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Evaluating the Role of ChatGPT in Enhancing English Language Learning Outcomes: A Case Study of Gifted Secondary-Level Students

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Abstract

This study examines which ChatGPT-related factors most strongly influence students' language learning in a Vietnamese gifted high school (High School for Gifted Students in Social Sciences and Humanities, VNU). Building on prior studies and expert consultation, we propose four factor groups, including Speed (F1), Data diversity (F2), Convenience (F3), and Performance (F4), with sub-criteria that reflect common language learning uses. Data were collected through expert interviews (including high-achieving students and language-education stakeholders). To synthesize expert judgments and rank the relative

importance of factors, the study applies a multi-criteria decision-making approach using the Weighted Sum Model (WSM), including weighting, normalization, and composite-score calculation. Results indicate that Data diversity is the dominant driver of perceived learning impact, achieving the highest composite value (0.90), followed by Speed, Convenience, and Performance. At the sub-criterion level, “Language and vocabulary sources” (F22) exerts the strongest influence (normalized mean 0.95). A second tier of influential criteria includes “Generating answers and responses” (F13), “Data resources” (F23), “Grammar correction” (F33), and “Multitasking, multimodal, and multilingual capabilities” (F42), all rated highly. Lower-rated items include personalization and several advanced capability dimensions. Overall, students value ChatGPT primarily as a rich linguistic input repository and an immediate feedback assistant. The findings suggest schools should integrate AI-supported language activities with clear guidance on verification, privacy, and academic integrity to maximize benefits while limiting risks. Schools should prioritize integrating ChatGPT into language learning as a curated, verifiable source of diverse linguistic input and fast feedback supported by explicit guidance on fact-checking, privacy, and academic integrity.

Keywords: AI, Chat GPT, education, language learning, high school, gifted students

1. Introduction

Nowadays, technology is increasingly being applied to daily life. Artificial intelligence (AI), especially ChatGPT, is being applied to most fields such as economics, politics, culture, and history. In education, ChatGPT is changing the learning methods of students and the teaching methods of teachers. Regarding language learning, with the support of ChatGPT, students can utilize the tool to compile vocabulary by topic, correct grammar, and perform other tasks.

ChatGPT has the ability to personalize learning paths and methods for users with an easy-to-understand interface and a vast amount of diverse and rich information. This tool can analyze and deliver specific results based on the learner's requirements and level. The convenience, speed, and clarity of providing answers are huge advantages of the ChatGPT tool (Farrokhnia et al., 2023; Solak, 2024; Belda Medina & Calvo-Ferrer, 2022; Xiaofan & Annamalai, 2025). ChatGPT has also been shown to improve writing (Apridayani et al., 2025) and communication (Fathi et al., 2024) skills, saving learners time and effort in searching for materials.

However, ChatGPT has its downsides. Learners have pointed out concerns about ethical and privacy issues when using ChatGPT. ChatGPT provides learners with inaccurate and incomplete information, or cultural and interlinguistic errors, as well as unnatural and inappropriate contextual responses (Solak, 2024; Wilson et al., 2022; Ducar & Schocket, 2018). The fact that ChatGPT relies on training data means that the content is not verified for accuracy, leading to hallucinations (Barrot, 2023; Halaweh, 2023; Apridayani et al., 2025). Furthermore, ChatGPT impacts creativity and critical thinking skills, making learners passive (Ahn, 2023; Barrot, 2023; Halaweh, 2023). According to Çobanoğullari (2024), ChatGPT may have difficulty in evaluating student learning outcomes. The study aims to evaluate the role of ChatGPT in improving English learning outcomes among gifted secondary-level students at VNU-USSH by identifying and ranking the relative importance of ChatGPT-related factor groups (Speed, Data diversity, Convenience, and Performance) and the key sub-criteria that most strongly shape students' learning experience and perceived impact, using the Weighted Sum Model (WSM) as a multi-criteria decision-making approach. This study is significant because it systematically identifies the ChatGPT-related factors that most strongly influence gifted secondary students' English learning outcomes, helping schools and teachers design AI-supported activities that focus on the highest-impact features (especially diverse linguistic input and rapid feedback) while establishing clear guidelines for verification, privacy, and academic integrity to maximize benefits and minimize risks.

