. These tools are designed to understand and produce language in a way that mimics human communication.

Chat GPT: Chat GPT is a specific generative AI tool developed by Open AI. It uses advanced natural language processing algorithms to generate coherent and contextually relevant text responses based on user input. Chat GPT can engage in conversations, answer questions, and provide explanations, making it a valuable resource for interactive learning and language practice.

Language Learning: Language learning involves the process of acquiring the ability to understand, speak, read, and write in a new language. This process includes mastering grammar, vocabulary, pronunciation, and comprehension skills. Effective language learning often incorporates various methods, including formal instruction, practice, and immersion in the language environment.

Awareness: In the context of this study, awareness refers to the extent to which students are knowledgeable about the existence and functions of AI tools like Chat GPT. It involves understanding what these tools are, how they can be accessed, and their potential applications in language learning.

Usage Frequency: Usage frequency refers to how often students utilize AI tools such as Chat GPT. This can be measured in terms of daily, weekly, or monthly usage and provides insights into the extent of reliance on these tools for various tasks, including language learning.

Community School: Community schools in Nepal are publicly funded educational institutions that serve the local population. These schools are managed by the community, with support from the government, and aim to provide accessible education to all children, regardless of their socio-economic background.

Quantitative Data: Quantitative data refers to numerical information that can be measured and analyzed statistically. In this study, quantitative data were collected through surveys and questionnaires to assess students' awareness, usage frequency, and specific applications of AI tools in English language learning.

English Language Learning: English language learning involves the process of acquiring proficiency in English. This encompasses various aspects such as grammar, vocabulary, speaking, listening, reading, and writing. The study focuses on how AI tools are used to enhance these specific areas of language learning.

Chapter Two

Review of the Related Literature

This chapter consists of reviews of related theoretical and empirical literatures, their implications on the study and, the conceptual framework of the study.

Review of Related Theoretical Literature

AI in Education

AI in education is transforming how students interact with learning content by providing personalized and interactive experience. A prominent form of AI in language learning is Generative AI, exemplified by tools like Chat GPT, which can simulate conversations, provide real-time feedback, and tailor responses based on individual user input. Generative AI is specifically designed to generate original content and interactive responses, making it highly suitable for language tasks that require adaptability and engagement. This ability to generate contextually relevant text supports dynamic learning, where students can practice language skills in a conversational format, receiving instant corrections and explanations.

Socio-cultural Theory

Socio-cultural Theory, introduced by Russian psychologist Lev Vygotsky, emphasizes the crucial role of social interaction and cultural context in cognitive development. Vygotsky (1978) posited that learning is not an isolated process but one deeply embedded within social and cultural frameworks, where knowledge is constructed through interaction with others. Central to this theory are three key concepts: mediation, the Zone of Proximal Development (ZPD), and scaffolding, which together describe how learners acquire new skills and knowledge through guided interaction within their social environment.

A fundamental component of Socio-cultural Theory is mediation, which refers to the use of cultural tools, language, and symbols as intermediaries in the learning process. Vygotsky (1986) argued that learners use these tools to understand and navigate the world, with language being one of the most significant mediating tools. Through social interactions, students develop language skills that allow them to express ideas and thoughts, facilitating cognitive growth. In educational contexts, teachers, peers, and even digital tools act as mediators, shaping students' understanding of interaction and communication as essential elements in building knowledge and skill.

The Zone of Proximal Development (ZPD) is another foundational concept in Vygotsky's theory, referring to the difference between what a learner can achieve independently and what they can accomplish with assistance. Vygotsky (1978) asserted that learning is most effective when students are challenged within their ZPD, where tasks are slightly beyond their current abilities but achievable with support. This approach emphasizes the importance of guidance, as it allows learners to reach higher levels of understanding through support from more knowledgeable individuals, such as teachers or peers. Within ZPD, learning is seen as a collaborative process, where support from others enables learners to internalize new skills, gradually moving from dependence to independent mastery.

Scaffolding is a related concept, though not directly coined by Vygotsky, which builds on his ideas of guided support. Developed by later theorists, such as Jerome Bruner and David Wood, scaffolding describes the temporary support provided to learners as they work within their ZPD. Through scaffolding, teachers or facilitators offer structure and guidance at the beginning stages of learning a new concept, gradually reducing assistance as the learner becomes more competent. Scaffolding is a dynamic process that adjusts to the learner's needs, enabling students to achieve tasks they could not complete independently. This technique aligns with Vygotsky's belief in the social nature of learning and highlights the role of educators in helping students to bridge the gap between current abilities and potential skills (Wood, Bruner, & Ross, 1976).

The contributions of scholars like James Wertsch (1991) and Chaiklin (2003) have expanded on Vygotsky's work, underscoring the relevance of Socio-cultural Theory in modern education. Wertsch emphasized the role of social interaction and dialogue as crucial to cognitive development, advocating for an interactive learning environment that allows students to engage actively in their learning. Chaiklin, on the other hand, explored the nuances of the ZPD, stressing that tasks must be carefully selected to fall within a learner's potential growth range. These scholars highlight the practical applications of Vygotsky's theories, demonstrating how Socio-cultural Theory can inform teaching practices that encourage active learning through social support and scaffolding.

While Socio-cultural Theory has gained widespread acceptance in educational psychology, it also faces certain limitations. One critique is that the theory may underestimate individual cognitive processes by emphasizing social and cultural

factors in learning. Additionally, implementing ZPD-based instruction and scaffolding in large classrooms can be challenging, as it requires teachers to provide tailored support for each learner's developmental level. Despite these limitations, Socio-cultural Theory remains highly influential, particularly in language education and collaborative learning contexts where interaction and communication are vital components (Daniels, 2001; Chaiklin, 2003).

In the context of language learning, Socio-cultural Theory provides a valuable framework for understanding how learners acquire language through interaction and support. Language learning, by nature, is a social endeavor, where learners benefit from conversational practice, feedback, and guided exercises. By positioning educators, peers, and even technological tools as facilitators of learning, this theory supports holistic approach to language acquisition, emphasizing the importance of social dynamics and structured assistance in mastering a new language. This study applies the Socio-cultural Theory by examining how students engage with AI tools as digital mediators in their English learning process. The study explores how students perceive AI tools as facilitators of learning, aligning with Vygotsky's view that external tools contribute to cognitive development through interaction and scaffolding.

Technological Pedagogical Content Knowledge (TPACK)

The Technological Pedagogical Content Knowledge (TPACK) framework, introduced by Mishra and Koehler (2006), provides a comprehensive model for integrating technology effectively into educational practices. TPACK builds upon Shulman's (1986) concept of Pedagogical Content Knowledge (PCK), which emphasizes the interplay between subject matter expertise and effective teaching strategies. TPACK extends this model by incorporating technological knowledge, recognizing the increasingly vital role of technology in modern education.

At the core of TPACK are three primary domains: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The intersection of these domains represents the complex knowledge teachers need to integrate technology meaningfully into teaching and learning. Understanding each of these components individually is essential to appreciating the depth and relevance of the TPACK framework.

Technological Knowledge (TK). Technological Knowledge refers to a teacher's understanding of how to use and adapt various technologies to support

learning. This includes familiarity with both traditional tools, such as word processors and projectors, and modern digital tools, such as learning management systems, educational software, and interactive platforms. TK is not static; as technology evolves, so too must educators' technological competencies. Teachers must not only know how to operate these tools but also understand their affordances, limitations, and potential application within an educational context.

Pedagogical Knowledge (PK). Pedagogical Knowledge involves understanding the principles and methods of teaching and learning. This domain includes knowledge of classroom management strategies, assessment techniques, learning theories, and instructional design. PK enables teachers to design and implement effective teaching strategies that meet diverse learners' needs. It also involves fostering student engagement and creating an environment conducive to learning. A strong foundation in PK ensures that teachers can select appropriate strategies to facilitate knowledge acquisition and skill development.

Content Knowledge (CK). Content Knowledge pertains to expertise in the subject matter that is being taught. It represents a teacher's mastery of specific disciplines, including the ability to convey complex ideas in a way that is understandable and accessible to students. In the context of language education, for example, CK encompasses grammar, vocabulary, writing, and speaking, and comprehension skills. Teacher must possess a deep understanding of their subject to effectively communicate its nuances and applications.

Intersections of the TPACK Framework. The TPACK framework gains its significance from the intersections of TK, PK, and CK. These intersections represent the knowledge required for effective teaching with technology:

Technological Content Knowledge (TCK). This intersection focuses on how technology can be used to represent and deliver content in innovative ways. Teachers with strong TCK understand which technologies best align with specific content, allowing for creative and meaningful instruction.

Technological Pedagogical Knowledge (TPK). TPK refers to understanding how teaching strategies can be adapted to leverage technological tools effectively. This includes designing interactive lessons, fostering collaboration through technology, and using digital platforms for assessments.

Pedagogical Content Knowledge (PCK). Originally introduced by Shulman (1986), PCK represents the integration of pedagogy and content, emphasizing the importance of tailoring teaching strategies to specific subject areas.

Technological Pedagogical Content Knowledge (TPACK). At the center of the framework lies TPACK, the seamless integration of technology, pedagogy, and content knowledge. This holistic approach requires teachers to think critically about how these domains intersect to create meaningful, student-centered learning experiences.

Significance of TPACK in Education. The TPACK framework underscores the complexity of teaching in technologically enhanced environments. It acknowledges that simply adding technology to a lesson does not guarantee effective learning; instead, educators must thoughtfully integrate technology with pedagogy and content knowledge to design impactful learning experiences. This framework provides a guide for teacher training and professional development, emphasizing the need for educators to continually expand their technological, pedagogical, and content expertise.

Moreover, TPACK encourages educators to adopt a reflective approach to teaching, evaluating the effectiveness of technology integration in achieving educational goals. It also emphasizes the need for adaptability, as technology and educational demands are constantly evolving.

The TPACK framework provides a robust theoretical foundation for understanding the integration of technology in education. By emphasizing the interplay between technological, pedagogical, and content knowledge, it equips educators with the tools to navigate the complexities of modern teaching. While TPACK itself is not limited to any specific technology, its principles serve as a valuable guide for integrating emerging tools, such as generative AI, into educational practices. This adaptability makes TPACK a relevant and enduring framework for understanding technology's role in teaching and learning.

