Motivational Factors Affecting ELT Students' Use of ChatGPT Learning Outcomes in Preparing for Writing Tasks: A Mixed-Methods Study

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Abstract

The rapid rise of large language models such as ChatGPT is altering the landscape of English language education, influencing how learners approach writing, speaking, reading, and vocabulary work. Despite this shift, little is known about how English Language Teaching (ELT) majors—who must balance their roles as students and future educators—engage with these tools across different skill areas. To address this gap, the present study adopts a mixed-methods design to explore what motivates ELT students to use ChatGPT, drawing on a broad theoretical base that includes Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), the Hedonic Motivation System Adoption Model (HMSAM), Self-Determination Theory (SDT), Flow Theory, and Cognitive Load Theory (CLT).The quantitative phase involved 100 randomly selected ELT students studying in the Turkish Republic of Northern Cyprus, who were invited through proportionate stratified random sampling across nine universities, while qualitative insights were gathered from interviews with 12 students recruited through purposive sampling. The findings indicate that intrinsic motivation, perceived usefulness, hedonic appeal, and ease of use strongly shape students' intentions to work with ChatGPT. Writing stood out as the skill that students found most intrinsically and hedonically engaging, particularly because the tool helped reduce anxiety and support idea development. Speaking-related motivation was tied largely to affective benefits such as increased confidence and reduced communication apprehension. In contrast, reading and vocabulary use were driven more by practical, efficiency-oriented considerations. Interview data also revealed persistent ethical concerns, including plagiarism, over-dependence, and fairness in assessment, alongside professional-identity-driven reflections on the pedagogy and assessment. Overall, the study underscores the importance of strengthening AI literacy, establishing ethical guidelines, and rethinking assessment practices within ELT programs. It contributes a skill-specific, theoretically grounded perspective on how future English teachers navigate AI-mediated learning environments.

Keywords: *ChatGPT in ELT; Learner Motivation; Technology Acceptance; Language Skills; AI Literacy; Ethical Concerns*

1. Introduction

Artificial Intelligence (AI) has rapidly reshaped language education, with large language models (LLMs) such as ChatGPT now central to how learners write, speak, read, and build vocabulary. Unlike earlier rule-based CALL tools, ChatGPT generates contextually appropriate, human-like responses, enabling co-constructed texts and immediate feedback. This shift from static to dynamic interaction has renewed interest in how learners—especially future teachers—adopt and assess AI-mediated learning environments.

ChatGPT is widely used in EFL/ELT writing for idea generation, reducing anxiety, and supporting revision (Teng & Huang, 2023; Xu & Jumaat, 2024; Lee et al., 2025). It also supports speaking by lowering anxiety and increasing confidence (Carrera Nuñez et al., 2025; Celik et al., 2025). However, concerns persist regarding plagiarism, overreliance, and the erosion of critical thinking (Tüm, 2026).

This study addresses these gaps by examining ELT students' motivations for using ChatGPT in writing, speaking, reading, and vocabulary tasks through an integrated theoretical framework (Technology Acceptance Model [TAM, Davis, 1989], Unified Theory of Acceptance and Use of Technology [UTAUT, Venkatesh et al., 2003)], the Hedonic-Motivation System Adoption Model [HMSAM, Lowry et al., 2013], Self-determination theory [SDT, Deci & Ryan, 1985], Flow Theory [Csikszentmihalyi, 1975,1990]and Cognitive Load Theory [CLT, Sweller, 1988]). The study contributes a skills-specific, theoretically grounded understanding of how future English teachers navigate AI-mediated learning environments and highlights the need for AI literacy, ethical guidelines, and pedagogically aligned integration strategies.

2. Literature Review

2.1 ChatGPT in Language Teaching

ChatGPT has transformed CALL by enabling open-ended interaction, co-construction of texts, and immediate feedback. Its use in EFL/ELT spans writing, speaking, vocabulary, reading, and academic support. Despite rapid uptake, motivational dynamics—especially among ELT majors with dual learner/teacher identities—remain underexplored.