Meanwhile, language learning is becoming increasingly popular, becoming a key factor in international integration. Foreign languages are not only a means of communication, but also a foundation for developing thinking, expanding learning and employment opportunities, and accessing global knowledge. Therefore, the use of tools like ChatGPT is becoming more practical. For example, at the High School for Social Sciences and Humanities (Vietnam National University, Hanoi, Vietnam), a key school in the field of social sciences and humanities, language learning is one of the important tasks in the school's education.

So the question is: Is applying ChatGPT to students' language learning effective? Does

ChatGPT support maximum access to data in language learning, reduce the time spent searching for materials, and increase the effectiveness of self-study for students? Does ChatGPT disrupt students' learning due to negative impacts? What are the possible solutions to address the limitations of ChatGPT? This research will clarify these questions. Furthermore, this study will help students understand how ChatGPT impacts language learning and the extent of that impact. Through this, the research will help students improve their understanding of how to effectively apply ChatGPT to language learning. In addition, language teachers can orient their teaching methods in the context of digital transformation, applying ChatGPT to language teaching for students in the most effective way. Finally, educational institutions can integrate ChatGPT into general education, highlighting its shortcomings and positive aspects so that ChatGPT developers can improve and upgrade its features, minimizing negative impacts or the "virtual" nature of ChatGPT in the future.

2. Literature Review

2.1 ChatGPT in Education

In education, digital technologies can expand access to information and learning opportunities and, when designed inclusively, help improve education quality and reduce inequality in access (UNESCO, n.d). For students' learning processes, AI chatbots such as ChatGPT can provide interactive, on-demand support (e.g., explanations, practice, and feedback), which aligns with findings from recent reviews on generative AI, chatbots in education (McGrath et al., 2025). Empirical syntheses and large-scale reviews further suggest that ChatGPT-related use can be associated with improvements in aspects of student engagement (behavioral, cognitive, and emotional) and perceived learning support, although results can vary by context and implementation (Heung & Chiu, 2025).

ChatGPT helps develop critical thinking and creativity, expands access to learning resources, and enhances students' self-learning abilities and digital skills. However, the application of ChatGPT needs careful consideration to ensure data security and ethical use, avoiding misuse of technology that does not contribute to educational effectiveness. Furthermore, future education can leverage this technology to enhance the quality of learning and student experience (Zahara et al., 2024).

The use of ChatGPT in education is seen as a highly effective tool to support the teaching and learning process for both students and teachers. ChatGPT in education helps customize learner content, making it personalized and adaptable, supporting teachers in their instruction. The role of teachers in an AI-driven educational context is emphasized, highlighting the benefits of AI or ChatGPT in classroom applications while also highlighting the risks of misuse leading to "hallucinations" (Rueda et al., 2023).

Students view ChatGPT as a revolutionary technology, effectively supporting writing, translation, idea generation, and problem-solving. ChatGPT is considered a tool for increasing learning productivity and improving the learning experience. However, students have concerns such as over-reliance on AI, a decline in critical thinking and creativity, the risk of academic cheating, and a distortion of educational goals. Therefore, ChatGPT should be used in

moderation, primarily for idea generation, and a clear code of ethics should be established within the school. Most agree that uncontrolled use of ChatGPT could lead to plagiarism, academic integrity issues, and blur the lines between assistance and cheating. ChatGPT offers both clear benefits to learning and threats to academic integrity if not used appropriately. Therefore, policies and an ethical framework are needed to balance technological innovation and core educational values (Farhi et al., 2023).

