Deanship of Scientific Research

Using ChatGPT to Teach and Learn English as a Foreign Language: Teachers' and Learners' Perspectives

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Abstract

Objectives: Artificial intelligence (AI) is widely used for the teaching and learning of English as a foreign language (EFL). In this study, the author explores teachers' and learners' perspectives on the use of AI tools (specifically, the ChatGPT tool) for EFL teaching and learning.

Methods: A mixed (quantitative and qualitative) research design was used to collect and analyse the data. Questionnaires were distributed that included both closed-ended and open-ended questions. The sample comprised 52 EFL teachers and 98 learners (both male and female).

Results: The teachers exhibited positive attitudes towards using ChatGPT as a teaching and learning tool; only a small number thought that it could have negative impacts on students, such as overreliance on the tool. Moreover, the results demonstrated that, although ChatGPT is a powerful tool, it should be used with caution and requires certain measures to ensure its successful application.

Conclusion: According to the data, learners believed that using ChatGPT could help improve their language skills, especially their writing proficiency, vocabulary acquisition, and grammatical accuracy, and they felt comfortable using it for language learning. The study provides insights into using AI tools, such as ChatGPT, in EFL classes and thus makes a valuable contribution to EFL teaching and learning.

Keywords: Artificial intelligence (AI); ChatGPT; teaching; learning; language skills; EFL context.

استخدام شات جي بي تي لتدريس وتعلم اللغة الإنجليزية كلغة أجنبية: وجهات نظر المعلمين والمتعلمين

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قسم اللغات والترجمة، كلية الآداب والعلوم الإنسانية، جامعة طيبة، المدينة المنورة، المملكة العربية السعودية

ملخّص

الأهداف: يستخدم الذكاء الاصطناعي على نطاق واسع لتدريس وتعلم اللغة الإنجليزية كلغة أجنبية. في هذه الدراسة، استكشف المؤلف وجهات نظر المعلمين والمتعلمين حول استخدام أدوات الذكاء الاصطناعي (على وجه التحديد، أداة شات جي بي تي) لتدريس وتعلم اللغة الإنجليزية كلغة أجنبية.

المنهجية: تم استخدام تصميم بحثي مختلط (كمي ونوعي) لجمع البيانات وتحليلها. وقد تم توزيع استبيانات تضمنت أسئلة مغلقة وأسئلة مفتوحة. تكونت العينة من 52 معلمًا للغة الإنجليزية كلغة أجنبية و98 متعلمًا (ذكورًا وإناثًا).

النتائج: كان لدى المعلمين مواقف إيجابية تجاه استخدام شات جي بي تي كأداة للتعليم والتعلم؛ اعتقد عدد قليل فقط أنه يمكن أن يكون لها آثار سلبية على الطلاب، مثل الاعتماد المفرط على الأداة. علاوة على ذلك، أظهرت النتائج أنه على الرغم من أن شات جي بي تي أداة قوية، إلا أنه يجب استخدامها بحذر وتتطلب إجراءات معينة لضمان نجاح تطبيقها.

الخلاصة: ووفقا للبيانات، يعتقد المتعلمون أن استخدام شات جي بي تي يمكن أن يساعد في تحسين مهاراتهم اللغوية، وخاصة كفاءتهم في الكتابة واكتساب المفردات والدقة النحوية، وشعروا بالراحة عند استخدامه لتعلم اللغة. توفر الدراسة رؤى حول استخدام أدوات الذكاء الاصطناعي، مثل شات جي بي تي، في فصول اللغة الإنجليزية كلغة أجنبية، وبالتالي تقدم مساهمة قيمة في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات الدالة: الذكاء الاصطناعي، شات جي بي تي، التدريس، التعلم، المهارات اللغوية، سياق اللغة الإنجليزية كلغة أجنبية.

Introduction

Artificial intelligence (AI) tools have attracted scholars' attention in various disciplines. For instance, Jain and Jain (2019) investigated the use of AI in higher education teaching and learning, demonstrating that AI improves the availability of higher education services outside the classroom. They considered AI to be an important tool in universities with immediate, long-term influences.

AI is now widely used in English as a foreign language (EFL) teaching and learning. The generative pretrained transformer (ChatGPT) chatbot was a major success in January 2023, and it quickly became one of the fastest expanding and most well-liked AI tools, attracting over 100 million active users in just two months (William, 2023). ChatGPT was made available to the public for the first time on 30 November 2022, but its use as an EFL tool was banned in Saudi Arabia until, in August 2023, OpenAI finally gained official approval as a ChatGPT provider.