2.2 ChatGPT and EFL Writing: Process Support, Student Strategies, and Motivational Patterns

Writing is the skill that has been most heavily researched in relation to ChatGPT. Teng and Huang (2025) found that ChatGPT enhances engagement, supports idea generation, reduces anxiety during writing, and increases willingness to revise (pp.12–14), which highlights ChatGPT's cognitive and emotional benefits. Similarly, Xu and Jumaat (2024) identified improvements in aspects of linguistic quality, coherence, and efficiency but they also warn against overreliance (p.110).
According to Lee et al. (2025), students use ChatGPT for vocabulary, structure, and rhetorical structure; they value its speed and availability and often perceive it as more responsive than instructor comments, but remain cautious about accuracy and ethics (pp.3-4). ChatGPT can also scaffold novice writers by providing examples, explaining grammar, and modelling academic discourse, as Ibrahim and Kirkpatrick (2024) argued. They stressed, though, that any such integration needs to be paired with explicit instruction regarding critical evaluation and ethical use (p.405).
Tüm (2026) highlighted that AI-generated essays challenge assessment validity and fairness. Issues of authorship, academic integrity and undistinguished ability from students writing raise concerns about traditional assessment systems (p.67).
Across studies, a few clear writing-related motivational patterns emerge:

- Intrinsic: enjoyment, curiosity, reduced anxiety
- Extrinsic: efficiency, improved grades, clarity
- Technological: ease of use, responsiveness
- Professional (ELT students): pedagogical curiosity and future teaching relevance

They align with TAM (usefulness, ease of use), HMSAM (enjoyment, immersion) and SDT (autonomy, competence).

2.3 Motivation and Technology Acceptance

Intrinsic motivation and perceived usefulness strongly predict ChatGPT use (Lai et al., 2023). Hedonic motivation and system responsiveness influence initial adoption (Alkfairy, 2024), while meta-analytic evidence shows positive effects on learning performance and satisfaction (Wang & Fan, 2025). Enjoyment and immersion are strong predictors of continued use (Wang et al., 2025). Motivation is shaped by intrinsic enjoyment, extrinsic efficiency, hedonic pleasure, and cognitive load reduction.

2.4 ELT Students, AI Literacy, and Professional Identity

Preservice teachers recognize AI's pedagogical potential but express concerns about ethics, assessment, and identity (Guan et al., 2025). They often lack foundational AI knowledge and exhibit high trust in AI outputs. Teachers appreciate AI's potential for differentiation and feedback but worry about overreliance and fairness (Üretmen K. & Doğan, 2025). Bibliometric analyses show rapid growth in AI-related teacher-education research but highlight conceptual fragmentation and limited focus on AI literacy and ethics (Kuzu, 2025).

2.5 Theoretical Framework

- **Technology Acceptance Model (TAM)**: perceived usefulness and ease of use predict intention (Lai et al., 2023).
- **UTAUT and UTAUT2**: performance expectancy, effort expectancy, social influence, facilitating conditions, and hedonic motivation shape adoption (Guan et al., 2025; Kuzu, 2025)
- **Hedonic Motivation System Adoption Model (HMSAM)**: enjoyment, curiosity, focused immersion and perceived control (Lowry, et al.,2013; Wang et al., 2025), deep engagement (Guan et al, 2025).

- **Self-Determination Theory (SDT)**: autonomy, competence, and relatedness influence motivation (Deci & Ryan, 1985).
- **Flow Theory**: deep engagement arises from balanced challenge and skill (Csikszentmihalyi, 1975,1990).
- **Cognitive Load Theory (CLT)**: ChatGPT reduces extraneous load but may reduce germane load when being overused (Sweller, 1988; Sweller et al., 2011)

2.6 SUMMARY OF GAPS

- **Population Gap**: limited research on ELT majors' dual identities (Guan et al., 2025)
- **Skill-Specific Motivation Gap**: few studies compare motivation across writing, speaking, reading, and vocabulary (Guan et al., 2025)
- **Theoretical Integration Gap**: frameworks rarely unified (Kuzu, 2025; Guan et al., 2025)
- **Teacher Education Gap**: limited research on AI literacy, ethics and assessment (Guan et al., 2025; Kuzu 2025; Üretmen K. & Doğan, 2025)