2.2 Chat GPT and Language Learning

ChatGPT has great potential in supporting the development of foreign language writing skills, especially in multilingual and multicultural contexts. As a language feedback tool, ChatGPT significantly improves the quality of learners' writing in terms of vocabulary and grammar. ChatGPT feedback leads to a noticeable increase in word count and sentence length, reflecting progress in learners' foreign language expression abilities. ChatGPT acts as an effective pedagogical support tool, contributing to a positive learning environment. However, the application of ChatGPT in language teaching needs to be under the supervision of teachers to mitigate risks related to academic ethics, accuracy, and the risk of over-reliance. AI should be considered a supplementary tool, not a replacement for humans (Athanassopoulos et al., 2023).

ChatGPT can enhance second-language writing and communication skills by providing personalized language support, instant feedback, and interactive guidance. The tool enables learners to experience highly interactive and hands-on learning, acting as a writing assistant, translation tool, conversation creator, and interactive virtual teacher with natural, personalized responses. However, debates remain regarding the accuracy, timeliness, and reliability of AI-generated information, which remains a major concern when integrating ChatGPT into teaching. The use of ChatGPT should be cautious and responsible, and it is suggested that technological capabilities for both teachers and students should be enhanced. ChatGPT cannot completely replace the full role of the teacher because it can lead to dependence and social disconnection (Çobanoğulları, 2024).

ChatGPT has a clearly positive impact on promoting the autonomy of English learners. This tool enhances proactive learning, increases motivation and interest in learning English, improves English learning ability, provides immediate feedback to help adjust learning, and reduces the fear of communicating in English (Agustini, 2023). ChatGPT has significant and positive impacts on language learning. Regarding its effectiveness, ChatGPT is effective in providing feedback, materials, texts, and continuous services, highlighting its potential to enhance the learning experience for both students and teachers. Helping to improve diverse language skills, ChatGPT makes a significant contribution to various language skills, including reading, writing, grammar, vocabulary, and to a certain extent, listening and speaking, highlighting its versatility in addressing different aspects of language learning. Furthermore, the increasing use of ChatGPT by instructors and learners highlights the potential of this tool in education in general and language learning in particular, providing impetus to overcome current technological challenges. However, it still faces ethical issues, requiring responsible use of ChatGPT in language learning (Solak, 2024).

2.3 The Factors of ChatGPT

2.3.1 The Factors of ChatGPT

ChatGPT has significant potential in supporting language teaching and self-learning skills development. The findings provide information on the benefits of this tool in creating immersive language environments, allowing students to practice communication in contexts close to reality, providing personalized and rapid feedback, helping readers correct errors and improve language proficiency at their own pace, supplementing cultural and linguistic context knowledge, and helping learners broaden intercultural understanding and communicate more naturally (Hang, 2025). ChatGPT is used in education because of its speed, convenience, creativity, and superior performance (Athanassopoulos et al., 2023). ChatGPT can quickly generate multiple interactive communicative responses based on the language learning objectives requested by learners (Huang & Li, 2023).

ChatGPT has the potential to read through large volumes of text that might take years to complete and provide a comprehensive summary of the findings. Such summaries can play a crucial role in conducting higher-level surveys of completed work and schools of thought in the subject area (Memarian et al., 2023). ChatGPT can provide immediate feedback on students' language use, helping them correct errors and improve their language skills in real time, encouraging students to learn from their mistakes and adjust immediately (Agustini, 2023). ChatGPT is considered particularly appealing, especially to students born in the digital age. It provides quick and clear answers, making language learning more accessible (Adiguzel et al., 2023).

2.3.2 Data Diversity of ChatGPT

ChatGPT is highly interactive and capable of not only maintaining a realistic, human-like conversation on a variety of topics, but also generating compelling and creative content (Baidoo-Anu & Ansah, 2023). ChatGPT can generate ideas on a wide range of topics. It can generate topic-related ideas and create content (Livberber & Ayvaz, 2023). ChatGPT can process and generate text in multiple languages thanks to its multilingual training data. ChatGPT has academic support functions in many fields such as finding topics for academic papers, designing article structures, accessing documents, performing both semantic and formal editing of text, and being used in academic life to expand course content and provide new perspectives (Lai et al, 2023).