ChatGPT is undoubtedly one of the most transformational AI tools created in the last few years (Dwivedi et al., 2023). It 'answers follow-up questions, admits its mistakes, challenges incorrect premises, and rejects inappropriate requests' (OpenAI, 2023). Haleem et al. (2022) defined ChatGPT as a chatbot that provides users with educational information and guidance. Hassani and Silva (2023) stated that the main purpose of ChatGPT is to generate human-like answers to a wide variety of text-based questions.

Significance of the Study and Research Questions (RQs)

The AI revolution in teaching and learning has attracted the attention of many researchers; however, ChatGPT use is a new field of research due to its novelty. Based on the literature, only a few studies have been conducted in this field, and there is still a need to explore the usefulness of ChatGPT as a teaching and learning tool. Some researchers have investigated the use of ChatGPT in Saudi Arabia, exploring workers' and experts' perceptions of its role in healthcare (Alanzi, 2023; Temsah et al., 2023), medical education (students' perceptions; Abouammoh et al., 2023), and school classrooms (Ahmed, 2023). The aim of his study was to uncover EFL teachers' and learners' perspectives on ChatGPT implementation in teaching and learning and its benefits and challenges. Another aim of the study was to contribute to the EFL field by exploring the usefulness and outcomes of ChatGPT for EFL teaching and learning. This study provides valuable insights into instructors' and learners' perspectives on the use of ChatGPT. Two RQs underpinned this research:

RQ1: What are EFL teachers' perceptions of the use of ChatGPT as an EFL teaching and learning tool and its potential benefits and challenges?

RQ2: What are EFL learners' perceptions of the use of ChatGPT for learning English and its potential benefits and challenges?

Literature Review
Theoretical Background of Using ChatGPT

Constructivist learning theory underpinned the use of ChatGPT. Constructivism has its roots in the writings of Dewey (1929), Piaget (1980), Vygotsky (1962), and Bruner (1961). This theory explained how ChatGPT can be used for collaborative, active and autonomous learning. In this theory, learners can construct knowledge rather than receive knowledge. According to Ma and Tsai, (2021) Constructivism theory promotes active and autonomous learning. Baser and Mutlu (2011) found out that teachers who incorporate educational technologies into their lesson plans have the potential to increase student engagement. In addition, Makewa, (2019) explored the use of technology in teaching and learning and found that implementing technologies in teaching and learning accelerates learners' learning experiences. Moreover, Rasul et al (2023) believe that ChatGPT facilitates constructivism by helping students explore ideas, get instant feedback, and ask questions, hence, it helps students build their own knowledge. In short, ChatGPT can facilitate the process of learning by encouraging students to engage actively in the learning process so, they can ask ChatGPT questions, start conversations and receive individualized feedback, this can help students learn from their mistakes, make many improvements in their learning and be successful learners. Thus, ChatGPT is a useful tool for supporting constructivism and enhancing learning experiences.

Previous Studies on Using ChatGPT.

ChatGPT is a useful and adaptable tool that has great potential to support adaptive and engaging language learning (Kohnke et al., 2023). Bin-Hady et al. (2023) established a framework for ChatGPT studies, focusing on the ways in which ChatGPT helps students acquire the English language in various contexts. The researchers created a five-dimensional model for AI-assisted language learning, and the findings revealed that ChatGPT can be used to improve language skills by providing feedback to students on their use of the language. Shahriar and Hayawi (2023) explored the history of ChatGPT implementation in various disciplines, including research, education, and healthcare, highlighting some of the limitations of ChatGPT use. Mohamed (2023) examined ChatGPT's potential to improve EFL teaching using interviews to explore 10 EFL teachers' perspectives. The findings revealed different viewpoints among the teachers regarding ChatGPT's effectiveness. Some teachers believed that ChatGPT was useful for providing quick answers to diverse questions, while others had concerns about it hindering the development of learners' research skills and critical thinking. Mohamed (2023) concluded that ChatGPT can be used to supplement and improve traditional EFL teaching approaches.

Ali et al. (2023) observed ChatGPT's influence on learning motivation and its effects on English language teaching based on teachers' and students' points of view. The study findings revealed that ChatGPT encourages learners to enhance their writing and reading skills, and that ChatGPT can be used as a motivator for the learning process despite its negative impacts. Finally, Ali et al. (2023) concluded that ChatGPT should be included in English language courses to increase learners' motivation to learn autonomously under the supervision of teachers.