3. Methodology

3.1 Research Design

This study employed a sequential explanatory mixed-methods design in which quantitative data were collected first and qualitative data were subsequently used to elaborate and explain the survey results. The design was selected because motivation toward AI-mediated learning is inherently multidimensional, involving cognitive, affective, technological, and professional factors that can be fully captured only through a mixed-methods approach. The quantitative phase identified statistical trends related to motivation, technology acceptance, and skill-specific engagement with ChatGPT in writing, speaking, reading, and vocabulary, while the qualitative phase provided deeper insights into learners' beliefs, ethical concerns, and pedagogical reasoning, thereby offering a more nuanced interpretation of the quantitative patterns. This design was guided by the theoretical frameworks outlined in the literature review (TAM, UTAUT, HMSAM, SDT, Flow Theory, and Cognitive Load Theory), enabling the study to examine both utilitarian dimensions (e.g., perceived usefulness, perceived ease of use) and hedonic dimensions (e.g., enjoyment, immersion) of ChatGPT use, alongside professional identity factors relevant to ELT majors. Combined, the two phases afforded an in-depth understanding of how ELT students interacted with ChatGPT as language learners and prospective teachers.

3.2 Research Questions

The research sought to answer the following research questions:

1. What motivates ELT students to use ChatGPT for writing, speaking, reading, and vocabulary learning?
2. How do intrinsic, extrinsic, hedonic, and technological motivations differ across language skills and relate to students' intention to use ChatGPT?
3. How do ELT students perceive the pedagogical, ethical, and professional implications of ChatGPT use?

4. Participants

The quantitative sample consisted of 100 English Language Teaching (ELT) undergraduates from nine universities in North Cyprus, selected through proportionate stratified random sampling to ensure representation across institutions and year levels. Participants ranged from 18 to 27 years old, with 53% female, 46% male, and 1% nonbinary. Their English proficiency ranged from B1 to C1 (CEFR). Most participants had prior exposure to ChatGPT, though their frequency and purposes of use varied. The qualitative phase involved 12 students, selected through purposive sampling to represent diverse motivational profiles, skill-specific usage patterns, and ethical stances identified in the quantitative phase. This ensured that the qualitative data captured a wide range of perspectives rather than only those of highly motivated or highly critical users.

5. Instruments

5.1. Survey Instrument

A structured survey instrument was developed drawing on TAM, UTAUT, HMSAM, SDT, Flow Theory, and CLT to capture motivational and skill-specific dimensions of ChatGPT use. Content validity was ensured through expert review and a pilot study, while factor analysis confirmed a nine-factor structure consistent with the theoretical model. Reliability analyses showed strong internal consistency across all subscales (α = .80–.91). The instrument thus provided a robust measure of ELT students' motivations, perceptions, and ethical awareness in AI-mediated learning.

5.2. Semi-Structured Interview Protocol

Semi-structured interviews were conducted to deepen the quantitative findings and gain a richer understanding of ELT students' perceptions and experiences with ChatGPT. The interviews explored learners' use of ChatGPT across language skills (writing, speaking, reading, vocabulary), perceived benefits and limitations, ethical concerns such as plagiarism, overreliance, and fairness, pedagogical beliefs about AI integration, and the influence of ChatGPT on their emerging professional identities. The interview protocol was informed by prior research on preservice teachers' perceptions of AI and technology-enhanced learning (Guan et al., 2025; Üretmen K. & Doğan, 2025; Kuzu, 2025). The semi-structured format ensured consistency across participants while allowing for probing and follow-up questions to elicit deeper insights. Each interview lasted 20–30 minutes, was audio-recorded with informed consent, and transcribed verbatim for analysis.

6. Data Collection Procedures

Data were collected using a two-phase sequential explanatory mixed-methods design, whereby quantitative data were first collected and qualitative data used to elaborate upon and explain survey findings.