Critical Pedagogy

Critical Pedagogy is a transformative educational theory developed by Brazilian educator Paulo Freire, emphasizing the role of education in empowering learners to question and challenge societal structures. Freire (1970) introduced Critical Pedagogy in his seminal work, *Pedagogy of the Oppressed*, where he argued that education should not merely transmit information but also develop students'

capacity for critical thinking, enabling them to become active participants in society. Central to this theory are the principles of critical consciousness, empowerment, and dialogic learning, all of which advocate for education as a practice of freedom and transformation. Freire's ideas have since become foundational in educational theory, particularly in settings where the goal is to cultivate independent thought and resistance to passive learning.

A key component of Critical Pedagogy is the concept of critical consciousness, which refers to the process by which individuals develop and awareness of social, political, and economic contradictions and work to transform these oppressive structures (Freire, 1970). Freire argued that traditional "banking" models of education – where teachers deposit information into passive students – suppress critical thinking and reinforce the status quo (Freire, 1970). In contrast, Critical Pedagogy advocates for an approach in which students are encouraged to question, reflect, and analyze information, fostering their ability to critically engage with the world around them. This process of questioning and analyzing is integral to developing what Freire termed "critical consciousness", a state of awareness that empowers learners to become agents of change.

Empowerment is another central theme in Critical Pedagogy, focusing on education as a tools for personal and collective liberation. Freire (1970) emphasized that students should be viewed not as empty vessels to be filled with knowledge but as active participants who co-create knowledge through dialogue and interaction. He argued that when students are empowered to question, debate, and contribute to learning process, they become more invested in their own education and are better equipped to address real-world issues. This empowerment enables students to develop a sense of agency and autonomy, which Freire believed was essential for challenging oppressive structures in society.

Freire (1970) also introduced the concept of dialogic learning, which emphasizes the importance of dialogue and interaction between teachers and students. In a critical pedagogical model, learning is a collaborative process where the traditional roles of teacher and students are blurred. Freire advocated for a "problem-posing" education model in which teachers and students engage in a mutual exchange of ideas, recognizing each other's knowledge and perspectives. This model positions the teacher as a facilitator rather than an authority figure, fostering an environment where students are encouraged to think independently and critically. Dialogic learning

not only enhances understanding but also builds respect and equality within the educational relationship, aligning with Freire's vision of education as a practice of freedom.

The theory of Critical Pedagogy has been expanded upon by other scholars, such as Henry Giroux and Peter McLaren, who have applied Freire's ideas to contemporary educational contexts. Giroux (1988) introduced the concept of "border pedagogy", advocating the education that crosses cultural and ideological boundaries to include diverse perspectives. He emphasized the role of Critical Pedagogy in fostering democratic principles within education, enabling students to question dominant narratives and embrace multiple viewpoints. McLaren (2003) further developed Critical Pedagogy by focusing on issues of race, class, and power dynamics, arguing that education should address systemic inequalities and promote social justice. These extensions of Freire's work highlight the theory's adaptability and relevance in diverse educational settings, demonstrating its potential to address various forms of oppression.

While Critical Pedagogy provides a powerful framework for promoting critical thinking and social justice, it is not without its limitations. Some critics argue that the theory's emphasis on challenging authority can create tension in traditional educational settings, where standardized curricula and hierarchical structures are prevalent. Others have questioned the feasibility of dialogic learning in large classrooms, where individual interaction between teachers and students may be limited. Despite these critiques, Critical Pedagogy remains influential, particularly in contexts where the goal of education extends beyond academic achievement to include fostering agency, critical awareness, and social responsibility (Apple, 2004; McLaren, 2003).

In the context of language learning, Critical Pedagogy encourages students to view language not only as a skill to be mastered but also as a means of expression, identity, and empowerment. This approach advocates for language education that goes beyond rote memorization to encourage students to engage critically with texts, express themselves authentically, and question linguistic norms. Freire's emphasis on dialogic learning aligns well with communicative approaches in language education, where interactive, learner-centered methodologies are valued. Additionally, the focus on empowerment and critical consciousness suggests that students should be

encouraged to explore language as a tools for navigating social structures and expressing individuality, rather than as a static set of rules.

In summary, this study primarily draws upon Socio-cultural Theory, which provides a foundational framework for understanding how learning occurs through mediated interactions and scaffolding. The theory's emphasis on the Zone of Proximal Development aligns seamlessly with the role of generative AI tools in facilitating language learning through adaptive and interactive support. As a supportive framework, TPACK highlights the interplay of technology, pedagogy, and content knowledge, offering a structured lens for integrating AI tools like Chat GPT into educational practices. Additionally, Critical Pedagogy serves as a complementary perspective, emphasizing the ethical and critical dimensions of technology use in education. Together, these frameworks provide a comprehensive theoretical foundation for analyzing the role of AI tools in enhancing English language education while addressing both their potential and their limitations.

Review of Related Empirical Literature

A study 'AI in Education: Enhancing the Learning Experience through Intelligent Tutoring Systems' by Lee (2018) was conducted in South Korea, and examined how intelligent tutoring systems (ITS) impact student learning and motivation. The sample consisted of 300 middle school students, selected through random sampling. The research utilized pre-and post-tests, motivational surveys, and user interaction logs as tools and employed an experimental design with control and experimental groups. The findings demonstrated that students using ITS showed greater academic improvement and higher motivation levels compared to the control group. The ITS provided personalized feedback and adaptive learning paths, which were crucial in addressing individual student needs.

Salama, (2019) from Egypt carried out the research entitled 'Artificial Intelligence in Education: A Review and Future Prospects'. The main objective of the study was to review the applications and prospects of AI in education in which 150 academic articles and conference papers were the samples selected for systemic literature review. The study was conducted as a qualitative review of existing literature using a literature review matrix and thematic analysis. The study found that AI applications in education primarily focus on personalized learning, intelligent tutoring systems, and automated grading. However, challenges such as data privacy,

the digital divide, and the need for teacher training were highlighted as significant barriers to widespread adoption.

Conducted in United States, Richards, 2019 study studied 'The Dark Side of AI in Education: Risks and Ethical Concerns', explored the risks and ethical concerns associated with the use of AI in education. The study involved 200 educators and administrators from various schools, selected through purposive sampling. Using surveys, interviews, and focus groups, Richards found that primary concerns included data privacy issues, potential biases in AI algorithms, and the risk of diminishing the role of human teachers. Participants expressed fear that AI might reinforce existing educational inequalities and reduce critical thinking skills among students, highlighting the need for careful ethical considerations in AI implementation in education.

Johnson (2020) from United States, conducted another study entitled 'The Impact of AI-Driven Educational Technology on Student Learning Outcomes' which evaluated the effectiveness of AI-driven educational technologies on student learning outcomes. The sample consisted of 500 students from 10 high schools, selected through stratified random sampling. The research utilized surveys, standardized test scores, and interviews as tools, and employed a mixed-methods approach to combine quantitative and qualitative data. The major findings indicated that students using AI-driven educational technologies showed a significant improvement in test scores and engagement levels compared to those using traditional methods. The study also emphasized the importance of integrating these technologies with effective pedagogical practices.

Shrestha (2020) has conducted a study entitled 'Challenges and Opportunities of AI Integration in Nepali Education System' in Bhaktapur, Nepal. This study aimed to explore the challenges and opportunities of integrating AI into the Nepali education system. The sample consisted of 100 teachers and 150 students from five schools, selected through purposive sampling. The research used surveys, interviews, and focus group discussions as tools, employing a qualitative approach. The findings revealed that while AI integration offers opportunities for personalized learning and improved engagement, significant challenges such as infrastructure limitations, lack of teacher training, and cultural resistance were identified. The study emphasized the need for strategic planning and investment to overcome these barriers.

'AI-Powered Chatbots in Language Learning: Student Perceptions and Effectiveness' is another research conducted by Sharma (2021) in India. This study investigated student perceptions and the effectiveness of AI-powered chatbots in language learning. The sample included 200 university students, selected through convenience sampling. The study used questionnaires, language proficiency tests, and focus groups as tools, and employed a quantitative analysis supplemented with qualitative insights. The findings revealed that students perceived AI-powered chatbots as helpful for practicing conversational skills and receiving immediate feedback. The study also found notable improvement in speaking and listening skills, although some students expressed concerns about the lack of human interaction and occasional inaccuracies in the chatbots' responses.

Another study conducted in the United States, entitled 'The Role of AI in Facilitating Adaptive Learning Environments in Higher Education' by Khosrow-Pour (2022), explored the role of AI in creating adaptive learning environments in higher education. The sample included 250 undergraduate students, selected through purposive sampling. The research employed adaptive learning software analytics, student performance records, and interviews as tools, and used a case study approach. The findings revealed that AI-enabled adaptive learning environments significantly enhanced student performance by providing tailored educational experiences. Students reported a more engaging and supportive learning environment, though some expressed concern about the reliability of AI recommendations.

Maharjan (2022) has conducted research entitled 'Evaluating the Impact of AI-Powered Educational Applications on Student Learning in Nepal' in Lalitpur, Nepal. This study aimed to evaluate the impact of AI-powered educational applications on student learning. The sample included 180 students from four secondary schools, selected through stratified random sampling. The research utilized surveys, academic performance records, and focus groups as tools, using a mixed methods approach. Major findings indicated that AI-powered educational applications positively impacted students' academic performance and engagement. However, the study highlighted challenges such as the digital divide and the need for teacher training to effectively integrate these technologies into the classroom.

In another study in Nepal, Gurung conducted a 2023 study titled 'Exploring the Negative Impacts of AI in Education: A Case Study' to explore the negative impacts of AI integration in educational settings. The study involved 100 students and

20 teachers from three schools in Kathmandu, selected through purposive sampling. Using surveys, interviews, and focus group discussions, Gurung identified several negative impacts, including reduced student engagement in traditional learning activities, increased screen time, and a lack of critical thinking development. Teachers expressed concerns about AI potentially replacing human judgment and the challenges of ensuring equitable access to AI technologies. Students reported feeling overwhelmed by the constant presence of AI in their educational environment.