ChatGPT can provide language learning materials at different levels, such as vocabulary lists, conversation exercises, grammar lessons, and other language learning resources for use at different stages of learning (Huang & Li, 2023). ChatGPT can provide sample questions and answers, learning resources, and flashcards to help students prepare for exams (Javaid et al., 2023).

2.3.3 Convenience of ChatGPT

ChatGPT can be used to provide personalized learning guidance and feedback to students based on their individual learning needs and progress, helping students improve their

academic performance (Baidoo-Anu & Ansah, 2023). ChatGPT will enhance personalized learning and eventually become an essential component of the learning process. Depending on students' preferences, ChatGPT can provide tailored suggestions (Javaid, 2023). ChatGPT can understand and respond to learners' needs and abilities, providing a personalized language learning approach for each learner (Wang, 2024). AI-based language learning (ChatGPT), personalized, meets individual learning needs and facilitates effective language acquisition (Songsiengchai, 2025).

Activities related to ChatGPT have a positive impact on vocabulary acquisition, as students improve their ability to understand, create, and memorize new words, while learning how to use the tool effectively to learn vocabulary and become familiar with the target language. ChatGPT helps students improve learning outcomes and vocabulary acquisition based on appropriate needs and context (Abril, 2025). Results show a significant improvement in learners' vocabulary after using the tool. While many learners found ChatGPT interesting and useful, some expressed concerns about the accuracy of the responses and the potential for over-reliance on the tool. Ethical concerns were also noted (Alsagoor et al., 2025).

ChatGPT significantly improved learners' grammatical accuracy and storytelling skills compared to traditional teaching methods. The experimental group showed marked progress in subsequent test results, reinforcing the hypothesis that AI-based tools can connect theoretical knowledge with practical grammar use in the context of English language learning (Behravesh & Alilo, 2025). This significant effect suggests that ChatGPT-assisted intervention led to major improvements in grammar. Error analysis showed a significant reduction in errors in verb tenses, articles, and subject-verb agreement. The sentences written by the students also had higher structural accuracy, with fewer disjointed sentences and misordered phrases (Colina et al, 2025).

The integration of ChatGPT learning improved students' English grammar performance. ChatGPT helped students understand English grammar concepts, corrected and explained language errors, and provided examples of English grammar sentences and exercises. This enhanced students' grammar proficiency (Azwar & Sujarwati, 2025).

2.3.4 Performance of ChatGPT

ChatGPT-4 demonstrates reasonable efficiency in general topic classification tasks, especially when dealing with surface language patterns; however, it still lacks the depth, consistency, or precision needed for complex, context-sensitive classification tasks. ChatGPT-4 can clearly articulate the reasoning behind its decisions. This capability adds a layer of qualitative insight (Altameemi, 2026). ChatGPT excels in more subjective and nuanced tasks, including topic classification, summarization, and translation, where its nuanced contextual understanding is particularly valuable. It also performs well in summarization and translation, with trade-offs between accuracy and recall, making its suitability task-dependent. ChatGPT prioritizes accuracy, leading to more concise results. However, there are areas for improvement. Specifically, conflict resolution, neutrality, and specialization classification remain challenging. These weaknesses highlight the need for further advancements in logical reasoning and content-based fine-tuning for the model (Etaiwi, 2025).

It outperforms the most advanced large language models, even surpassing fine-tuned models in some tasks. It achieves high performance for many languages with rich and medium resource availability. In terms of multimodality, flag-drawing experiments show the potential of ChatGPT's multimodal capabilities (Bang, 2023). ChatGPT has better logical reasoning capabilities than traditional fine-tuning methods. However, it struggles with handling novel and out-of-distribution data. Furthermore, ChatGPT does not achieve impressive performance on natural language inference tasks requiring logical reasoning (Liu, 2023).

