

Gauging the Saudi EFL Learners' Level of Awareness and Attitudes towards the Use of ChatGPT

Fahad Aljabr*

English Language Department, College of Arts, University of Ha'il, Ha'il 81481, Saudi Arabia

Received: 3 Sep. 2023, Revised: 5 Oct. 2023, Accepted: 17 Oct. 2023.

Published online: 1 Nov. 2023.

Abstract: In this study, the author investigates the awareness levels and attitudes of Saudi EFL learners toward the utilization of ChatGPT, a prominent language model. The research involved thirty Saudi EFL students at the University of Ha'il, Saudi Arabia. Employing a descriptive correlational research design, the current study establishes the relationship between students' awareness and their attitude toward the use of ChatGPT. The findings show that students exhibit a high level of awareness and a moderate degree of utilization of ChatGPT in their language learning endeavors. Additionally, the results highlight a positive correlation, suggesting that as students' awareness about Chat GPT increased, so did their inclination to favor its usage. Furthermore, the study reveals that students are well-informed about both the advantages and disadvantages associated with Chat GPT. These findings underscore the potential of ChatGPT as an educational tool, particularly when students are made aware of its functionalities and limitations. This research could serve as a foundation for integrating AI-driven language models into EFL instructional frameworks, with an emphasis on informed and discerning usage.

Keywords: ChatGPT, descriptive correlational design, instructional tool, Attitude, language model, level of awareness, Saudi EFL learners..

1 Introduction

In the rapidly evolving realm of English language education, the fusion of technology-enhanced language learning (TELL) and artificial intelligence (AI) has surfaced as a dynamic force, paving the way for novel approaches to language acquisition and practice. Among these innovations, ChatGPT, a sophisticated language model crafted by OpenAI, stands at the crossroads of AI and language education [1]. This model enables immersive textual dialogues that closely emulate natural human conversation [2]. This study is directed towards understanding the degree of awareness and attitudes of Saudi English as a Foreign Language (EFL) learners towards the utilization of ChatGPT in their linguistic endeavors. Saudi Arabia is a country where English language proficiency is increasingly becoming synonymous with global connectivity and career progression [3]. With greater international collaboration being welcomed, the role of EFL education is heightened, ushering in a need to explore and integrate technologically advanced tools like ChatGPT into the educational framework [4]. This exploration is essential for comprehending the possibilities and hurdles brought about by these technologies within the context of EFL (English as a Foreign Language) learning. It becomes even more crucial when considering the diverse backgrounds and varying levels of digital literacy among learners [5] [6] [7]. The integration of AI models like ChatGPT in language learning is underlined by the unprecedented access it provides to interactive language use in real-time, a critical factor in language acquisition [8] as posited by Vygotsky's sociocultural theory [9]. These platforms enable learners to engage in meaningful interaction in the target language, potentially bridging the gap between structured classroom learning and pragmatic language application [10]. However, the ethical and pedagogical implications of AI use in education, such as questions of data privacy, model bias, and content appropriateness, are equally important to explore and understand [11]. Considering this context, the present research holds a strategic position in unveiling the levels of awareness and attitudes exhibited by Saudi EFL learners regarding ChatGPT. It is crucial to ascertain the extent to which they are informed about its benefits, such as real-time feedback and limitless practice opportunities, as well as its drawbacks, including the possibility of encountering biased responses or inaccuracies. Their attitudes, which can be influenced by cultural, educational, and individual factors, towards the practical utilization of such AI models in language learning, remain largely unexplored. This underscores the justification for undertaking this study. Furthermore, comprehending the relationship between learners' awareness and their inclination to use AI, especially ChatGPT, yields crucial insights for the development of technologically up-to-date and pedagogically effective educational interventions and curriculum designs. This convergence of awareness and attitude potentially shapes learners' autonomous engagement with the language learning process through AI technologies. This is of paramount importance

*Corresponding author e-mail: f.aljaber@uoh.edu.sa

in crafting a learner centric EFL instructional model [12].

In light of the above, this study, while situated within the specific socio-cultural and educational context of Saudi Arabia, aims to expand the horizons of understanding towards technology and AI use in EFL learning. It endeavors to craft a narrative that is not only insightful for educators and curriculum developers within the kingdom but also provides a basis to explore similar paradigms in diverse EFL contexts across the globe. A crucial vantage point from which to approach the amalgamation of artificial intelligence (AI), particularly in the form of conversational agents like ChatGPT, and EFL learning in the Saudi context is through investigating how learners perceive, understand, and integrate this tool into their learning journey. Although there have been surges of research focusing on technology-enhanced language learning (TELL) and AI in language pedagogy globally [13], nuanced explorations into the specificities of Saudi EFL learners' awareness and attitudes towards using ChatGPT is [14]. This shortfall becomes particularly apparent when we seek to understand not only how these learners engage with AI but also how their levels of awareness about such technologies correlate with their attitudes and subsequent utilizations.