Zhai (2022) also investigated ChatGPT use and found that ChatGPT assisted researchers in writing informative, accurate, coherent, and systematic papers. The conclusion was that learning objectives should be adjusted, learners should be able to use AI tools to perform subject-domain tasks, and education should focus on enhancing students' critical thinking and creativity rather than general skill improvement.

Tiwari et al. (2023) investigated the factors that may influence learners to use ChatGPT for their learning. They discovered that students favoured the employment of ChatGPT in the classroom; the tool's usefulness, social presence, and validity, as well as fun and motivation, all contributed to positive attitudes towards its use in a learning setting. Yan (2023) obtained different findings, noting that 'participants generally showed more concern than satisfaction towards the unrestricted application of ChatGPT in L2 [second language] writing' (p. 18).

Ahmed (2023) compared the satisfaction of EFL learners with teacher-mediated versus ChatGPT-assisted writing options. The results showed that learners reported greater satisfaction with the teacher's role in its use for learning progress, ease of use, learning content, and interactive opportunities. Ahmed (2023) concluded that ChatGPT cannot replace teachers, and teachers require adequate training, but that the tool can be used as a supplement to the learning process. Shahriar and Hayawi (2023) contended that 'ChatGPT cannot replace the need for human connection' (p. 9), and Zhai (2022) stated that AI cannot replace evaluation forms that emphasise creativity and critical thinking. Hence, teachers play an important role in AI use and cannot be replaced by AI tools.

Imran and Almusharraf (2023) investigated the use of ChatGPT as an academic writing assistant. They reviewed 30 articles on ChatGPT use for writing and concluded that chatbots are relatively effective technologies for facilitating and supporting the academic process, are easy to use, and provide aids for both learners and instructors. The researchers recommended that teachers and learners should use them with caution and that academic policies, training, and assessment methods should be reassessed and updated regarding AI-generated assignments, plagiarism issues, online/home-based exams, and auto-correction challenges to ensure integrity and originality. In the same vein, Wardat et al. (2023) argued that 'ChatGPT is a useful educational tool, but caution is needed when using it, and guidelines for safe usage should be developed' (p. 15).

The use of the ChatGPT AI tool has proved controversial among educators and teachers in many fields, and many researchers have highlighted its advantages, disadvantages, and potential limitations (Ahmed, 2023; Alsharhrani, 2023; Baidoo-Anu & Ansah, 2023; Chen et al., 2023; Farrokhnia et al., 2023; Kalla & Smith, 2023).

Concerning the advantages of ChatGPT, Alsharhrani (2023) claimed that ChatGPT can answer questions, provide

commentary on assignments, recommend learning materials, and even deliver lectures. The researcher also stated that ChatGPT use is beneficial in learning because it provides users with immediate feedback and assistance, thus improving learners' motivation and engagement. Furthermore, Chen et al. (2023) examined the ethics, efficacy, benefits, and drawbacks of chatbot use in business education. The findings showed that chatbots can help young people learn essential concepts in an engaging, responsive, and confidential manner. The researchers also claimed that chatbots teach fundamental concepts and elucidate educational materials in a conversational manner. The study revealed that many of the interviewed learners had positive attitudes towards using chatbots. believed that they were intelligent assistants and valued their reactive, interactive, and conversational designs. Baidoo-Anu and Ansah (2023), building on previous studies, examined the potential benefits of using ChatGPT to promote English language teaching and learning. A major benefit was that it could encourage interactive learning by facilitating formative assessment activities and providing continuous feedback (Baidoo-Anu & Ansah, 2023).