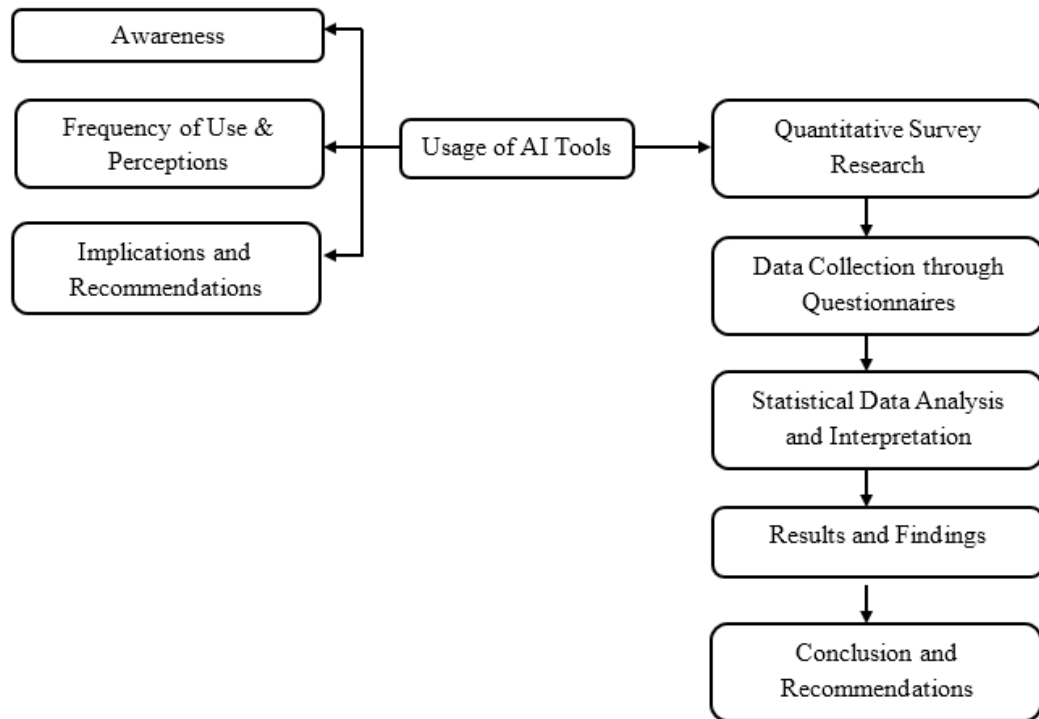
In another study entitled 'Exploring the Role of Artificial Intelligence in Education: Insights from Teachers' and Students' Perspectives in Nepal' was conducted by Chapagain and Adhikari (2024) to examine the integration of AI in higher education from both teachers' and students' viewpoints. The study employed a qualitative research methodology, surveying 200 students and 20 teachers from various educational backgrounds. Data were collected through interviews and questionnaires, and the analysis focused on thematic interpretation. The findings indicated that students recognized AI's potential to enhance engagement, motivation, and personalized learning experiences, though some raised concerns regarding data privacy and AI's role in independent research. Teachers acknowledged AI's benefits in lesson planning, grading efficiency, and data-driven instructional support but faced challenges in integrating AI with pedagogical practices and maintaining student engagement. The study highlights AI's transformative impact on education while emphasizing the need for robust privacy measures and adaptability in teaching methodologies.

Conceptual Framework

The conceptual framework for this study aims to outline the key concepts and variables involved in assessing the usage of AI tools for English language learning among school students in Nepal. This framework will help to systematically explore the relationships between these variables, providing a clear structure for this research.

Figure 1

Visual Representation of the Conceptual Framework of the Study



Implications of Literature Review for the Study

The review of theoretical literature provides a framework for exploring use of AI tools in English language learning among grade 10 students in Nepal. Socio-cultural Theory highlights the role of interaction and mediation in learning, suggesting that AI tools can serve as digital mediators that scaffold students' language development. In this study, AI tools like ChatGPT align with this theory by facilitating engagement in the Zone of Proximal Development (ZPD), offering structured support in grammar, vocabulary, and conversation practice.

The TPACK framework emphasizes the integration of technology, pedagogy, and content knowledge, which is crucial for effective AI adoption in English language learning. This study applies TPACK to examine how AI tools support personalized learning while ensuring that their use aligns with pedagogical strategies and curriculum goals. Additionally, the role of teacher training in AI integration is considered essential for maximizing its benefits in structured learning environments. Critical Pedagogy raises concerns about AI's potential drawbacks, such as

overreliance on technology, reduced critical thinking, and possible algorithmic biases. This study acknowledges these concerns by examining student's perceptions of AI tools and evaluating whether their use promotes meaningful learning or foster dependency.

The empirical literature informs the study by providing insights into both potential and challenges of AI education. Previous researches highlight AI's role in personalized learning, adaptive feedback, and engagement but also raises concerns regarding overreliance, data privacy, and the digital divide. Studies indicating AI's effectiveness in improving student outcomes suggest the need to examine its role in motivation, engagement, and academic performance in Nepali context. Additionally, concerns about the lack of human interaction, cultural resistance, and teacher preparedness guide this study's investigation into how AI can effectively integrated without compromising critical thinking or traditional learning approaches. The review of the literature also guides the study's methodology by informing structured survey design, data collection, analysis and contextual considerations for interpreting results and formulating recommendations.

By synthesizing these theoretical, empirical, and methodological insights, this study aims to provide recommendations for optimizing AI tools in English language learning in Nepal, ensuring they enhance educational outcomes while addressing key challenges.

Chapter Three

Research Methodology

Research Design

This study adopts a quantitative survey research design, grounded in the positivist paradigm, which asserts that knowledge can be observed, measured, and quantified objectively. A quantitative survey research design is a structured approach used to gather numerical data from a predefined population to understand trends, patterns, or relationships among variables. The positivist paradigm is a philosophical approach to research that asserts that reality is objective, measurable, and independent. The positivist approach aligns with the goals of this research, as it seeks to gather empirical data on students' awareness, usage patterns, and perceptions of AI tools in English language learning. By employing a structured survey, this design allows for systematic data collection and statistical analysis, providing measurable insights that contribute to an objective understanding of the research questions.

The survey research design is particularly suited to this study as it enables data collection from a large sample across multiple study sites, enhancing the generalizability of the findings. This approach allows for identifying trends and relationships within the population, offering a comprehensive quantitative assessment of AI tool usage among tenth grade students.

Population, Sample and Sampling Procedure

The population for this study consists of students in grade 10 from community schools within Bharatpur Metropolitan of Chitwan district, Nepal. This population is chosen due to their likely familiarity with AI tools and their critical stage in English language learning.

The sample for this study included 101 students, from five community schools in Bharatpur Metropolitan with 20 students each and in one school, there were 21 willing participants. A convenience sampling with random selection method at the participant level was used to ensure that the sample is representative of the larger population. By selecting students from different schools, the study captured a diverse range of experiences and perspectives regarding the use of AI tools in English language learning.

Research Tool

A structured questionnaire was the primary and only research tool used to collect data. The questionnaire included closed-ended questions designed to assess:

- Awareness of AI tools such as Chat GPT.
- Frequency of AI tools Usage
- Specific Purposes for using AI tools.
- Specific aspects of English language learning for which AI tools are used (e.g., vocabulary, grammar, pronunciation).
- Perceptions and attitudes of students on using AI tools for English language learning.

Data Collection Procedures

The data collection process involved the following steps;

1. Necessary permissions were obtained from the school authorities and ethical clearance from relevant bodies.
2. The questionnaire was administered to the selected sample of students during a scheduled class period to ensure high response rates.
3. Ensured all respondents understand the questions and assistance was provided when needed.
4. Completed questionnaires were collected and the completeness of responses was verified.

Data Analysis Procedures

The data collected from the questionnaires was analyzed using descriptive statistics to summarize the participants' responses. Descriptive statistics that is percentage of frequencies were used to describe awareness, usage frequency, specific aspects of English language learning with AI tools, and students' perceptions and attitudes. This analysis provides a clear understanding of the data and inform the recommendations and implications for integrating AI tools into English language learning.

Ethical Considerations

The study adhered to the following ethical considerations:

1. Informed Consent: Participants were informed about the purpose of the study, the procedures involved, and their rights as participants, including the right to withdraw at any time.
2. Confidentiality: All responses are kept confidential, and personal identifiers are removed during data analysis to protect participants' privacy.

3. Anonymity: The data are reported in aggregate form, ensuring that individual participants cannot be identified.

4. Non-Harm: The study ensures that participation does not harm students in any way, either physically or psychologically.

5. Voluntary Participation: Participation in the study is entirely voluntary, with no penalties or repercussions for choosing not to participate.

By following these methods and procedures, the study provides a comprehensive assessment of the use of AI tools for English language learning among school students in Nepal, contributing valuable insights for educators and policymakers.

Chapter Four

Result and Discussion

This chapter presents the core findings of this study, providing a comprehensive look at the data collected and its implications. This chapter is divided into two main sections: Results and Discussion. The Results section details key findings from the survey responses, organized in tables and descriptive summaries to offer a clear view of students awareness, usage, and perceptions of AI tools for English language learning. Following the presentation of results, the Overall Findings section highlights important trends and insights derived from the data, helping to answer the research questions directly.

The Discussion section then places these findings in the context of existing literature and theoretical frameworks, providing a deeper understanding of the implications of AI in education. By integrating findings, interpretations, and theoretical analysis, this chapter offers a comprehensive view of how AI tools impact language learning among students in Nepal, aligning the results with broader educational insights.

Results

Demographic Information

The demographic analysis provides foundational insights into the characteristics of respondents, offering context for understanding patterns in AI tool awareness, usage, and perceptions. The following tables show the percentage of respondents with different ages and genders.

Table 1

Age Distribution

Age (Years)	Percentage
1. 13	0.99%
2. 14	14.85%
3. 15	32.67%
4. 16	37.62%
5. 17	6.93%
6. 18	5.94%
7. 19	0.99%
Total	100.00%

For demographic information of respondents, name, address, age, and gender were inquired. Writing the name was optional to make the response anonymous whereas other info was obligatory. All the participants were from Bharatpur metropolitan of Chitwan district. As the participants were selected from 10th grade, their age ranged from 13 to 19 years but most of them were of 14 to 16 years. According to the data presented in the table above, about 85 % of students were from age group 14 to 16.