Expanding on this point, it's worth noting that while ChatGPT and similar models have been examined across various research domains for their proficiency in generating text that resembles human communication and enabling interactive dialogues, in-depth inquiries into their educational implications, advantages, and challenges within particular socio-cultural and educational environments, such as Saudi Arabia, have been somewhat scarce. The existing research predominantly revolves around general AI implications, technical capacities, and ethical considerations in broader contexts [15]. However, the point where EFL learners' awareness, attitudes, and actual use of ChatGPT for their language learning converge against the backdrop of a non-native English-speaking country, which is navigating its path through globalizing influences and technological advancements, is yet to be exhaustively explored.

To add a new dimension to the discussion, the interplay between the awareness of ChatGPT among EFL learners and their corresponding attitudes towards its utilization constitutes a multifaceted research avenue deserving of thorough exploration. This is particularly pertinent in a context where English language proficiency is intricately linked to opportunities for global engagement and career advancement [16]. Although there is an acknowledgment of the potential that AI and machine learning bring to language education, specific research that carves out the contours of how Saudi EFL learners, with their unique linguistic, cultural, and educational backgrounds, interact with, perceive [17], and utilize ChatGPT in their language acquisition processes appears to be a domain where further scholarly investigation would be fruitful. This gap also accentuates the need for a focused investigation into understanding the psycho-pedagogical underpinnings of how Saudi EFL learners' approach ChatGPT and how their levels of awareness correlate with their attitudes and utilization of this tool, thereby contributing to crafting informed, contextually relevant, and learner-centered EFL instructional frameworks in the Saudi context.

1.1 Research objectives

By diligently pursuing these objectives, this study aims to construct a comprehensive narrative that not only enriches the academic discourse in the realm of Technology-Enhanced Language Learning (TELL) but also provides practical guidance to educators, curriculum designers, and policymakers. These insights will enable them to make informed and pedagogically sound decisions concerning the integration of AI-driven language models like ChatGPT within EFL settings. Furthermore, by anchoring this exploration in the specific context of Saudi EFL learners, the study seeks to contribute to a nuanced understanding that acknowledges and respects the unique characteristics and intricacies of localized educational contexts in the midst of universal technological advancements.

This correlational study aims to measure the:

1. Level of Saudi EFL students' awareness towards the use of ChatGPT;
2. Relationship between Saudi EFL students' level of awareness and their attitudes towards the use of ChatGPT;
3. Perceived advantages and disadvantages of ChatGPT in the EFL classroom.

1.2 Previous studies

The integration of artificial intelligence (AI) technologies, such as ChatGPT, into language classrooms has become a widely examined topic [18]. Saudi EFL learners, like their peers worldwide, engage with a variety of technological tools to enhance their language acquisition. Alshehri et al. [19] emphasize the significance of e-learning platforms, particularly for Saudi Arabian EFL learners, highlighting how digital tools have transformed the learning environment, offering numerous opportunities to improve linguistic skills. The potential benefits of chatbots and AI conversational agents in EFL learning, such as accessibility, instant feedback, and autonomous learning capabilities, have been supported by Hasibuan et al. [20]. They illustrate how chatbots enable additional language practice beyond traditional classroom settings, extending learning into the digital realm, which is particularly important for autonomous and asynchronous learning. However, implementing and adopting AI-driven tools like ChatGPT come with challenges. In the Saudi context,

Al-Seghayer [21] elucidates potential barriers to the seamless incorporation of digital technologies in EFL learning, including technological infrastructure, learners' digital literacy, and resistance to change among educators. The question of the effectiveness of AI technologies, especially in enhancing specific language skills, remains a topic of vigorous debate. Wang et al. [22] emphasize the human elements, such as empathy, understanding, and adaptive response to learner needs, that AI technologies have yet to fully encompass, highlighting the irreplaceable role of human teachers in certain aspects of language learning.

Likewise, the Technology Acceptance Model (TAM) has been frequently invoked to explore the adoption of technological tools in education. Davis [23] laid the foundation for TAM, demonstrating how perceived usefulness and perceived ease of use significantly influence user attitudes toward new technology. Extending this discussion, Al-Rahmi et al. [24] demonstrated through empirical studies that awareness plays a pivotal role in shaping attitudes and intentions to use technology in educational contexts. Furthermore, in exploring the relationship between awareness and usage, Garcia and Pintrich [25] indicate the possible existence of a gap between users being aware of a tool and actually integrating it into their learning or teaching practices.