Additionally, Farrokhnia et al. (2023) used a strengths, weaknesses, opportunities, and threats (SWOT) analysis framework to explore ChatGPT use in education, and they provided evidence-based recommendations for educators and academics on the effective use of AI technology to improve teaching and learning. Farroknia et al. (2023) identified some strengths of ChatGPT, such as 'generating plausible responses, self-improving capability, providing personalised responses, [and] providing real-time responses' (p. 9). Susnjak (2022) shed light on other strengths of ChatGPT: ChatGPT can assist instructors in personalising learning, deliver trustworthy and real-time feedback, and facilitate the learning of difficult subjects. Rasul et al. (2023) explored the key advantages and challenges of ChatGPT for the future of higher education, arguing that ChatGPT's release revolutionised writing tools and applications. Compared to other chatbots, the latest version of ChatGPT provided by OpenAI was more efficient in text generation, particularly for creative writing and long essays, and it had the most impressive ability to mimic human performance in many academic and professional jobs. In the same vein, Rahimi and Abadi (2023) asserted that 'ChatGPT can generate high-quality, plausible, human-like written responses. It can also generate statistical analyses, lyrics, computer programs, and abstracts or introductions to scientific articles' (p. 272). Dergaa et al. (2023) argued that ChatGPT implementation in academia is now a highly contested topic due to the tool's unique capabilities for supporting the writing of academic papers, poems, long essays, etc. Taecharungroj (2023) stated that AI tools have made it easier for teachers and students to incorporate AI technologies into their teaching and learning. Cotton et al. (2023) investigated the benefits of using ChatGPT and summarised the benefits as increasing student collaboration, engagement, and accessibility.

Despite its benefits, many scholars have raised some concerns about using ChatGPT. For example, Farrokhnia et al. (2023) presented some weaknesses, including 'lack of deep understanding, difficulty in evaluating the quality of responses, the risk of biases and discrimination, [and] lack of higher-order thinking skills' (p. 9). In addition, Rasul et al. (2023) stated that 'students must exercise caution when using ChatGPT for academic purposes to ensure its ethical, reliable, and effective use' (p. 41). A major adverse effect of using ChatGPT is ethics violations (Chomsky, 2023). Cotton et al. (2023) summarised the challenges of using ChatGPT, including plagiarism and a lack of academic integrity. Cotton et al. (2023) issued 'a wake-up call to university staff to think very carefully about the design of their assessments and ways to ensure that academic dishonesty is clearly explained to students and minimised' (p. 9). Ali et al. (2023) investigated the role of ChatGPT in the learning process and concluded that ChatGPT use may increase plagiarism, inauthenticity, and overreliance on the tool.

Methodology

Research Design

The author used a mixed (quantitative and qualitative) research design to collect and analyse the data for this study. A questionnaire was created based on the research objectives and questions.

Participants

This study included both male and female teachers and learners. The sample was selected using purposive sampling. Teachers and learners in this study were teaching/learning English as a foreign language for academic purposes. The teacher

sample comprised 52 EFL teachers who taught at a Saudi university, of whom 20 (39%) were male and 32 (61%) were female. Twenty-six of the teachers (50%) had more than 10 years of experience, 22 (42%) had 5–10 years of experience, and 4 (8%) had less than 5 years of experience. In addition, 18 (35%) of the male and female teachers had used ChatGPT in their EFL teaching, whereas 34 (65%) had not used it. Regarding the learner participants, 99 EFL students who were studying English for academic purposes participated in the study: 29 (29%) male and 70 (70%) female. Of the learner participants, 41% had used ChatGPT to practise English, whereas 59% had not used it. In addition, 12 students used other AI tools to practise English.

Data Collection and Analysis

The author used questionnaires for this study that included both closed-ended and open-ended questions and were distributed to the target participants through Google Forms. The collected data were analysed quantitatively and qualitatively to draw conclusions about using ChatGPT in EFL classes and to explore teachers' and learners' perspectives. Generated analysis of responses in Google Forms was used for quantitative data whereas, qualitative data was analysed manually.

Ethical Considerations

Participation in this study was voluntary and anonymous. Teachers and learners were asked to state their gender only for analytical purposes. In addition, the researcher collected no sensitive information, such as names or email addresses, which could reveal the participants' identities.

Results and Discussion

Teachers' Responses

The findings of this study were based on two key RQs, the first of which was related to EFL teachers' perceptions and the second to EFL learners' perceptions.

Quantitative Responses

Regarding teachers' attitudes towards ChatGPT, the teachers declared their familiarity with it, the benefits of using it, and their willingness to receive training on how to integrate it into their English teaching. Table 1 shows the percentages of answers (Yes, No, Maybe) which represent teachers' attitudes towards using ChatGPT. They believed that ChatGPT could enhance English teaching (53.8%), they were familiar with the potential benefits of using it in the classroom (76.9%), and they were willing to receive training on how to integrate it effectively into their teaching (84.6%). Clearly, the EFL teachers had positive attitudes towards using ChatGPT in their teaching.