Phase 1: Quantitative Data Collection

The target population consisted of approximately 450 ELT students, enrolled across nine universities. Proportionate stratified random sampling ensured representation from each institution: each university served as a stratum, and participants were randomly invited in numbers proportional to its ELT student population. The survey was administered online using Google Forms, and participation was voluntarily and anonymous. To minimize response emphasized ChatGPT use in language learning without highlighting motivational constructs. A total of 100 students completed the survey.

Phase 2: Qualitative Data Collection

Following the survey, a purposive subsample of participants was invited for semi-structured interviews to capture the variation in ChatGPT use frequency and skill-specific engagement. Interviews were conducted either face-to-face or via Zoom, depending on the participant's comfort level. Each session lasted about 20-30 minutes, was audio-recorded with informed consent, and transcribed verbatim. Thematic analysis was used to identify patterns related to learners' experiences, perceived benefits and challenges, ethical considerations, and emerging professional identities.

7. Data Analysis

7.1. Quantitative Analysis

Quantitative data were analysed using SPSS and AMOS following a sequence consistent with the explanatory design. Descriptive statistics summarized students' frequency of ChatGPT use across the four language skills. Reliability analyses showed high internal consistency for all motivational and technology-acceptance constructs (α = .86–.92), supporting the suitability of the measurement model. A structural equation model (SEM) was then tested to examine predictors of intention to use ChatGPT, including intrinsic, extrinsic, and hedonic motivation, perceived usefulness, perceived ease of use, and social influence. Finally, ANOVA was conducted to compare motivational differences across writing,

speaking, reading, and vocabulary. This sequenced analysis provided a solid foundation for interpreting ELT students' motivation and technology-acceptance patterns.

7.2. Qualitative Analysis

Qualitative data were analysed thematically using Braun and Clarke's (2006) six-phase framework. Coding proceeded through open coding (identifying initial meaning units), axial coding (grouping related codes), and selective coding (developing overarching themes). Themes reflected the study's focal areas: skill-specific experiences with ChatGPT, motivational factors, ethical concerns, pedagogical beliefs, and emerging professional identity. Participant descriptors (e.g., year of study, proficiency level) were used when relevant to contextualize perspectives. Triangulation with quantitative findings strengthened interpretive validity by explaining, extending, or contrasting patterns identified in Phase 1.

8. Results

8.1. Quantitative Results

Descriptive results showed clear skill-specific differences in ChatGPT use. Writing was the most frequently used skill (87% frequent/very frequent), followed by vocabulary (78%), reading (71%), and speaking (62%). Writing also elicited the strongest intrinsic and hedonic motivation, with students reporting enjoyment, reduced anxiety, and support for idea generation. Speaking motivation was shaped by affective benefits such as increased confidence and reduced communication apprehension, whereas reading and vocabulary use were driven more by extrinsic, efficiency-oriented motives.
Reliability analyses demonstrated strong internal consistency across all motivational and technology-acceptance constructs (α = .86–.92), including intrinsic motivation (α = .89), extrinsic motivation (α = .86), hedonic motivation (α = .91), perceived usefulness (α = .88), perceived ease of use (α = .90), and intention to use (α = .92). Confirmatory Factor Analysis indicated good model fit (CFI = .95, RMSEA = .05), supporting the validity of the measurement model.
Structural equation modelling further showed that intrinsic motivation (β = .41, $p < .001$), perceived usefulness (β = .33, $p < .001$), hedonic motivation (β = .29, $p < .01$), and perceived ease of use (β = .21, $p < .05$) significantly predicted intention to use ChatGPT, while social influence and extrinsic motivation were nonsignificant predictors (β = −.11 to .06). Intrinsic motivation emerged as the strongest predictor of intention (Table 1).
ANOVA results revealed significant differences in motivational patterns across the four language skills. Writing showed the highest intrinsic and hedonic motivation, while speaking was associated with affective motivation (reduced anxiety, increased confidence). Reading demonstrated the strongest extrinsic motivation, particularly related to efficiency and clarity, and vocabulary reflected a mixed intrinsic–extrinsic profile. Post hoc tests indicated that motivation for writing was significantly higher than for reading and vocabulary ($p < .01$), whereas differences between writing and speaking were not significant (Table 2).
Finally, the EFA confirmed a nine-factor structure (IM, EM, HM, PU, PEOU, SI, ETH, INT, SSU), aligning with the theoretical model guiding the study and reinforcing the robustness of the measurement framework (Appendix A-Table 3).