Real-time feedback and interactive exercises provided by Chat GPT are highlighted as factors that have significantly enhanced students' understanding and application of language concepts (Songsiengchai, 2025). Chat GPT can generate human-like text, provide real-time feedback, recognize and respond to emotions, leading to more empathetic and personalized interactions and voice interactions (Jay, 2023). Chat GPT can simulate social interactions by providing a contextually responsive chat partner and encouraging dialogue. Language learners can benefit from the social aspect of language learning by improving communication skills through AI-driven interactions (Solak, 2024).

Table 1. The factors of ChatGPT's impact on the language learning of students

Main factor	Sub-factor	Sources
Speed	Requirements analysis	Huang & Li, 2023
	Reading documents, analyzing images	Memarian et al.,2023
	Generating answers and responses	Agustini, 2023; Adiguzel et al., 2023
Data diversity	Learning topics	Baidoo-Anu & Ansah, 2023; Livberber & Ayvaz, 2023
	Language, vocabulary sources	Lai et al, 2023
	Resources	Huang & Li; 2023; Javaid et al., 2023
Convenience	Personalization	Baidoo-Anu & Ansah, 2023; Javaid, 2023
	Vocabulary expansion	Abril, 2025; Alsagoor et al., 2025
	Grammar correction	Behravesh & Alilo, 2025; Colina et al., 2025; Azwar & Sujarwati, 2025
Performance	Natural language processing capabilities	Altameemi, 2026; Etaiwi, 2025
	Multitasking, multimodal, multilingual capabilities	Bang, 2023
	Reasoning capabilities	Bang, 2023; Liu, 2023
	Interactive capabilities	Songsiengchai, 2025; Jay, 2023; Solak, 2024.

Sources: Authors.

3. Research Method

To assess the impact of ChatGPT on language learning among students in the gifted high schools, the study needs to evaluate from three perspectives: the school's perspective (the high

school teachers), the learner's perspective (the high school students), and the perspective of researchers studying ChatGPT in the field of education. This study uses expert interviews and a weighted summation method to test expert opinions (Dat et al., 2022).

Step 1: Identify the factors of ChatGPT that impact language learning

The authors relied on a literature review and expert consultations to identify the factors of ChatGPT that impact language learning (denoted as A_i, i=1,…, m).

Step 2: Establish a decision-making committee

After identifying the influencing factors, the authors formed a decision-making Council to evaluate and select (denoted as E_t, t=1,…, k). The members of the decision-making committee are experienced and knowledgeable in evaluating the factors of ChatGPT that impact students' language learning.

Step 3: Define the evaluation criteria

The members of the Council will determine the set of criteria for evaluating the impact of ChatGPT on students' language learning (denoted as F_j, j=1,…, h).

Step 4: Determine the weighting of the criteria

Each member of the Council will conduct a weighted assessment of the criteria. The weighted values of the criteria are denoted by w_{it}, i=1,…, h; t=1,…, k. The weighted average of the criteria is determined by the formula:

$$w_j = \frac{1}{k} \square (w_{j1} \oplus w_{j2} \oplus \ldots \oplus w_{jk} \oplus \ldots \oplus w_{jk})$$

$$\text{with } o_j = \frac{1}{k}\sum_{t=1}^{k} o_{jt},\ p_j = \frac{1}{k}\sum_{t=1}^{k} p_{jt},\ q_j = \frac{1}{k}\sum_{t=1}^{k} q_{jt} \quad (1)$$

Step 5: Determine the proportion of choices corresponding to the criteria

In this step, the members of the Council will evaluate the impact of ChatGPT on students' language learning based on each criterion. The members' evaluation values for each factor are denoted by x_{ijt}, with i=1,…, m; j=1,…, h; t=1,…, k. The average value of the ratios x_{ij} is calculated as follows:

$$x_{ij} = \frac{1}{k} \otimes (x_{ij1} \oplus x_{ij2} \oplus \ldots \oplus x_{ijt} \oplus \ldots \oplus x_{ijk}),$$

$$\text{with } e_{ij} = \frac{1}{k}\sum_{t=1}^{k} e_{ijt},\ f_{ij} = \frac{1}{k}\sum_{t=1}^{k} f_{ijt}, \text{ and } g_{ij} = \frac{1}{k}\sum_{t=1}^{k} g_{ijt} \quad (2)$$

Step 6: Normalize the ratio values of the options

Evaluation criteria often have different characteristics, properties, and units of measurement. To bring the evaluation values of these criteria to a single scale, this study uses the following standardization method:

$$r_{ij} = \frac{x_{ij}}{x_{ijmax}}, j \in B \quad (3)$$

$$r_{ij} = \frac{x_{ijmin}}{x_{ij}}, j \in C$$

In which B represents the benefit criteria, and C represents the cost criteria.