Table 1: Teachers' Attitudes Towards ChatGPT

Items	Responses		
	Yes	**No**	**Maybe**
ChatGPT can enhance the language teaching experience	53.8%	7.7%	38.5%
I am familiar with the potential benefits of using ChatGPT in the classroom	76.9%	23.1%	-
I would appreciate training on how to effectively integrate ChatGPT into my teaching	84.6%	15.4%	-

Table 2 shows the teachers opinions about how ChatGPT could be used in classes, percentages and frequencies, which were as follows: to generate writing and essay topics (44, 84.6%), to provide instant grammar and spelling corrections (32, 61.5%), to offer vocabulary and idiom explanations (32, 61.5%), to create interactive quizzes and exercises (32, 61.5%), to

assist with research and information gathering (32, 61.5%), to simulate conversation partners for speaking practice (28, 53.8%), to provide real-time language feedback during lessons (24, 46.2%), and to explain complex grammar rules (20, 38.5%).

Table 2: How ChatGPT Can be Used in Classes , Frequencies = the number of frequent answers.

How can ChatGPT be Used in Classes?	Percentage	Frequency
To generate writing and essay topics	84.6%	44
To provide instant grammar and spelling corrections	61.5%	32
To offer vocabulary and idiom explanations	61.5%	32
To create interactive quizzes and exercises	61.5%	32
To assist with research and information gathering	61.5%	32
To simulate conversation partners for speaking practice	53.8%	28
To provide real-time language feedback during lessons	46.2%	2
To explain complex grammar rules.	38.5%	20
To provide supporting reading texts for exams	1.9%	1
To improve vocabulary	1.9%	1

In addition, the teachers believed that ChatGPT could contribute greatly to improving students' writing proficiency, grammatical accuracy, and vocabulary acquisition, as shown in Table 3. (see Table 3).

Table 3: Language Skills Improved by ChatGPT

Language Skills Improved by Using ChatGPT	Percentage	Frequency
Writing proficiency	76.9%	40
Grammatical accuracy	69.2%	36
Vocabulary acquisition	61.5%	32
Speaking fluency	26.9%	14

Table 4 shows the teachers' beliefs about how ChatGPT could assist in accomplishing multiple language learning goals, such as by enhancing written communication (38, 73%), reinforcing grammar concepts (34, 65.4 %), expanding vocabulary (32, 61.5%), and improving conversational skills (24, 46.2%). The teachers added two learning objectives: 'reading and critical thinking' and 'enhancing teacher–student interactions', with percentages of 1.9% for each.

Table 4: Learning Objectives Accomplished by Using ChatGPT

Learning Objectives ChatGPT can Assist in Accomplishing	Percentage	Frequency
Enhancing written communication	73.1%	38
Reinforcing grammar concepts	65.4%	34
Expanding vocabulary	61.5%	32
Improving conversational skills	46.2%	24
Other: reading and critical thinking	1.9%	1
Other: enhancing teacher–student interactions	1.9%	1

Qualitative Responses

Analysing the qualitative data (elicited by open-ended questions) revealed interesting results that supported the quantitative data (elicited by closed-ended questions). Most of the responses were in favour of ChatGPT. For example, the teachers wrote, 'It is a good tool as an initial step in learning, but students need to move beyond it', 'I think, one day, ChatGPT will be as popular as any other learning assets, if not more', 'It's a great way to assist teachers in teaching and in

coming up with exercises', 'It saves a lot of time and effort', 'It can play the role of a co-teacher and save time and effort on planning, creating fun games, preparing exercises, and even correcting students' writing and speaking assignments'. One teacher stated, 'For students, ChatGPT can play the role of both private tutor and academic advisor'. However, a few of the teachers stated that ChatGPT should be used with caution and only when necessary.

In addition, the EFL teachers strongly believed that ChatGPT could complement and enhance traditional teaching methods. Examples of teachers' responses were as follows: 'Using ChatGPT can make teaching more fun and creative and help students prepare for lessons before the classes', 'It can build on traditional methods by performing proofreading', 'Technology can be used as a learning tool in teaching', and 'ChatGPT can be used as a teacher assistant'.

Others stated, 'It saves time compared to traditional methods and it provides various plans, quizzes, etc.' and 'By identifying the latest theories for teaching grammar, it makes teaching easier and quicker'. Finally, one teacher said, 'I think ChatGPT will revolutionise traditional methods of teaching in the near future'.