Table 1. SEM Regression Weights Predicting Intention to Use ChatGPT

Predictor	β	p-value
Intrinsic Motivation	.41	< .001
Perceived Usefulness	.33	< .001
Hedonic Motivation	.29	< .01
Perceived Ease of Use	.21	< .05
Social Influence	—	n.s.
Extrinsic Motivation	—	n.s.

Note. Intrinsic motivation emerged as the strongest predictor of intention to use ChatGPT.

Table 2 Skill-Specific Motivational Patterns Based on ANOVA

Skill	Dominant Motivational Pattern	Post Hoc Comparison vs Writing
Writing	Intrinsic + Hedonic	—
Speaking	Affective (confidence, reduced anxiety)	n.s.
Reading	Extrinsic (efficiency)	Lower than Writing ($p < .01$)

Vocabulary	Mixed intrinsic–extrinsic	Lower than Writing ($p < .01$)

Note. Writing showed significantly higher motivation than reading and vocabulary

8.2 Qualitative Results

The qualitative stage added depth to the survey by examining how ELT students personify their interactions with ChatGPT and interpret its pedagogical, ethical, and professional implications. While quantitative findings revealed motivational patterns across skills, interviews clarified *why* students felt motivated, how they perceived benefits and risks, and what this meant for their emerging teacher identities. A thematic analysis of 12 interviews yielded five overarching themes.

Theme 1: Writing for Creativity and Confidence Students described ChatGPT as a remedy for writer's block, supporting idea generation, grammar, and vocabulary, while reducing anxiety.

"ChatGPT allows me to write without getting writer's block" (Female, 2nd year, B2).

These insights align with quantitative findings and prior studies (Teng & Huang, 2025; Xu & Jumaat, 2024; Lee et al., 2025).

Theme 2: Speaking for Confidence and Reduced Anxiety ChatGPT was seen as a non-judgmental conversation partner for rehearsing presentations and dialogues.

"I can practice speaking without feeling ashamed. It gives me courage" (Male, 1st year, B1).

This affective dimension resonates with Carrera Nuñez et al. (2025), who found reduced speaking anxiety and greater willingness to communicate.

Theme 3: Reading and Vocabulary for Efficiency Participants valued ChatGPT's ability to simplify texts, summarize readings, and explain vocabulary quickly.

"It saves time. I understand texts faster" (Female, 1st year, B1).

These findings corroborate the efficiency-driven motivation identified in the survey and reflect CLT interpretations of reduced extraneous load.

Theme 4: Ethical Dilemmas Students expressed ambivalence, noting risks of plagiarism, overreliance, and fairness in assessment.

"My fear is that if I rely on it too much, I will become reliant" (Male, 4th year, B2).

Such concerns echo Tüm (2026), Üretmen K. and Doğan (2025), and Guan et al. (2025), underscoring the need for ethical guidelines and AI literacy.

Theme 5: Professional Identity As future teachers, participants reflected on AI's role in pedagogy, assessment, and ethical modelling.

"We have to teach people how to relate to AI in the right way" (Non-binary, 4th year, C1).

These reflections are consistent with Kuzu (2025) and Guan et al. (2025), who highlight preservice teachers' curiosity and concern about integrating AI.

The five themes illustrate how ELT students positioned ChatGPT as both a motivating resource and a pedagogical challenge. They reported reduced anxiety, greater confidence, and efficiency gains across writing, speaking, reading, and vocabulary, while also voicing concerns about ethics, integrity, and dependence. Reflections further revealed growing awareness of AI's potential to reshape pedagogy, assessment, and professional roles. Overall, the findings portray ELT students as engaged yet cautious users who balance motivation and affective benefits with ethical considerations and their emerging teacher identity.