Table 2

Gender Distribution

Gender	Percentage
1. Female	59.41%
2. Male	40.59%
Total	100.00%

The gender distribution of the respondents shows that 59.41% are girls and 40.59% are boys. These respondents were randomly selected from five nearby schools, ensuring a diverse representation for the study.

Awareness of AI Tools

This section presents the level of awareness of AI tools among respondents, providing an understanding of their familiarity with technologies like Chat GPT. It shows their usage experience, source of initial knowledge about these tools, and self-assessment of their understanding on a scale of 1 to 5. These findings provide a comprehensive overview of the respondents' engagement with AI tools, forming the basis of analyzing their impact on English language learning.

Table 3

Awareness of Generative AI Tools

Response options	Percentage
1. Yes	90.10%
2. No	9.90%
Total	100.00%

The data reveals that a high level of awareness among the participants. The majority of respondents (90.10%) are aware of generative AI tools, indicating that

these technologies are well-recognized and familiar to most people in the sample. The high percentage suggests that generative AI tools have a significant presence and impact on the respondents' knowledge and possibly their daily activities. The high level of awareness could suggest that further studies might focus on the impact and usage of these tools among those who are aware of them.

Table 4

Usage Experience of AI Tools

Response options	Percentage
1. Yes	84.16%
2. No	15.84%
Total	100.00%

A significant majority of the respondents (84.16%) have used AI tools, indicating a high level of engagement with AI technology among the surveyed group. This suggests that AI tools are relatively widespread in their usage, at least within this sample. The remaining 15.84% of respondents have not used AI tools, which could highlight a segment of the population that may require further exposure or support to adopt these technologies. This divide could be important for understanding the overall adoption and barriers to AI use.

Table 5

Source of Initial Knowledge about AI Tools

Response options	Percentage
1. Teachers	43.82%
2. Friends	15.73%
3. Online	39.33%
4. Other	1.12%
Total	100 %

The data shows that the majority of respondents (43.82%) learned about AI tools through their teachers, highlighting the crucial role educators played in introducing technology. A significant portion (39.33%) discovered AI tools online, emphasizing the influence of digital resources and self-directed learning. Friends were the source of information for 15.73% of respondents, indicating a social influence,

while a small percentage (1.12%) cited other sources, suggesting there may be additional, less common channels of awareness.

Table 6

Self-assessment of AI Tool Knowledge Levels

Response options (x)	Net frequency (f)	Percentage	fx
1. No knowledge – 1	4	4.49%	4
2. Little knowledge – 2	32	35.96%	64
3. Some knowledge – 3	34	38.20%	102
4. Knowledgeable – 4	16	17.98%	64
5. Strongly knowledgeable – 5	3	3.37%	15
Total	89	100.00%	249

$$\text{Mean } (\bar{x}) = 2.797$$

The data suggests that most respondents perceive themselves as having some or little knowledge of AI tools, with 38.20% rating their knowledge ‘some’ (3) and 35.96% as ‘little’(2). The mean score, calculated by taking the rating number as continuous data, of about 2.80 supports this, indicating a moderate overall level of knowledge. A smaller proportion of respondents feel more confident, with 17.98% rating themselves as knowledgeable (4) and only 3.37% as strongly knowledgeable (5), while 4.49% reported having no knowledgeable at all. This distribution highlights a general familiarity with AI tools among the participants, though not extensive expertise.

Usage of AI Tools

Here, the patterns of AI tool usage among respondents, focusing on the frequency of use, the purposes for which these tools are employed, and the daily time spent using them are presented. The analysis highlights how students integrate such tools into their learning routines and the extent to which these tools support their English language education. These insights offer a detailed understanding of students' engagement with AI tools and their role in academic activities.

Table 7*Frequency of AI Tool Usage for Learning*

Response options	Percentage
1. Never	6.74%
2. Sometimes	75.28%
3. Often	14.61%
4. Always	3.37%
Total	100.00%

The majority of respondents (75.28%) reported using AI tools ‘sometimes’ for learning, indicating a moderate level of engagement. A smaller proportion, 14.61%, use these tools ‘often’, while only 3.37% reported ‘always’ using them, suggesting that a regular or frequent use is less common. Interestingly, 6.74% indicated they never use AI tools for learning, reflecting a segment of students who either do not find AI tools necessary or have other preferences for learning methods. This overall distribution highlights that while AI tools are used, their usage is not yet fully ingrained in the daily learning routines of most students.

Table 8*Purpose of AI Tool Usage*

Response options	Percentage
1. Completing assignments	30.57%
2. Practicing English language skills	23.32%
3. Researching information	29.02%
4. Entertainment	16.58%
5. Other	0.52%
Total	100.00%

The most common purpose for using AI tools was ‘completing assignments’, chosen 59 times, representing 30.57% of the total responses. This indicates that AI tools are primarily seen as a resource for academic tasks. ‘Researching information’ was also a significant use, chosen 29.02% of the time, reflecting their role in supporting educational inquiries. ‘Practicing English language skills’ was selected 23.32% of the time, highlighting a substantial use for language learning.

‘Entertainment’ was chosen 16.58%, indicating a secondary, non-educational use, while ‘Other’ was chosen only 0.52%, suggesting that most students’ uses fit within the provided categories.

Table 9

Daily Time Spent on AI Tools

Response options	Percentage
1. Less than one hr.	64.04%
2. 1 – 2 hrs.	33.71%
3. 2 – 3 hrs.	2.25%
Total	100.00%

The majority of students (64.04%) spend less than one hour per day using AI tools, indicating that while AI is part of their daily routine, it may not dominate their study time. A significant portion (33.71%) spends 1 to 2 hours daily, suggesting a more consistent use for academic or personal tasks. Very few students (2.25%) use AI tools for two to three hours, and none reported using them for more than 3 hours, indicating that extended use of AI tools is uncommon among the respondents.

AI Tools for English Language Learning

This section shows the utilization of AI tools specifically for English language learning. It presents how respondents apply these tools to various aspects of language acquisition, such as grammar, vocabulary, writing, and speaking. Additionally, the perceived effectiveness of AI tools in enhancing language skills is analyzed, providing insights into their practical value and impact on learning outcomes. These findings highlights the role of AI in supporting and transforming English language education.

Table 10

AI Tool Utilization for English Learning

Response options	Percentage
1. Yes	86.52%
2. No	13.48%
Total	100.00%

A significant majority of respondents (86.52%) reported using AI tools specifically for learning English. This indicates a strong reliance on AI tools for English language learning among the respondents. The remaining 13.48% who do not use AI tools for English learning might rely on other resources or methods for their language studies. This high percentage of usage suggests the importance of AI in language acquisition among the surveyed students.

Table 11

AI Tool Application in Various Aspects of English Language Learning

Response options	Percentage
1. Grammar	24.88%
2. Vocabulary	17.41%
3. Speaking	12.44%
4. Listening	8.96%
5. Writing	28.36%
6. Reading	7.96%
Total	100.00%

Among the students who use AI tools for learning English, the most common aspect they focus on is writing, selected 28.36% of the time. Grammar follows closely at 24.88%, indicating a strong preference for these areas. Vocabulary (17.41%) and speaking (12.44%) are also significant, while listening (8.96%) and reading (7.96%) are less frequently targeted. This distribution suggests that students primarily use AI tools to enhance their writing and grammar skills, with less emphasis on listening and reading.

Table 12

Perceived Effectiveness of AI Tools

Response options	Percentage
1. Not effective	6.02%
2. Somewhat effective	26.51%
3. Effective	48.19%
4. Very effective	19.28%
Total	100.00%

The majority of respondents (48.19%) found AI tools to be ‘effective’ in assisting their English learning, while 19.28% rated them as ‘very effective’. A smaller portion (26.51%) viewed them as ‘somewhat effective’, and only 6.02% considered them ‘not effective’. The 18 respondents who skipped the question might indicate some uncertainty or lack of engagement with AI tools in their learning process. Overall, the data shows a generally positive perception of AI tools’ effectiveness in English language learning.

Perceptions and Attitudes

This section presents respondents' perceptions and attitudes toward the use of AI tools in English language learning. It analyzes students' belief regarding the ability of AI tools to simplify language learning, their sentiments about using these tools, their recommendation to their peers for using AI tools for learning English, challenges they faced, and primary benefits they associate with AI-assisted learning. Student opinions on integrating AI tools in their classrooms and the required support are also presented here. These findings provide valuable insights into how students view AI tools and their potential role in enhancing language education.

Table 13

Student Beliefs on AI Tools Simplifying English Learning

Response options	Net frequency	Percentage	fx
1. Strongly disagree – 1	4	4.49%	4
2. Disagree – 2	1	1.12%	2
3. Neutral – 3	7	7.87%	21
4. Agree – 4	65	73.03%	260
5. Strongly Agree – 5	12	13.48%	60
Total	89	100.00%	347
	Mean	3.8988	

The majority of respondents (73.03%) agreed that AI tools make learning English easier, with an additional 13.48% strongly agreeing. A smaller portion remained neutral (7.87%), while very few disagreed (1.12%) or strongly disagreed (4.49%). The mean score of about 3.90 reflects a strong overall agreement, suggesting that most students perceive AI tools as beneficial in simplifying the English learning process. The low percentage of disagreement indicates minimal resistance to the use of AI tools for this purpose.

Table 14*Student Sentiments on Using AI Tools*

Response options	Net frequency	Percentage	fx
1. Very negative – 1	3	3.37%	3
2. Negative – 2	-	0.00%	0
3. Neutral – 3	16	17.98%	48
4. Positive – 4	64	71.91%	256
5. Very positive – 5	6	6.74%	30
Total	89	100.00%	337
	Mean	3.7865	

The majority of respondents (71.91%) feel positively about using AI tools, with an additional 6.74% expressing very positive feelings. A smaller group remains neutral (17.78%), and a very small percentage (3.37%) feel very negative, while none feel just negative. The mean score of about 3.78 indicates a general positive sentiment towards AI tools for learning English, with most students perceiving these tools favorably. The absence of responses in the ‘negative’ category suggests that those who view AI tools unfavorably tend to have stronger negative feelings.