Furthermore, the teachers provided examples of their previous experiences of using ChatGPT in the classroom, such as lesson planning, creating quizzes, generating definitions of new vocabulary, generating essay prompts, supporting paragraph writing, correcting and paraphrasing reading texts and accommodating them to students' level, writing grammar questions, generating reading texts with questions, showing students their mistakes in written assignments, creating vocabulary and grammar questions, and uploading them to Kahoot. The teachers observed that ChatGPT fosters learners' inspiration and creativity and enhances students' accuracy, especially when writing paragraphs.

Teachers highlighted different ways in which ChatGPT can enhance the English learning experience by, for instance, providing authentic language, fun activities, and interactive learning; giving students an engaging personalised learning experience; generating ideas and vocabulary, checking grammar, providing writing models, highlighting, and correcting spelling mistakes, enhancing literacy skills, facilitating personalised learning and self-evaluation, and providing immediate feedback. One teacher said, 'It allows students to tailor their learning according to their needs'. Others believed, 'It can enhance the English learning experience for advanced students', 'Students can receive feedback more quickly, giving them more time to focus on learning new things', and 'It helps students in doing homework and writing assignments'.

The teachers had some concerns and reservations about students' use of ChatGPT for language learning and practice. Examples of these concerns were as follows: 'Plagiarism, cheating, and copying/pasting of assignments', 'Writing production becomes very similar due to a lack of creativity', 'ChatGPT makes mistakes, so students need to double-check information and answers', and 'Overdependence and overuse can affect students' learning negatively. impeding their learning', and 'Students stop forming their own sentences'. One teacher wrote, 'It would take a lot of time and practice for students to use it without simply copying information from it'.

However, the teachers had different ideas about how to mitigate these concerns. Examples of ways to do this included raising awareness of the benefits of using it and the seriousness of plagiarism, encouraging students to create their own work, providing training on how to use it without fully relying on it, teaching students paraphrasing techniques, and explaining the limitations of ChatGPT to students. One suggestion was for the teacher to ask ChatGPT whether it had done the work, making it easy for the teacher to determine whether the student or the tool had completed the assignment. One teacher wrote, 'Integration should be limited, especially in the current context', and another added, 'Tighter plagiarism rules need to be incorporated'.

Learners' Responses
The second RQ was related to EFL learners' perceptions of using ChatGPT.
Quantitative Responses
Table 5 shows the learners' attitudes towards using ChatGPT (with percentages). Of all the learners, 40.8% believed that ChatGPT could help them improve their English skills, and 59.2% answered that maybe it could do so. Most of the learners (84.2%) asserted that they felt comfortable using technology-based tools like ChatGPT for language learning. However, a few learners (15.8%) did not feel comfortable using AI for learning English. Furthermore, 68.4% of the learners

were willing to receive guidance on effectively using ChatGPT to practice English, but 11.8% wanted no such guidance, perhaps because they already knew how to use it or because they had reservations or concerns. Few learners (19.7%) were unsure whether they wanted to learn more about ChatGPT. Overall, EFL learners had positive attitudes towards using ChatGPT for language learning and practice.

Table 5: Learners' Attitudes Towards ChatGPT

Items	Responses		
	Yes	**No**	**Maybe**
Do you think ChatGPT can help you improve your English skills?	40.8%	-	59.2%
Do you feel comfortable using technology-based tools, such as ChatGPT, for language learning?	84.2%	15.8%	-
Would you like to receive guidance on how to make the most of ChatGPT for language practice?	68.4%	11.8%	19.7%

Table 6 shows the learners' beliefs about which language skills could be enhanced by using ChatGPT. Vocabulary acquisition (76.3%), writing proficiency (75%), grammatical accuracy (71.1%), and reading comprehension (59.2%) were the most important skills that could be improved by using the tool. Of the other skills, speaking fluency and listening skills were the least common, with percentages of 26.3% and 22.4%, respectively. This contradicted the EFL teachers' beliefs that writing proficiency and grammatical accuracy were the most vital skills that could be improved by using ChatGPT. This can be explained by the fact that using ChatGPT for specific skills depends on the areas in which learners' need to improve.

Table 6: Specific English Language Areas in Which ChatGPT Can Assist Learners

Language Skills That can be Improved by Using ChatGPT	Percentage	Frequency
Vocabulary acquisition	76.3%	58
Writing proficiency	75%	57
Grammatical accuracy	71.1%	54
Reading comprehension	59.2%	45
Speaking fluency	26.3%	20
Listening skills	22.4%	17

Qualitative Responses

Analysis of the open-ended questions revealed that the EFL learners used ChatGPT or other AI tools for research, homework, learning vocabulary, finding synonyms, improving writing skills, checking the accuracy of writing, identifying explanations for mathematical equations, asking different questions, finding answers, correcting mistakes in grammar and punctuation, discovering the meaning of new words, locating information, translating texts, and obtaining details on different topics.