Step 7: Calculate the composite value of the options

The combined value of the choices is determined as follows:

$$T_i \left(\frac{1}{n}\right) \sum_{j=1}^{h} x_{ij} \otimes w_j, i = 1, \ldots, m; j = 1, \ldots, h \quad (4)$$

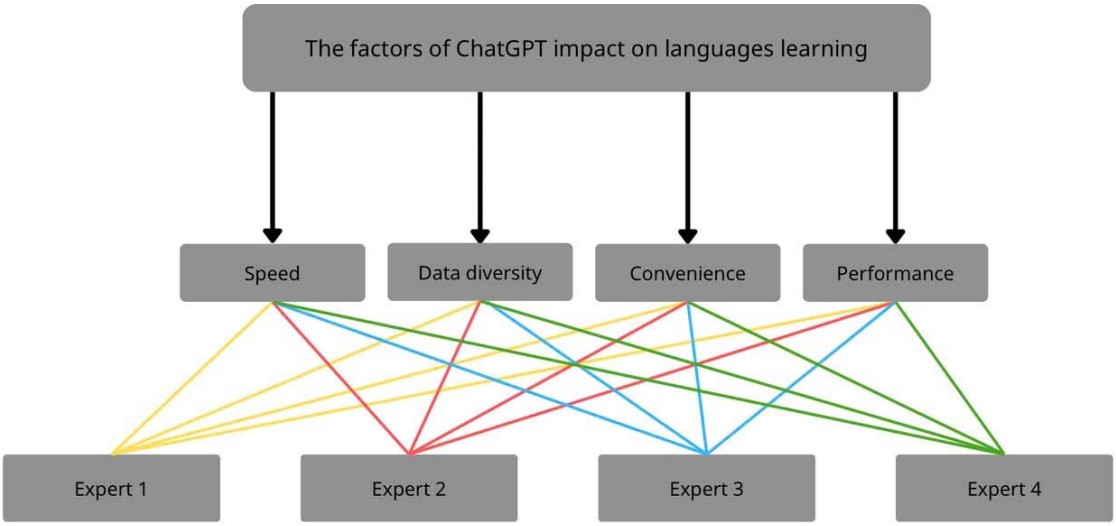

Figure 1. The research model proposal

Source: Authors.

4. Results

To evaluate the factors of ChatGPT impacting students' language learning, the authors interviewed 10 experts (5 high school students with outstanding academic achievements, 2 lecturers with a strong tendency to apply technology in teaching, 2 experts on ChatGPT application in education, and 1 expert in high school education management). Among the 10 experts, 4 had correlated assessments, so the authors formed a panel of these 4 experts (the final decision-makers, D1, D2, D3, D4). After using 4 criteria to evaluate the factors of ChatGPT impacting students' language learning, including ChatGPT speed (F1), ChatGPT data diversity (F2), ChatGPT convenience (F3), and ChatGPT performance (F4), the authors

proceeded with the following evaluation steps:

1) Determine the weighting of the criteria

After defining the criteria for evaluating the factors, each expert on the panel will determine the importance of the criteria using linguistic variables with the following convention:

Very important (VI) = 5; Important (I) = 4; Normal (N) = 3; Unimportant (UI) = 2; Very unimportant (VUI) = 1.