Table 15*Student Recommendations for Using AI Tools*

Response options	Net frequency	Percentage	fx
1. Definitely not – 1	-	-	-
2. Probably not – 2	-	-	-
3. Not sure – 3	10	11.24%	30
4. Probably yes – 4	58	65.16%	232
5. Definitely yes – 5	21	23.60%	105
Total	89	100.00%	367
	Mean	4.124	

The mean score of 4.124, calculated on a scale from 1 (definitely not) to 5 (definitely yes), indicates a strong overall tendency among respondents to recommend AI tools for learning English. With no participants selecting the negative options and 88.77% choosing either ‘probably yes’ or ‘definitely yes’, it is evident that the majority of students view these tools favorably and are inclined to suggest their use to

peers. This finding reflects a generally positive perception of AI tools in supporting English language learning.

Table 16

Primary Benefits of Using Generative AI Tools

Response options	Percentage
1. Improved vocabulary	19.10%
2. Better pronunciation	7.87%
3. Enhanced writing skills	22.47%
4. Assistance with English assignments	32.58%
5. Reduced workload	17.98%
6. Other	-
Total	100.00%

The responses to the question about the main benefit of using generative AI tools like Chat GPT for learning English reveal diverse preferences among students. The most frequently selected benefit, with 32.58% of respondents, is ‘assistance with English assignments’, indicating that students find these tools particularly useful for completing academic tasks. Following this, ‘enhanced writing skills’ was chosen by 22.47% of respondents, suggesting that many students appreciate AI’s role in improving their writing. ‘Improved vocabulary’ was selected by 19.10% of participants, highlighting the tools’ effectiveness in expanding language knowledge. A smaller percentage, 17.98% found value in ‘reduced workload’, showing that some students use AI to manage their study load more efficiently. The least selected option, ‘better pronunciation’, with 7.87%, suggests that while pronunciation improvement is recognized, it is not the primary benefit for most students. This distribution of responses demonstrates that students value generative AI tools for various aspects of English language learning, particularly in aiding assignments and writing tasks.

Table 17*Key Challenges Faced by Students Using AI Tools*

Response options	Percentage
1. Lack of resources	16.51%
2. Technical difficulties	23.85%
3. Lack of teacher support	11.93%
4. Difficulty understanding the tool	12.84%
5. None	34.86%
Total	100.00%

The responses to the question regarding the main challenges faced while using AI tools for learning English indicate a range of difficulties, though a significant portion of respondents reported no challenges at all. The most frequently cited challenge, ‘technical difficulties’, was selected 23.84% of the time, suggesting that technical issues are a common barrier to effective use of AI tools among students. ‘Lack of resources’, selected 16.51% of the time, points to the issue of accessibility and availability of the necessary tools or materials. ‘Difficulty in understanding the tool’ (12.84%) and ‘lack of teacher support’ (11.93%) reflect challenges related to usability and guidance, indicating that some students struggle with navigating these tools on their own or without adequate instructional support. Notably, 34.86% of responses indicated ‘none’, implying that a significant number of students do not perceive any major challenges in using AI tools for learning English. This suggests that while there are obstacles for some, many students find the tools accessible and manageable.

Table 18*Student Opinions on the Integration of AI Tools in the Classroom*

Response options	Percentage
1. Yes	94.32%
2. No	5.68%
Total	100.00%

The overwhelming majority of respondents who have used AI tools learning (94.32%) believe that teachers should integrate these tools into the classroom. This

strong positive response indicates that students who are familiar with AI tools see significant value in their potential for enhancing the learning experience. The small percentage (5.68%) who selected ‘no’ suggests that a few students may have reservations or concerns about AI integration, which could be due to personal experiences, a preference for traditional methods, or perceived drawbacks of AI tools. Additionally, the fact that 13 respondents either skipped this question or didn’t use AI tools at all might reflect a lack of familiarity or engagement with these tools, indicating a potential area for further education and exposure. Overall, the data strongly support the integration of AI tools in classroom settings, as perceived by those who have already experienced their benefits.

Table 19

Required Support for Effective AI Tool Usage

Response options	Percentage
1. Training on how to use AI tools	31.69%
2. Access to better technology	29.58%
3. More AI tools integrated in the curriculum	38.03%
4. Other	0.70%
Total	100.00%

The responses to the question ‘What support do you need to use AI tools more effectively?’ indicate a clear demand for additional resources and training among students. The most frequently selected option, chosen 38.03% of time, is the need for ‘more AI tools integrated into the curriculum’. This suggests that students believe the full potential of AI tools can only be realized if they are more systematically incorporated into their learning environment.

The second most common response, ‘training on how to use AI tools’, selected 31.69% of the time, highlights a significant need for instructional support. Students recognize that understanding how to effectively use these tools is crucial for maximizing their benefits. Similarly, the need for ‘access to better technology’, chosen 29.58% of the time, underscores the importance of having the necessary infrastructure to support AI tool usage, which could be a barrier for some students.

The single response indicating that AI tools should be free to use without any subscription reflects a concern about accessibility and affordability, which could be a barrier for some students.

Overall, the analysis indicates that for AI tools to be more effectively utilized in education, there is a need for curriculum integration, better access to technology, and targeted training for students. These insights could inform strategies for educators and policymakers aiming to enhance the effective use of AI tools in learning environments.

Alternative Section (questionnaire for those who don't use AI tools for learning English)

The Alternative Section of the survey questionnaire was designed to gather insights from respondents who were either unfamiliar with or had never used AI tools like Chat GPT for learning English. This section identifies their level of awareness, reasons for not using AI tools, potential interest in adopting such technologies, their perceptions on effectiveness, and required support and resources to encourage them to use AI tools. This analysis complements the findings from AI users, providing a holistic view of student engagement with AI tools for language learning.

Table 20

Awareness of AI Tools for Learning among Non-Users

Response Options	Percentage
Yes	33.33%
No	66.67%
Total	100.00%

The responses to the alternative question 'Have you ever heard about AI tools like Chat GPT being used for learning?' among the respondents who do not use AI tools for learning indicate a limited awareness of such tools within this group. Specifically, 33.33% of the respondents have heard about AI tools like Chat GPT, while a significant majority, 66.67% have not.

This suggests that despite the growing integration of AI tools in education, there remains a considerable portion of students who are either not exposed to or are unaware of these technologies. The low level of awareness could be due to a lack of exposure, insufficient information dissemination, or a limited emphasis on AI tools in

their learning environments. This finding underscores the need for more targeted awareness campaigns and educational initiatives to ensure that all students are informed about the available AI resources that could enhance their learning experience.

Table 21

Reasons for Not Using AI Tools for Learning

Response Options	Percentage
Lack of Awareness	40%
No access to AI tools	15%
Prefer traditional learning methods	25%
Don't find AI tools helpful	5%
Lack of technical skills	15%
Other	-
Total	100.00%

The responses to the alternative question ‘What are the main reasons you have not used AI tools for learning?’ reveal several key barriers that prevent students from engaging with AI tools. Among the respondents who do not use AI tools, the most significant reason, accounting for 40% of the responses, is a ‘lack of awareness’, indicating that many students simply do not know about the existence or benefits of AI tools in learning.

Additionally, 25% of the responses indicate a preference for traditional learning methods, suggesting that even when students are aware of AI tools, they may be more comfortable or confident with conventional approaches to education. ‘No access to AI tools’ and ‘lack of technical skills’ each accounted for 15% of the responses, highlighting the practical challenges some students face, such as insufficient resources or lack of necessary skills to use these technologies effectively. Only 5% of the responses indicated that students do not find AI tools helpful, suggesting that the majority of non-users have not formed a negative opinion about AI tools, but are instead hindered by other factors.

This distribution of responses suggests that increasing awareness and access, along with providing training to improve technical skills, could significantly enhance

the adoption of AI tools among students who find AI tools unhelpful suggests that these tools have the potential to be widely accepted if the identified barriers are addressed.

Table 22

Interest in Using AI Tools for Learning among Non-Users

Response Options	Percentage
Yes	66.67%
No	8.33%
Maybe	25%
Total	100.00%

The responses here provide valuable insights into the potential for future adoption of AI tools among non-users. A significant majority, 66.67% of the respondents, expressed a clear interest in using AI tools if they had access, indicating a strong latent demand for these tools. This suggests that many students recognize the potential benefits of AI tools and would likely engage with them if the barriers, such as lack of awareness and access, were removed.

The 25% of respondents who selected ‘maybe’ reflect a group that is uncertain about the use of AI tools, possibly due to unfamiliarity or a preference for traditional methods. This group could potentially be swayed with more information, demonstrations, or positive experiences with AI tools.

Only a small minority, 8.33%, indicated that they would not be interested in using AI tools, which suggests that there is relatively little resistance to the concept of AI in learning. This low percentage indicates that most students are open to exploring new learning technologies, particularly if the practical challenges they currently face are addressed.

Overall, this data suggests a favorable outlook for increasing the adoption of AI tools among students, provided that issues related to access, awareness, and support are effectively managed.

Table 23*Perceptions of AI Tools' Potential Impact on English Learning among Non-Users*

Response Options	Net Frequency	Percentage	fx
Strongly disagree – 1	1	8.33%	1
Disagree – 2	2	16.67%	4
Neutral – 3	6	50.00%	18
Agree – 4	3	25.00%	12
Strongly agree – 5	0	0.00%	0
Total		100.00%	35
Mean 2.92			

The responses show a mixed perception among non-users, with a mean score of 2.92 on a scale of 1 to 5. While 25% of respondents express skepticism, either disagreeing or strongly disagreeing, half of the respondents are neutral, indicating uncertainty or lack of familiarity with AI tools. Only 25% agree that AI tools could enhance their learning, and none strongly agree, suggesting that among non-users, there is limited strong conviction about the benefits of AI tools for English learning. The overall ambivalence highlights a need for greater awareness and evidence of the tools' effectiveness to shift perceptions.