In addition, the learners highlighted the effects of using ChatGPT on their learning; for instance, it enabled them to practise the language without feeling shy or embarrassed in front of others, learn new words, and learn about their mistakes in writing paragraphs. However, one student added, 'The ChatGPT results are not always accurate (not consistent), but they help in identifying some topics and providing ideas'.

The EFL learners believed that ChatGPT could support their individual language learning needs by, for example, explaining grammar rules, providing short reading texts, and allowing them to learn new words and/or obtain new information. Examples of learners' responses were as follows: 'ChatGPT can support language learning very well, especially reading and writing skills', 'It helps me read and write better', 'It helps me practise the language and improve my language skills', 'I can ask questions and get instant answers', 'I can improve my weaknesses in English language, especially personal speaking and

writing', 'ChatGPT is available at any time (unlike traditional learning)', 'I can practise the language with ChatGPT (I don't need people to practise the language with)', 'It helps me identify fun daily activities', 'It is very useful in academia for producing specific, tailored writings that satisfy my personal learning needs', 'ChatGPT is my personal tutor', and 'It helps me correct sentences and write innovative texts with zero errors'. However, one student contradicted the other learners' opinions, saying, 'I don't think ChatGPT is useful to me in terms of learning the language'. Overall, it was apparent that learners benefited greatly from ChatGPT in terms of improving different language skills based on their needs.

Many of the participants had positive attitudes towards interaction with ChatGPT compared to interaction in normal classes, and they believed that it had a positive impact on their motivation and participation in their classes because of its availability at any time and because it could be used without shyness or embarrassment. Examples of their comments were as follows: 'Interacting with ChatGPT is a new experience and I feel excited', 'It is more fun and more effective than traditional methods', 'It's wonderful, and it motivates me to continue learning and discovering new things', 'It does not make me feel embarrassed', 'Interaction is better with ChatGPT than in normal classes'. 'I'm glad to have something that helps me get more involved and engaged in activities'. Other learners stated: 'I feel very accomplished because ChatGPT answers my questions quickly, which increases my understanding of the lesson, and I can participate', 'The experience is great, smooth, because ChatGPT is easy to use, interesting, and helpful', 'ChatGPT increases my enthusiasm for learning and my motivation to learn the English language', 'Interaction in traditional classes is boring by comparison', and 'ChatGPT enables learners to improve their learning outcomes compared to learning through traditional methods'.

Some participants held different opinions and explained that they preferred to learn the language in authentic classrooms with real people. For instance, 'I believe that artificial intelligence helps individuals develop their writing fluency, but learning the language in the traditional way helps improve speaking skills'. Others added, 'I prefer the interaction in the traditional methods', 'It's very exciting, but I like to talk with a real person more than ChatGPT', and 'It feels quite good, but I prefer traditional ways of learning'.

Regarding the learners' concerns and reservations about using ChatGPT for language learning and practice, a third of the learners stated that they had no such concerns or reservations. Others highlighted some concerns and reservations, as follows: 'ChatGPT may provide wrong information/answers', 'ChatGPT may have access to my personal information and undermine privacy and safety', 'It is a programme (not a real person), so I cannot discuss topics with it', 'Some teachers do not allow us to use ChatGPT', 'Teachers could discover whether we completed assignments ourselves by asking ChatGPT whether it produced the work', and 'ChatGPT is restricted and won't provide you with diverse information'. It seemed that some learners worried about their privacy and the inaccurate outcomes of ChatGPT.

Although 21 EFL learners believed that there were no limitations or challenges in using ChatGPT for English language learning and practice, others expressed some concerns. Learners stated their concerns as 'not understating every subject/question', 'technical issues', 'teachers rejecting the idea of using it', 'the limitations of AI tools', 'unclear leading to inaccurate or completely different answers', 'the language barrier (not being sufficiently competent in English to use it for learning the English language', and 'over-dependence on the tool hindering writing skills'. '