The experts' evaluations of the linguistic variables were calculated with weighted average values according to formula (1). The results of the weighted average values are in Table 2, specifically:

Table 2. Average weights of criteria determined by 4 experts (D1, D2, D3, D4)

Criteria (Factors)	Council of experts				Average weight
	D1	D2	D3	D4	
F1	VI	VI	VI	I	4.75
F2	VI	VI	VI	VI	5.00
F3	VI	VI	I	I	4.50
F4	VI	I	I	I	4.25

Source: Authors.

From the results in Table 2, we see that the average weighted values of the ChatGPT Data Diversity factor (F2) were greater than the ChatGPT Speed factor (F1), greater than the ChatGPT Convenience factor (F3), and greater than the ChatGPT Performance factor (F4): F2 > F1 > F3 > F4. This indicates that the ChatGPT Data Diversity factor had the greatest impact, followed by Speed, then Convenience, and finally, the factor with the least impact on student language learning is ChatGPT Performance. This also shows that the impact of these four factors on student language learning decreased in the following order: F2, F1, F3, and F4.

2) Determining the ratio value of the criteria

Applying formulas (2) and (3), the experts' evaluation of the proportional values of the choices corresponding to the criteria is specifically shown in Table 3 as follows:

Table 3. Ratio value of choices corresponding to the criteria

Criteria (Factors)	Criterion	Council of experts				Standardized value				Standardized average value (r_{ij})
		D1	D2	D3	D4	D1	D2	D3	D4	
F1	**F11**	VI	I	I	I	1	0.8	0.8	0.8	**0.85**
	F12	I	I	I	I	0.8	0.8	0.8	0.8	**0.8**
	F13	VI	VI	I	I	1	1	0.8	0.8	**0.9**
F2	**F21**	VI	I	I	I	1	0.8	0.8	0.8	**0.85**
	F22	VI	I	VI	VI	1	0.8	1	1	**0.95**
	F23	VI	VI	I	I	1	1	0.8	0.8	**0.9**
F3	**F31**	I	N	N	N	0.8	0.6	0.6	0.6	**0.65**
	F32	VI	I	I	I	1	0.8	0.8	0.8	**0.85**
	F33	VI	VI	I	I	1	1	0.8	0.8	**0.9**
F4	**F41**	I	N	I	N	0.8	0.6	0.8	0.6	**0.7**
	F42	VI	I	I	VI	1	0.8	0.8	1	**0.9**
	F43	I	I	N	I	0.8	0.8	0.6	0.8	**0.75**
	F44	N	I	N	I	0.6	0.8	0.6	0.8	**0.7**

Source: Authors.

The results in Table 3 show that the largest standardized mean value of 0.95 is for criterion F22, which is Language, vocabulary sources. This indicates that Language vocabulary sources have the strongest impact on student language learning.

Criteria F13, F23, F33, and F42 (Generating answers and responses, Data resources, Grammar correction, and Multitasking, multimodal, multilingual capabilities, respectively) have standardized mean values of 0.9. This indicates that these criteria have the second strongest impact on student language learning.

Criteria F11, F21, and F32 (Requirements analysis, Learning topics, and Vocabulary expansion, respectively) had standardized mean values of 0.85. This shows that these criteria had a strong impact on student language learning, ranking 3rd.

The remaining criteria, F12, F31, F41, F43, and F44, have standardized mean values of 0.8 or less. This shows that this group of criteria had the lowest impact on student language learning.

Experts used formula (4) to evaluate the composite values of the specific criteria as shown in Table 4 below:

Table 4. Calculate the composite value of criteria

Criteria (Factors)	Criterion	Standardized value				Standardized average value (r_{ij})	Composite value of the standards
		D1	D2	D3	D4		
F1	**F11**	1	0.8	0.8	0.8	**0.85**	**0.85**
	F12	0.8	0.8	0.8	0.8	**0.8**	
	F13	1	1	0.8	0.8	**0.9**	
F2	**F21**	1	0.8	0.8	0.8	**0.85**	
	F22	1	0.8	1	1	**0.95**	**0.9**
	F23	1	1	0.8	0.8	**0.9**	
F3	**F31**	0.8	0.6	0.6	0.6	**0.65**	
	F32	1	0.8	0.8	0.8	**0.85**	**0.8**
	F33	1	1	0.8	0.8	**0.9**	
F4	**F41**	0.8	0.6	0.8	0.6	**0.7**	
	F42	1	0.8	0.8	1	**0.9**	
	F43	0.8	0.8	0.6	0.8	**0.75**	**0.78**
	F44	0.6	0.8	0.6	0.8	**0.7**	

Source: Authors.