Table 24*Required Support and Resources for Initiating AI Tool Usage*

Response Options	Percentage
Training	18.18%
Access to necessary technology	31.82%
Guidance from teachers	31.82%
Peer support	18.18%
Total	100.00%

The responses to the question above highlight the importance of both technological access and guidance in encouraging AI tools adoption among non-users. A significant portion of respondents (31.82%) indicated a need for both 'access to necessary technology' and 'guidance from teachers', emphasizing that both infrastructure and instructional support are critical. Additionally, 18.18% of responses called for 'training' and 'peer support', suggesting that practical skills and

collaborative learning environments could play a role in fostering AI tool usage. This indicates that a multifaceted approach is needed to address the barriers to adopting AI tools in education.

Overall Findings

Demographic Overview

The majority of respondents were aged 14 to 16, with a slightly higher proportion of females (59.41 %) than males (40.59 %). This demographic composition provides a context for understanding the student group engaged in the study.

Awareness and Usage of AI Tools

An overwhelming 90.1 % of students reported awareness of AI tools, and 84.16 % had experience using them. This high level of awareness and engagement indicates that AI tools are already familiar and integrated into students' learning environments. Notably, most students first learned about AI tools through teachers (43.82 %) or online (39.33 %), underscoring the role of educators and digital platforms in raising awareness of these technologies.

Self-assessed Knowledge Levels

Most respondents rated their knowledge of AI tools as "some" (38.20 %) or "little" (35.96 %), with a mean self-assessment score of 2.80 out of 5. This moderate level of knowledge highlights that, while AI tools are widely known, students generally do not consider themselves highly proficient in their use, pointing to potential gaps in deeper understanding or training.

Frequency and Purpose of AI Tool Usage

A large proportion of respondents (75.28 %) reported using AI tools "sometimes" for learning, indicating occasional rather than consistent usage. The most common purposes identified for using AI tools were completing assignments (30.57 %), researching information (29.02%), and practicing English skills (23.32 %). These findings reveal that students primarily view AI tools as academic aids rather than daily learning resources, particularly for assignments and research.

Time Spent on AI Tools

The data showed that most students (64.04 %) spend less than one hour per day using AI tools, with a smaller group (33.71 %) using them for one to two hours. Only a minimal percentage engage with AI tools for extended periods. This limited time allocation further suggests that while AI tools play a role in students' academic routine, they are not the central focus of study time.

Use of AI for English Language Learning

A notable 86.52 % of students reported using AI tools specifically for learning English, with a focus on writing (28.36 %) and grammar (24.88 %) skills. These results indicate a strong reliance on AI for language development, particularly in areas that require practice and feedback, such as writing and grammar. Vocabulary and speaking skills were also reported, though to a lesser extent, while listening and reading were less frequently targeted.

Perceptions of AI Tool Effectiveness and Ease

Students largely viewed AI tools as effective in supporting English learning, with 48.19 % rating them as "effective" and 19.28 % as "very effective". Only 6.02 % found them "not effective". The generally favorable responses suggest that students perceive AI as a helpful resource for language acquisition. Additionally, most students (73.03 %) agreed that AI tools make learning English easier, reflected in a high mean score of 3.90 out of 5.

Attitude toward AI Integration in Education

Students' positive perceptions were further supported by their attitudes toward integrating AI tools into their classroom, with 94.32 % agreeing that teachers should incorporate these tools. This strong endorsement reflects students' belief in the potential educational value of AI tools and suggests they may benefit from more structured AI integration within school curricula.

Perceived Benefits of AI Tools

The primary benefit of using AI tools identified by students was assistance with assignments (32.58 %), followed by enhanced writing skills (22.47 %) and improved vocabulary (19.10 %). This distribution indicates that students appreciated AI tools for their practical and academic support, particularly in helping them to complete assignments and develop writing skills. Fewer students viewed pronunciation improvement as a main benefit, highlighting that AI's advantages may be seen more in written than spoken language development.

Challenges Faced in Using AI Tools

The analysis identified several challenges to AI tool usage, with technical difficulties (23.85 %) and lack of resources (16.51 %) being the most common. Some students also cited a lack of teacher support (11.93%) and difficulty understanding the tools (12.84 %) as obstacles. Interestingly, 34.86 % of respondents indicated no major

challenges, suggesting that while technical and resource-related issues are notable, a significant portion of students find the tools accessible.

Support Needed for Effective AI Tool Use

Students expressed a need for additional support, particularly in the form of more AI tools integrated into the curriculum (38.03 %), training on AI usage (31.69 %), and access to better technology (29.58 %). These responses indicated that, for AI tools to be more beneficial, students require structured guidance, resources, and teacher involvement.

Alternative Findings from Non-users

Among the respondents who did not use AI tools, 66.67% had not heard of them, highlighting a substantial awareness gap. Lack of resources (40 %) and a preference for traditional learning methods (25%) were the main reasons cited for not using AI tools. However, a majority (66.67%) expressed interest in using AI tools if they had access, indicating that non-users might benefit from increased exposure and support to engage with these resources.

Overall, the findings reveal a generally positive perception of AI tools for English learning among users, with students recognizing benefits in completing assignments and enhancing language skills. However, barriers such as technical difficulties, lack of access, and limited guidance must be addressed to support broader adoption. The interest shown by non-users underscores the need for awareness and training to ensure all students can benefit from AI's educational potential. The insights gained from this analysis emphasize the importance of integrating AI tools into the curriculum, improving access, and offering structured support to maximize their educational impact.

Discussion

The findings of this study provide insights into the awareness, usage patterns, and perceptions of AI tools for English language learning among students in Nepal, aligning with and extending the theoretical and empirical literature on AI in education. The discussion centers on summary of key findings, objectives, comparing results with existing research and theoretical frameworks to identify areas of congruence and divergence, and highlighting implications for future practices in English language education.

Summary of Key Findings

The study's findings reveal that students demonstrate a high level of awareness regarding AI tools, particularly generative AI like Chat GPT, for English language learning. The data also shows that students primarily use AI for assignment assistance, vocabulary enhancement, and writing skills improvement. While students express positive attitudes toward AI integration in the classroom, several barriers—including technical challenges, limited resources, and insufficient teacher support—affect effective AI usage. Notably, students support further AI integration but require structured guidance and resources.

Alignment with Research Objectives

The results effectively address the study's objectives. Firstly, the findings confirm that students are generally aware of AI tools, fulfilling the objective of assessing awareness and usage frequency. Secondly, the data highlights that AI is primarily used for academic tasks and specific language skills, aligning with the objective of identifying the main purposes of AI usage in language learning. Finally, students' expressed need for guidance and training reinforces the study's objective of recommending effective AI integration strategies for language learning.

Comparisons with Empirical Literature

The findings align closely with previous studies on AI in education. For instance, Salama (2019) identified personalized learning and assignment assistance as common AI applications, which aligns with the usage patterns observed in this study. Sharma's (2021) findings on AI's role in vocabulary and writing skills improvement are also supported, indicating that students in Nepal use AI similarly to their counterparts in other contexts. Conversely, this study differs from Lee (2018), who found higher usage of AI for speaking and listening skills; in this sample, students relied more on AI for written language skills, suggesting regional or resource-based variations in AI application. Additionally, the challenges identified, such as technical limitations and lack of support, mirror Shresthas's (2020) findings on the barriers to AI adoption in Nepal, underscoring the need for resource allocation and teacher training.

Connection to Theoretical Frameworks

The findings of this study reveal significant congruence with the theoretical frameworks while also highlighting areas of divergence. Consistent with Socio-cultural Theory, AI tools such as Chat GPT act as mediators in the learning process by

providing real-time feedback and scaffolded support, enabling students to progress with their Zone of Proximal Development (ZPD). For example, the results showed that students benefitted from AI tools in enhancing their writing and vocabulary skills, demonstrating the interactive and adaptive nature of these tools, as proposed by Vygotsky. However, a divergence arises in the limited opportunities reported for collaborative, peer-mediated learning, which is another key aspect of Socio-cultural Theory. Similarly, the study findings align with the TPACK framework, particularly in the need for technological knowledge (TK) to operate AI tools and pedagogical knowledge (PK) to design effective AI-based activities. Yet, a gap emerges in content knowledge (CK), as some respondents lacked clarity on how AI tools could be applied to broader language skills like speaking and listening. Finally, the findings reflect Critical Pedagogy's emphasis on autonomy and critical thinking, as students expressed a desire for guidance to avoid over-reliance on AI tools. However, challenges such as technical barriers and lack of teacher training indicate a divergence from the theory's call for equitable and empowering educational practices. Overall, these frameworks provide a strong foundation for interpreting the findings, while the divergences underscores areas requiring further exploration and adaptation.

Broader Implications and Limitations

These findings imply that, while AI tools hold significant potential for enhancing English language learning, effective integration depends on addressing infrastructural and instructional barriers. Teachers play a pivotal role in facilitating balanced AI usage that promotes independent thinking. Furthermore, while the study provides valuable insights, its focus on a specific age group and region may limit the generalizability of findings. Future studies could expand on these results by exploring AI's impact on additional language skills, such as speaking and listening, across diverse educational contexts.

Chapter Five

Conclusion and Recommendations

This chapter synthesizes the key insights gained from the study, providing a comprehensive conclusion that addresses the primary research objectives and questions. This chapter encapsulates the study's findings, summarizing the overall usage of AI tools on English language learning among students and discussing the significance of these results. Based on the findings, targeted recommendations are proposed for policymakers, educators, and future researchers, focusing on practical strategies to enhance the integration of AI tools in educational settings. This final chapter aims to offer actionable insights and directions that contribute to the evolving landscape of AI in language education.

Conclusion

This study investigated the awareness, usage, and perceptions of AI tools, such as Chat GPT, among school students in Nepal for English language learning. The findings reveal that while students generally exhibit high awareness and positive perceptions of AI tools, their knowledge and usage patterns remain moderate. AI tools are primarily valued for practical applications like assignment assistance and writing improvement, with a clear reliance on specific skills such as vocabulary and grammar. However, challenges such as technical issues, limited resources, and insufficient teacher support continue to hinder their effective integration.

Among students unfamiliar with AI tools, the primary barriers are lack of awareness and a preference for traditional learning methods. Despite these obstacles, many non-users expressed interest in exploring AI tools if provided with access and training, indicating a significant potential for wider adoption. Both user and non-user groups emphasized the need for better technological access, teacher support, and structured curriculum integration to maximize the educational impact of AI tools.