8.3 Mixed Methods Integration of Results

The qualitative themes confirmed and elaborated on the quantitative patterns: interviews showing reduced anxiety and greater creativity supported high intrinsic and hedonic motivation for writing, while survey data reinforced affective benefits in speaking. Reading and vocabulary emerged as efficiency-driven skills, and ethical concerns surfaced consistently across both phases, highlighting calls for AI literacy and responsible use. Taken together, these converging findings provide a coherent view of ELT students' motivations and perceptions of ChatGPT, portraying them as engaged yet reflective users who balance personal drives and affective needs with ethical reasoning and their developing professional identity.

9. Discussion and Synthesis

This mixed methods study advances understanding of ELT students' motivation to use ChatGPT and their perceptions of its pedagogical and ethical implications across writing, speaking, reading, and vocabulary. Writing emerged as the most motivating skill, with students viewing ChatGPT as a supportive "thinking partner" that reduced anxiety and enhanced fluency, consistent with Teng and Huang (2025), Xu and Jumaat (2024), and Ibrahim and Kirkpatrick (2024). Speaking motivation was largely affective, as students valued ChatGPT's role in easing communication apprehension and building confidence, echoing Carrera Nuñez et al. (2025) and Celik et al (2025). Reading and vocabulary were efficiency-driven, aligning with TAM and CLT's emphasis on perceived usefulness and reduced cognitive load.

Structural modelling confirmed that intrinsic motivation, perceived usefulness, hedonic appeal, and ease of use were the strongest predictors of intention to use ChatGPT, in line with Lai et al. (2023), Wang and Fan (2025), and Wang et al. (2025). Ethical ambivalence was evident, with concerns about plagiarism, dependence, and fairness (Tüm, 2026; Üretmen K. & Doğan, 2025; Guan et al., 2025), underscoring the need for AI literacy and clear guidelines. At the same time, students reflected on their dual identity as learners and future teachers, recognizing AI's potential for differentiation, scaffolding, and assessment reform (Guan et al., 2025; Kuzu, 2025; Nunes et al., 2022).

Overall, the findings portray ELT students as engaged yet cautious users who balance motivation and affective benefits with ethical reasoning and professional reflection. ChatGPT's role is strongest in affective scaffolding for writing and speaking, while reading and vocabulary use remain efficiency-driven. These multiple dimensions suggest that AI integration in ELT programs must address not only skill-level learning but also broader concerns of integrity, responsible use, and teacher preparation.

10. Implications

This study highlights the need for individualized integration of AI into ELT programs, addressing not only skill-specific learning but also broader concerns of ethics, assessment integrity, and teacher preparation. Writing and speaking emerged as highly motivating, suggesting curricula should incorporate structured AI-supported tasks alongside explicit training in prompt design, critical evaluation, and ethical decision-making (Ibrahim & Kirkpatrick, 2024). Teacher education must prepare ELT majors for AI-mediated pedagogy, offering strategies for differentiation, feedback, and scaffolding, while modelling responsible use (Guan et al., 2025; Kuzu, 2025).

Assessment practices require rethinking to preserve authenticity, with process-based formats, oral defences, and reflective commentaries mitigating risks of plagiarism and overreliance (Tüm, 2026). Finally, future research should pursue longitudinal and intervention-based designs to examine sustained motivational change, professional identity development, and the effectiveness of AI-integrated instruction across diverse contexts (Nunes et al., 2022).

11. Limitations and Future Research

This study offers valuable insights into ELT majors in North Cyprus, yet its findings cannot be generalized to broader EFL contexts or non-teacher education programs. The reliance on self-reported survey data may reflect perceptions more than actual behaviour, and while the mixed methods design mitigated this, future work should incorporate behavioural analytics and classroom observations. The qualitative sample of 12 provided depth but limited transferability, suggesting the need for larger or multi-site studies. Moreover, the analysis captured a single time point, despite the rapid evolution of AI tools and student practices, highlighting the importance of longitudinal research. Finally, the study did not empirically test AI-integrated interventions; experimental designs are needed to evaluate impacts on language development, autonomy, and critical AI literacy. Collectively, these limitations point to the need for more extensive, longitudinal, and intervention-based research to guide responsible AI integration in ELT programs.

