

Appendix C

Evidence of Reflective Journal Documentation

This appendix presents selected excerpts from the teacher-researcher's reflective journal, which was used to document observations, emerging patterns, and analytical insights throughout the data collection process.

Reflective Journal Entry 1

Date: January 30, 2026

“During the data collection process, several students reported using ChatGPT primarily to clarify vocabulary and grammar questions during independent study. This pattern suggests that learners tend to rely on the tool as an immediate source of linguistic support, particularly for resolving specific language difficulties. While students appeared comfortable using ChatGPT for relatively simple queries, some expressed uncertainty about how to formulate more effective prompts to obtain more detailed or contextually appropriate responses. This observation indicates a potential gap between access to the tool and the development of strategic skills for its effective use.”

Reflective Journal Entry 2

Date: February 6, 2026

“During class discussions about the use of ChatGPT for English learning, students demonstrated a growing interest in exploring the potential of the tool to support their language practice. Participants highlighted the value of receiving immediate feedback, particularly in relation to grammar and sentence construction. However, several students also expressed the need for explicit teacher guidance on how to use the tool more effectively, especially for tasks

such as writing practice. This suggests that while students recognize the potential of ChatGPT, they may require pedagogical support to use it in more meaningful and structured ways.”

Reflective Journal Entry 3

Date: February 13, 2026

“While reviewing students’ survey responses, it became evident that many learners perceive ChatGPT as a useful support tool for independent learning. At the same time, some participants reported difficulties in formulating questions that align with their specific learning needs. This reinforces the idea that access to artificial intelligence tools alone does not guarantee effective learning, and highlights the importance of teacher mediation in guiding students’ interaction with these technologies. This observation aligns with broader patterns identified across the data, particularly regarding the need for structured guidance in the use of AI for language learning.”

Figure C1

Example excerpts from the teacher-researcher reflective journal

Note. The reflective journal was used as a tool to support ongoing analysis and researcher reflexivity throughout the study. It was not designed as a standardized or validated instrument, but as a means of documenting observations and informing the interpretation of qualitative data.