This study highlights the transformative potential of AI tools in facilitating language learning, particularly in writing and grammar, while underscoring the importance of addressing barriers to equitable access and effective use. It contributes to the literature by identifying the key factors influencing AI adoption and emphasizing the need for a balanced approach that combines traditional teaching methods with AI-driven innovations. By fostering improved infrastructure, targeted training, and strategic curriculum integration, AI tools can play a pivotal role in enhancing English language education in Nepal.

Recommendations

Policy Related Recommendations

- Resource allocation: Policymakers should prioritize funding for infrastructure improvements to ensure equitable access to AI tools, especially in rural and underserved areas.
- Teacher training programs: Develop comprehensive AI training initiatives for teachers, enabling them to support students effectively and integrate AI tools into their lessons.
- Curriculum integration: Include AI tools within the national language curriculum, allowing for structured and consistent use that supports language learning objectives.

Practice Related Recommendations

- Supportive learning environment: School should provide dedicated training sessions for students on using AI tools effectively, emphasizing skills for independent use while also promoting balanced learning methods.
- Collaborative implementation: Educators are encouraged to adopt collaborative approaches, combining AI tools with traditional teaching techniques to foster critical thinking and avoid over-dependence on technology.
- Resource Centers: Establish AI learning centers in schools where students can access technology and receive guidance from trained staff.

Recommendations for Further Research

- Impact on speaking and listening skills: Future research should investigate how AI tools influence speaking and listening skills, as current usage primarily benefits writing and grammar.
- Longitudinal studies on AI efficacy: Conduct longitudinal studies to assess the long-term impacts of AI tools on language proficiency, particularly in diverse educational settings.
- Balanced learning approaches: Explore methods to integrate AI without diminishing traditional learning approaches, ensuring that AI enhances rather than replaces essential language learning processes.

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Appendix

Survey Questionnaires

This appendix contains scanned copies of sample of completed survey questionnaires from the respondents. They were collected during the data collection phase, when the study was being conducted under a preliminary working title. The final title of this thesis has been updated based on expert suggestions to better reflect the findings and scope of the study. They are presented here to provide a visual representation of the collected data while ensuring anonymity by removing personal identifiers.

Questionnaire

On

Assessing the Use of AI tools for English Language Learning among School Students

Dear Participant,

I am conducting a study on the use of AI tools for English language learning among school students in Bharatpur Metropolitan, Chitwan, Nepal. This research aims to assess students' awareness, frequency of use, and specific aspects of English language learning facilitated by these tools. Your participation will provide valuable insights to help educators and stakeholders optimize the educational use of AI. Your responses will be kept confidential, anonymous, and used solely for academic purposes. Participation is voluntary, and you can withdraw at any time.

Aayush Ghimire
Researcher, M.Ed.
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Section A: Demographic Information

Name (Optional): _____ (A.O.I.O.)

Address: Bharatpur - 11

Age: 16

Gender: Female Male

Section B: Awareness of AI tools

1. Are you aware of Generative AI tools such as ChatGPT, PhotoMath, Quizlet, and so on?

a) Yes b) No

2. Have you ever used the AI tools?

a) Yes b) No

(* If Yes to question no. 1 and 2, continue to question no 3. If No, skip to the alternative section.)

3. How did you first learn about these AI tools?

- a) Teachers
- b) Friends
- c) Online
- d) Other (specify): _____

4. How do you rate your knowledge about AI tools on a scale from 1 to 5?

- a) 1 - No knowledge
- b) 2 - Little knowledge
- c) 3 - Some knowledge
- d) 4 - Knowledgeable
- e) 5 - Strongly knowledgeable

Section C: Usage of AI tools

5. How often do you use AI tools for learning purposes?

- a) Never
- b) Sometimes
- c) Often
- d) Always

6. For what purposes do you use AI tools? (Select all that apply)

- a) Completing assignments
- b) Practicing English language skills
- c) Researching information
- d) Entertainment
- e) Other (specify): _____

7. How long do you spend using AI tools daily?

- a) Less than 1 hour
- b) 1 - 2 hours
- c) 2 - 3 hours
- d) More than 3 hours

Section D: AI tools for English language learning

8. Do you use AI tools specifically for learning English?
a) Yes b) No
9. If yes, which aspects of English language learning do you use AI tools for? (Select all that apply)
- a) Grammar
 - b) Vocabulary
 - c) Speaking
 - d) Listening
 - e) Writing
 - f) Reading
10. How effective do you find AI tools in helping you learn English?
- a) Not effective
 - b) Somewhat effective
 - c) Effective
 - d) Very effective

Section E: Perceptions and Attitudes

11. Do you believe AI tools make learning English easier?
- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
12. How do you feel about using AI tools for learning English?
- a) Very negative
 - b) Negative
 - c) Neutral
 - d) Positive
 - e) Very Positive

13. Would you recommend using AI tools to your peers for learning English?
- a) Definitely not
 - b) Probably not
 - c) Not sure
 - d) Probably yes
 - e) Definitely yes

14. What is the main benefit of using generative AI tools like ChatGPT for learning English language?

- a) Improved vocabulary
- b) Better pronunciation
- c) Enhanced writing skills
- d) Assistance with English Assignments
- e) Reduced academic workload

- f) Other (please specify): _____
15. What are the main challenges you face while using AI tools for learning English? (Select all that apply)

- a) Lack of resources
- b) Technical difficulties
- c) Lack of teacher support
- d) Difficulty understanding the tool
- e) None

Section F: Recommendations and Feedback

16. Do you think teachers should integrate AI tools more into the classroom?

- a) Yes
- b) No

17. What support do you need to use AI tools more effectively? (Select all that apply)

- a) Training on how to use AI tools
- b) Access to better technology
- c) More AI tools integrated into the curriculum
- d) Other (please specify): _____

Section G: Conclusion

Any additional comments or suggestions regarding the use of AI tools for learning English language?

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

[Alternative Section]

i. Have you ever heard about AI tools like ChatGPT being used for learning?

- a) Yes
- b) No

ii. What are the main reasons you have not used AI tools for learning? (Select all that apply)

- a) Lack of awareness about AI tools
- b) No access to AI tools
- c) Prefer traditional learning methods
- d) Don't find AI tools helpful
- e) Lack of technical skills
- f) Other (please specify): _____

iii. Would you be interested in using AI tools for learning if you had access to them?

- a) Yes
- b) No
- c) Maybe

iv. Do you think AI tools could potentially improve your English learning experience?

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

v. What type of support or resources would you need to start using AI tools for learning? (Select all that apply)

- a) Training
- b) Access to necessary technology
- c) Guidance from teachers
- d) Peer support
- e) Other (please specify): _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

Questionnaire

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Aayush Ghimire
 Researcher, M.Ed.
 Saptagandaki Multiple Campus
 Bharatpur, Chitwan

Section A: Demographic Information

Name (Optional): _____ (E.085)

Address: Bharatpur - 23

Age: 16 Gender: Female Male

Section B: Awareness of AI tools

- Are you aware of Generative AI tools such as ChatGPT, PhotoMath, Quizlet, and so on?
 a) Yes b) No
- Have you ever used the AI tools?
 a) Yes b) No

(* If Yes to question no. 1 and 2, continue to question no 3. If No, skip to the alternative section.)

- How did you first learn about these AI tools?
 a) Teachers
 b) Friends
 c) Online
 d) Other (specify): _____

- How do you rate your knowledge about AI tools on a scale from 1 to 5?
 a) 1 - No knowledge
 b) 2 - Little knowledge
 c) 3 - Some knowledge
 d) 4 - Knowledgeable
 e) 5 - Strongly knowledgeable

Section C: Usage of AI tools

- How often do you use AI tools for learning purposes?
 a) Never
 b) Sometimes
 c) Often
 d) Always

- For what purposes do you use AI tools? (Select all that apply)
 a) Completing assignments
 b) Practicing English language skills
 c) Researching information
 d) Entertainment
 e) Other (specify): _____

- How long do you spend using AI tools daily?
 a) Less than 1 hour
 b) 1 - 2 hours
 c) 2 - 3 hours
 d) More than 3 hours.

Section D: AI tools for English language learning

8. Do you use AI tools specifically for learning English?
 a) Yes
 b) No
9. If yes, which aspects of English language learning do you use AI tools for? (Select all that apply)
 a) Grammar
 b) Vocabulary
 c) Speaking
 d) Listening
 e) Writing
 f) Reading
10. How effective do you find AI tools in helping you learn English?
 a) Not effective
 b) Somewhat effective
 c) Effective
 d) Very effective

Section E: Perceptions and Attitudes

11. Do you believe AI tools make learning English easier?
 a) Strongly disagree
 b) Disagree
 c) Neutral
 d) Agree
 e) Strongly agree
12. How do you feel about using AI tools for learning English?
 a) Very negative
 b) Negative
 c) Neutral
 d) Positive
 e) Very Positive

13. Would you recommend using AI tools to your peers for learning English?
 a) Definitely not
 b) Probably not
 c) Not sure
 d) Probably yes
 e) Definitely yes

14. What is the main benefit of using generative AI tools like ChatGPT for learning English language?
 a) Improved vocabulary
 b) Better pronunciation
 c) Enhanced writing skills
 d) Assistance with English Assignments
 e) Reduced academic workload

15. What are the main challenges you face while using AI tools for learning English? (Select all that apply)
 a) Lack of resources
 b) Technical difficulties
 c) Lack of teacher support
 d) Difficulty understanding the tool
 e) None
 f) Other (please specify): _____

Section F: Recommendations and Feedback

16. Do you think teachers should integrate AI tools more into the classroom?
 a) Yes
 b) No

Questionnaire

On

Assessing the Use of AI tools for English Language Learning among School Students

Dear Participant,

I am conducting a study on the use of AI tools for English language learning among school students in Bharatpur Metropolitan, Chitwan, Nepal. This research aims to assess students' awareness, frequency of use, and specific aspects of English language learning facilitated by these tools. Your participation will provide valuable insights to help educators and stakeholders optimize the educational use of AI. Your responses will be kept confidential, anonymous, and used solely for academic purposes. Participation is voluntary, and you can withdraw at any time.