The results in Table 4 show that criterion F2 has a composite value of 0.9, the highest among all criteria. This indicates that the Data Diversity of ChatGPT (F2) had the strongest impact on student language learning. The second most impactful criterion is Speed of ChatGPT (F1). The third most impactful criterion had Convenience of ChatGPT (F3), and finally, Performance of ChatGPT (F4) has the least impact.

There is a difference compared to the average weighted assessments in Table 2. This difference suggests that some very important criteria within each criterion had a particularly strong impact on student language learning. Specifically, criteria F32, F33 (belonging to criterion 3), and F42 (belonging to criterion 4) had a strong impact on student language learning.

This shows that, in addition to the general composite criteria for the factors, the criteria of the criteria play a very important role. Specifically, besides the criteria in criterion F2 on Data Diversity of ChatGPT, the criteria in criterion F3, such as F32 and F33, Vocabulary Expansion and Grammar Correction, also had a strong impact on student language learning.

However, factors considered to have a low impact on student language learning, such as Personalization F31 (0.65), Natural Language Processing Capabilities F41 (0.7), and Interactive Capabilities F44 (0.7), needed to be changed and prioritized in improvement solutions to increase their role in student language learning.

5. Conclusion

This study evaluates the impact of ChatGPT factors on language learning among students at the High School for Gifted Students in Social Sciences and Humanities (Vietnam National

University, Hanoi) through expert interviews and the Weighted Sum Model (WSM) methodology. The results show that ChatGPT can support language learning in various ways, but the impact varies among the groups of factors.

Firstly, at the principal factor level, ChatGPT's data diversity (F2) was identified as the factor with the strongest impact on language learning, followed by speed (F1), convenience (F3), and finally efficiency (F4). This implies that for language learners, the core value of ChatGPT lies not only in "quick responses" but more in its ability to provide a broad, rich, multi-topic, and multi-context knowledge base, helping learners expand their vocabulary, ideas, and learning resources according to their individual needs.

Secondly, at the component criteria level, the criterion with the strongest impact is Language, vocabulary sources (F22). The next highest impact criteria include: Generating answers and responses (F13), Data resources (F23), Grammar correction (F33), and Multitasking, multimodal, multilingual capabilities (F42). These findings suggest that ChatGPT is particularly useful when used as (i) a source of language input (vocabulary - context - materials), (ii) a feedback and error correction tool (especially with grammar), and (iii) a multitasking assistant supporting multiple learning activities simultaneously.

From the above results, the study proposes several practical implications. For students, ChatGPT should be positioned as a targeted support tool: prioritized for expanding vocabulary by topic, practicing writing with feedback, creating conversational situations, and checking and comparing knowledge; Simultaneously, it is necessary to develop the capacity to verify information and avoid over-reliance. For teachers and schools, guidelines for using AI in language learning should be developed based on the principles of transparency and accountability. Examples include defining the scope of its use in exercises, requiring citations or notes on the level of AI support, designing learning activities that encourage critical thinking such as evaluating AI responses, comparing multiple sources, and fostering digital skills to safely and effectively utilize ChatGPT.

Despite its contributions, the research still has some limitations, such as the modest number of experts, the research scope focusing on a specialized school context, and the WSM methodology's reliance on the subjective assessment of the expert panel. In the future, research could expand the sample (more schools, more proficiency groups), incorporate more quantitative data (achievement, skill progress over time), and compare different AI tools and usage scenarios (with or without teacher guidance) to further clarify the mechanisms of impact and the conditions under which ChatGPT is effective in language learning.

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