Discussion

Overall, the EFL teachers had positive attitudes towards using ChatGPT as a language teaching tool and incorporating it into language teaching to benefit both teachers and learners. In addition, the teachers were willing to receive training on how to effectively integrate ChatGPT into their teaching. According to the teachers, using ChatGPT has many advantages. First, ChatGPT can be used in classes for different purposes, such as generating writing and essay topics, providing instant grammar correction, improving students' writing proficiency, ensuring grammatical accuracy, and enhancing vocabulary acquisition and speaking fluency. Additionally, it can enhance learners' autonomy. Moreover, ChatGPT can assist in achieving multiple language learning goals by enhancing written communication, reinforcing grammar concepts, and expanding vocabulary. Finally, ChatGPT can complement and enhance traditional teaching methods because teachers can use it to prepare lessons, create quizzes, etc. This finding aligns with Loeckx (2016), who suggested that AI chatbots offer

influential experiences for learners and instructors. The results also align with other studies (e.g. Ahmed, 2023; Chen et al., 2023; Shahriar & Hayawi, 2023) highlighting the significant role of teachers and claiming that they cannot be replaced by chatbots. Additionally, AI tools can be used as assistants or co-teachers to enhance the teaching experience. Regarding concerns about using ChatGPT for teaching and learning, the teachers expressed particular concerns about plagiarism and cheating. According to Chomsky (2023), ChatGPT encourages plagiarism. However, there are ways to mitigate these concerns. Ali et al. (2023) noted that ChatGPT should be integrated into language teaching and learning only under teacher supervision to promote autonomous learning. The findings of the current study support Wardat et al. (2023), who argued that ChatGPT is a powerful tool, but it should be used with caution.

Overall, the EFL learners had positive attitudes towards using ChatGPT to learn and practise the language. Based on the learners' perspectives, ChatGPT has several benefits. First, it can help improve different language skills, such as vocabulary, writing, grammar, and reading skills. Second, ChatGPT is effective for overcoming learners' language limitations. Third, ChatGPT is beneficial for helping students accomplish multiple tasks. Lastly, interaction with ChatGPT can be more enjoyable than interaction in regular classes. Some learners expressed reservations and concerns about ChatGPT use, but others identified benefits that align with Bozkurt et al., who argued that AI chatbots facilitate learning progress.

Conclusion

In this study, the author explored EFL instructors' and learners' perceptions of using ChatGPT for EFL teaching and learning and its potential benefits and challenges. The study highlights the value of using ChatGPT for EFL teaching and learning, since it can have beneficial effects on related processes. Furthermore, the study demonstrated that EFL teachers and learners generally have positive attitudes towards using the tool for teaching, learning, practising, and enhancing different language skills and objectives.

Both EFL teachers and learners had some concerns about the limitations of using ChatGPT, although most of them felt comfortable using it. The benefits of using ChatGPT outweigh the limitations and concerns that can be overcome by training both instructors and learners to use ChatGPT for EFL teaching and learning without hindering learners' progress. ChatGPT undoubtedly has many benefits; however, it cannot complete all tasks, and learners need to use it under teachers' supervision. Hence, EFL instructors and learners should consider ChatGPT only as a useful tool that can contribute to language teaching and learning.

This research provides valuable findings based on EFL teachers' and learners' perspectives, providing a starting point for EFL researchers in higher education. However, further research is needed on how EFL teachers and learners benefit from using ChatGPT to improve specific language skills based on the needs of their students. Also, researchers could provide learners and teachers with training courses about how to use ChatGPT and integrate it into their learning and teaching before carrying out the study, which could lead to more accurate results. In addition, EFL researchers could explore how ChatGPT is used by teachers and learners in schools with young learners and whether it is advisable to introduce chatbots to them. Furthermore, EFL researchers could consider the latest version of ChatGPT and conduct case studies to investigate how ChatGPT can facilitate learning through voice recognition and video. Employing different qualitative methods to collect data, such as case studies or interviews, may offer a more comprehensive understanding of the effectiveness of using ChatGPT from both sides (teachers and learners). Further studies are also needed to focus on different linguistic factors that may influence the usage of ChatGPT, for instance, age, gender, and motivation.

This study has some limitations, among the limitations of this study was the emphasis on participants who both used and did not use ChatGPT, thus, repeating the study with a group of learners and teachers who used and implemented ChatGPT in their practices could provide more significant findings. Another limitation is the unequal sample of men and women used. Gender differences are a factor that should be thoroughly investigated, especially when using technology.

The findings of the study could be applied to a variety of educational contexts and settings, including professional development, online or blended learning, teaching and learning major students in higher education institutions, English as a Second Language (ESL), etc.

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