Aayush Ghimire
Researcher, M.Ed.
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Section A: Demographic Information

Name (Optional): [REDACTED] (B022)

Address: Bharatpur - 21

Age: 15

Gender: Female Male

Section B: Awareness of AI tools

1. Are you aware of Generative AI tools such as ChatGPT, PhotoMath, Quizlet, and so on?
a) Yes b) No

2. Have you ever used the AI tools?
a) Yes b) No

(* If Yes to question no. 1 and 2, continue to question no 3. If No, skip to the alternative section.)

3. How did you first learn about these AI tools?

- a) Teachers
- b) Friends
- c) Online
- d) Other (specify): _____

4. How do you rate your knowledge about AI tools on a scale from 1 to 5?

- a) 1 - No knowledge
- b) 2 - Little knowledge
- c) 3 - Some knowledge
- d) 4 - Knowledgeable
- e) 5 - Strongly knowledgeable

Section C: Usage of AI tools

5. How often do you use AI tools for learning purposes?

- a) Never
- b) Sometimes
- c) Often
- d) Always

6. For what purposes do you use AI tools? (Select all that apply)

- a) Completing assignments
- b) Practicing English language skills
- c) Researching information
- d) Entertainment
- e) Other (specify): _____

7. How long do you spend using AI tools daily?

- a) Less than 1 hour
- b) 1 - 2 hours
- c) 2 - 3 hours
- d) More than 3 hours

Section D: AI tools for English language learning

8. Do you use AI tools specifically for learning English?

- a) Yes
- b) No

9. If yes, which aspects of English language learning do you use AI tools for? (Select all that apply)

- a) Grammar
- b) Vocabulary
- c) Speaking
- d) Listening
- e) Writing
- f) Reading

10. How effective do you find AI tools in helping you learn English?

- a) Not effective
- b) Somewhat effective
- c) Effective
- d) Very effective

Section E: Perceptions and Attitudes

11. Do you believe AI tools make learning English easier?

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

12. How do you feel about using AI tools for learning English?

- a) Very negative
- b) Negative
- c) Neutral
- d) Positive
- e) Very Positive

13. Would you recommend using AI tools to your peers for learning English?

- a) Definitely not
- b) Probably not
- c) Not sure
- d) Probably yes
- e) Definitely yes

14. What is the main benefit of using generative AI tools like ChatGPT for learning English language?

- a) Improved vocabulary
- b) Better pronunciation
- c) Enhanced writing skills
- d) Assistance with English Assignments
- e) Reduced academic workload
- f) Other (please specify): _____

15. What are the main challenges you face while using AI tools for learning English? (Select all that apply)

- a) Lack of resources
- b) Technical difficulties
- c) Lack of teacher support
- d) Difficulty understanding the tool
- e) None

Section F: Recommendations and Feedback

16. Do you think teachers should integrate AI tools more into the classroom?

- a) Yes
- b) No

17. What support do you need to use AI tools more effectively? (Select all that apply)

- a) Training on how to use AI tools
- b) Access to better technology
- c) More AI tools integrated into the curriculum
- d) Other (please specify): _____

Section G: Conclusion

Any additional comments or suggestions regarding the use of AI tools for learning English language?

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

[Alternative Section]

i. Have you ever heard about AI tools like ChatGPT being used for learning?

- a) Yes
- b) No

ii. What are the main reasons you have not used AI tools for learning? (Select all that apply)

- a) Lack of awareness about AI tools
- b) No access to AI tools
- c) Prefer traditional learning methods
- d) Don't find AI tools helpful
- e) Lack of technical skills
- f) Other (please specify): _____

iii. Would you be interested in using AI tools for learning if you had access to them?

- a) Yes
- b) No
- c) Maybe

iv. Do you think AI tools could potentially improve your English learning experience?

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

v. What type of support or resources would you need to start using AI tools for learning? (Select all that apply)

- a) Training
- b) Access to necessary technology
- c) Guidance from teachers
- d) Peer support
- e) Other (please specify): _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

Questionnaire

On

Assessing the Use of AI tools for English Language Learning among School Students

Dear Participant,

I am conducting a study on the use of AI tools for English language learning among school students in Bharatpur Metropolitan, Chitwan, Nepal. This research aims to assess students' awareness, frequency of use, and specific aspects of English language learning facilitated by these tools. Your participation will provide valuable insights to help educators and stakeholders optimize the educational use of AI. Your responses will be kept confidential, anonymous, and used solely for academic purposes. Participation is voluntary, and you can withdraw at any time.

Aayush Ghimire

Researcher, M.Ed.

Saptagandaki Multiple Campus

Bharatpur, Chitwan

Section A: Demographic Information

Name (Optional): [REDACTED] (055)

Address: Bharatpur - 23

Age: 14

Gender: Female Male

Section B: Awareness of AI tools

1. Are you aware of Generative AI tools such as ChatGPT, PhotoMath, Quizlet, and so on?

a) Yes

b) No

2. Have you ever used the AI tools?

a) Yes

b) No

(*If Yes to question no. 1 and 2, continue to question no 3. If No, skip to the alternative section.)

3. How did you first learn about these AI tools?

a) Teachers

b) Friends

c) Online

d) Other (specify): _____

4. How do you rate your knowledge about AI tools on a scale from 1 to 5?

a) 1 - No knowledge

b) 2 - Little knowledge

c) 3 - Some knowledge

d) 4 - Knowledgeable

e) 5 - Strongly knowledgeable

Section C: Usage of AI tools

5. How often do you use AI tools for learning purposes?

a) Never

b) Sometimes

c) Often

d) Always

6. For what purposes do you use AI tools? (Select all that apply)

a) Completing assignments

b) Practicing English language skills

c) Researching information

d) Entertainment

e) Other (specify): _____

7. How long do you spend using AI tools daily?

a) Less than 1 hour

b) 1 - 2 hours

c) 2 - 3 hours

d) More than 3 hours

Section D: AI tools for English language learning

8. Do you use AI tools specifically for learning English?
a) Yes
b) No
9. If yes, which aspects of English language learning do you use AI tools for? (Select all that apply)
a) Grammar
b) Vocabulary
c) Speaking
d) Listening
e) Writing
f) Reading
10. How effective do you find AI tools in helping you learn English?
a) Not effective
b) Somewhat effective
c) Effective
d) Very effective

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11. Do you believe AI tools make learning English easier?
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b) Disagree
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a) Improved vocabulary
b) Better pronunciation
c) Enhanced writing skills
d) Assistance with English Assignments
e) Reduced academic workload

f) Other (please specify):

15. What are the main challenges you face while using AI tools for learning English? (Select all that apply)
a) Lack of resources
b) Technical difficulties
c) Lack of teacher support
d) Difficulty understanding the tool
e) None

Section F: Recommendations and Feedback

16. Do you think teachers should integrate AI tools more into the classroom?
a) Yes
b) No

16. What support do you need to use AI tools more effectively? (Select all that apply)

- a) Training on how to use AI tools
- b) Access to better technology
- c) More AI tools integrated into the curriculum
- d) Other (please specify): _____

Section G: Conclusion

Any additional comments or suggestions regarding the use of AI tools for learning English language? _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

[Alternative Section]

i. Have you ever heard about AI tools like ChatGPT being used for learning?

- a) Yes
- b) No

ii. What are the main reasons you have not used AI tools for learning? (Select all that apply)

- a) Lack of awareness about AI tools
- b) No access to AI tools
- c) Prefer traditional learning methods
- d) Don't find AI tools helpful
- e) Lack of technical skills
- f) Other (please specify): _____

iii. Would you be interested in using AI tools for learning if you had access to them?

- a) Yes
- b) No
- c) Maybe

iv. Do you think AI tools could potentially improve your English learning experience?

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

v. What type of support or resources would you need to start using AI tools for learning? (Select all that apply)

- a) Training
- b) Access to necessary technology
- c) Guidance from teachers
- d) Peer support
- e) Other (please specify): _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

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Aayush Ghimire

Researcher, M.Ed.

Saptagandaki Multiple Campus

Bharatpur, Chitwan

Section A: Demographic Information

Name (Optional): _____ (D O G I)

Address: Bharatpur - 225

Age: 17

Gender: Female

Male

Section B: Awareness of AI tools

1. Are you aware of Generative AI tools such as ChatGPT, PhotoMath, Quizlet, and so on?

a) Yes

b) No

2. Have you ever used the AI tools?

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(* If Yes to question no. 1 and 2, continue to question no 3. If No, skip to the alternative section.)

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b) Friends

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d) Other (specify): _____

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a) Never

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c) Researching information

d) Entertainment

e) Other (specify): _____

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d) More than 3 hours

Section D: AI tools for English language learning

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c) Neutral
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a) Very negative
b) Negative
c) Neutral
d) Positive
e) Very Positive

Section F: Recommendations and Feedback

15. What are the main challenges you face while using AI tools for learning English? (Select all that apply)
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b) Technical difficulties
c) Lack of teacher support
d) Difficulty understanding the tool
e) None
16. Do you think teachers should integrate AI tools more into the classroom?
a) Yes
b) No

17. What support do you need to use AI tools more effectively? (Select all that apply)

- a) Training on how to use AI tools
- b) Access to better technology
- c) More AI tools integrated into the curriculum
- d) Other (please specify): _____

Section G: Conclusion

Any additional comments or suggestions regarding the use of AI tools for learning English language? _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.

[Alternative Section]

- i. Have you ever heard about AI tools like ChatGPT being used for learning?
a) Yes b) ~~No~~
- ii. What are the main reasons you have not used AI tools for learning? (Select all that apply)
a) ~~Lack of awareness about AI tools~~
b) No access to AI tools
c) Prefer traditional learning methods
d) ~~Don't find AI tools helpful~~
e) ~~Lack of technical skills~~
f) Other (please specify): _____
- iii. Would you be interested in using AI tools for learning if you had access to them?
a) ~~Yes~~ b) No c) Maybe
- iv. Do you think AI tools could potentially improve your English learning experience?
a) Strongly disagree
b) Disagree
c) Neutral
d) ~~Agree~~
e) Strongly agree
- v. What type of support or resources would you need to start using AI tools for learning? (Select all that apply)
a) ~~Training~~
b) Access to necessary technology
c) ~~Guidance from teachers~~
d) ~~Peer support~~
e) Other (please specify): _____

Thank you for your valuable input. Your contribution is greatly appreciated. I wish you all the best in your future endeavors.