12. Conclusion

Based on the frameworks of TAM, UTAUT, HMSAM, SDT, Flow Theory and Cognitive Load Theory this mixed-method study investigated ELT students' use motivation for ChatGPT with writing, speaking, reading and vocabulary. The quantitative results showed that intrinsic motivation, perceived usefulness, hedonic motivation and ease of use were the strongest predictors of intention to use ChatGPT. Writing was the most intrinsically and hedonistically motivating skill, while speak motivation

was similarly driven by affective factors such as lowered anxiety and increased confidence. Reading and vocabulary use were mostly extrinsically motivated via efficiency and working memory reduction. These results were further complemented by qualitative findings indicating that students experienced ChatGPT as a cognitive and affective writing scaffold, as a confidence builder for speaking, and an efficiency-enhancing tool for reading and vocabulary. Some participants also highlighted issues surrounding plagiarism, over-reliance and the loss of real learning. Being both learners and future teachers, raised their sensitivities on pedagogical and ethical implications frequently surrounding academic dishonesty due to clouded integrity in assessment and responsible use of AI.
In summary, the findings indicate that this necessitates AI literacy and ethical guidelines as well as a reassessment of evaluation within ELT programs. With AI shaping its way into language education environments, it is integral that teacher education curricula support the training of educators who will integrate AI tools in a pedagogically sound, responsible, and critical manner. Theoretical overviews of the usage and motivation of ChatGPT are sorely lacking in applied EFL contexts, which this study addresses, as it provides an ELT-focused understanding of ChatGPT use and motivation that is also skill specific and theory driven, whilst stressing the importance to prepare future teachers for working in what will soon be AI-rich environments.

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APPENDIX A- EFA-FACTOR MAPPING TABLE

Table 3. Item–Factor Mapping for Exploratory Factor Analysis

Construct / Factor	Item Code	Item Wording
Intrinsic Motivation	IM1	Using ChatGPT is enjoyable.
	IM2	I feel curious when interacting with ChatGPT.
	IM3	I feel motivated to explore ChatGPT because it is interesting.
Extrinsic Motivation	EM1	ChatGPT helps me complete tasks faster.
	EM2	ChatGPT improves my academic performance.
	EM3	Using ChatGPT helps me achieve better results in my coursework.
Hedonic Motivation	HM1	I feel immersed when using ChatGPT.
	HM2	Using ChatGPT is fun.
	HM3	I lose track of time when using ChatGPT.
Perceived Usefulness (PU)	PU1	ChatGPT improves my language learning.
	PU2	ChatGPT enhances my writing and speaking skills.
	PU3	ChatGPT helps me learn more effectively than traditional methods.
Perceived Ease of Use (PEOU)	PEOU1	ChatGPT is easy to use.
	PEOU2	Learning to use ChatGPT is simple.
	PEOU3	It is easy for me to become skilled at using ChatGPT.
Social Influence	SI1	People who are important to me think I should use ChatGPT.
	SI2	My instructors encourage the use of ChatGPT.
	SI3	My classmates think using ChatGPT is beneficial.
Ethical Awareness	ETH1	I worry about plagiarism when using ChatGPT.
	ETH2	I believe ChatGPT should be used responsibly.
	ETH3	I am aware of the ethical risks associated with using ChatGPT.
Intention to Use	INT1	I intend to continue using ChatGPT.
	INT2	I plan to use ChatGPT in future courses.
	INT3	I will use ChatGPT regularly in my future learning.
Skill-Specific Use	SSU1	I use ChatGPT for writing tasks.
	SSU2	I use ChatGPT for speaking practice.
	SSU3	I use ChatGPT for reading comprehension.
	SSU4	I use ChatGPT for vocabulary learning.