The integration of AI-driven chatbots, such as ChatGPT, represents a novel approach to facilitating language learning practice outside formal environments, enabling learners to interactively engage with the language [26]. Nevertheless, the dynamics of interaction, efficacy, and learner satisfaction when engaging with AI chatbots compared to human tutors in the EFL context require further investigation. Considering socio-cultural nuances, Alnujaidi [27] highlights that the attitudes of Saudi EFL learners toward e-learning are influenced by various factors, including technological familiarity, perceived usefulness, and social norms. Therefore, while ChatGPT and similar AI technologies undoubtedly offer a wealth of resources for EFL learners, their practicality, effectiveness, and learner satisfaction, particularly in the Saudi context, remain subjects that warrant deeper exploration. Bridging the technology acceptance models with practical implementation and investigating the actual impact of these tools on language learning, especially within specific cultural and demographic contexts like Saudi EFL learners, offers fertile ground for future research.

2 Methodologies

2.1 Research design

The study uses a descriptive correlational framework, aimed at concurrently exploring and illuminating the inherent relationships between the Saudi EFL learners' awareness and attitudes towards ChatGPT. Positioned amidst the interplay of language acquisition and technology, it consciously endeavors to unearth not only standalone aspects of awareness and attitude but, crucially, the nuanced interrelationships they share, thereby striving to navigate through the intricacies of foreign language learning in an increasingly digital era. At the commencement, the research propels itself by deploying comprehensive and robust survey instruments, strategically engineered to gauge varying degrees and facets of awareness and attitude amongst the involved EFL learners. The formulation of these instruments is rooted in relevant literature and pre-established theoretical frameworks, ensuring their validity and reliability within the contextual boundaries of the study. The survey, therefore, uses a series of structured questions, probing into learners' existing knowledge of ChatGPT, their experiential interactions, perceived benefits, apprehensions, and their overarching attitudinal disposition towards integrating this technological tool within their EFL learning trajectory. The study was conducted in the Academic year 2023-2024 at the University of Ha'il.

2.2 Respondents

Engaging a cohort of 30 Saudi EFL students from Ha'il University, this study employs a purposeful sampling strategy. This approach ensures that the participants represent the diverse demographic and linguistic composition inherent to the research context. By intentionally including learners with varying linguistic abilities and digital literacy skills, the study aims to provide results that reflect a rich and multifaceted learner population. This, in turn, enhances the generalizability and applicability of the findings to similar EFL settings.

Prior to their involvement in the study, the researcher sought the consent of the participants. They were informed about the study's objectives and assured that their personal information would not be required or disclosed. Ethical considerations are paramount in this research, guaranteeing confidentiality and voluntary participation. This ethical framework creates an environment in which participants can openly share their experiences, perceptions, and attitudes without fear.

In essence, the descriptive correlational design serves as a robust conduit through which the research navigates, shedding light on existing phenomena while uncovering the underlying correlational dynamics inherent in learners' awareness and attitude towards ChatGPT within the Saudi EFL landscape. This deliberate fusion of descriptive and correlational aspects aims to contribute a well-rounded, empirically grounded contribution to the ongoing discourse in the realm of AI and EFL learning.

2.3 Instrument

The analytical phase deploys correlational analysis that explores and interprets the relationships between learner awareness and their attitudes towards ChatGPT. A 17-item questionnaire based on the five-gradient Likert-Scale from Strongly agree (5) into Strongly Disagree (1) was used for data collection. The aim was to delve deeper into understanding whether heightened awareness positively correlates with a favorable attitudinal tilt towards ChatGPT (7 items), the advantages of using ChatGPT (5 items) and, the disadvantages of using ChatGPT (5 items). The questionnaire was sent to arbitrators to check the face validity of the items. Their recommended modifications were duly incorporated into the tool.

3 Results and Discussion

3.1 Level of Saudi EFL students' awareness towards using ChatGPT

Table 1 shows a mean score of 3.89 for the survey items concerned with students' awareness towards using ChatGPT, indicating an overall high level of awareness of its use in language learning. Some aspects such as, vocabulary improvement ($M=4.3$), recommendation to peers ($M=4.7$), and understanding of user input ($M=4.0$) received particularly high ratings. On the other hand, areas like regular use ($M=3.2$) and dependency for grammar corrections ($M=3.0$) showed moderate awareness and utilization.

Table 1: Level of students' awareness towards the use of ChatGPT

Statement	Mean	Interpretation
1. I am aware of ChatGPT's capabilities in assisting language learning.	4.5	High Awareness
2. I regularly use ChatGPT for practicing language skills.	3.2	Moderate Awareness
3. ChatGPT helps me improve my vocabulary.	4.3	High Awareness
4. I depend on ChatGPT for grammar corrections.	3.0	Moderate Awareness
5. I recommend ChatGPT for language learning to peers.	4.7	High Awareness
6. ChatGPT understands my language input accurately.	4.0	High Awareness
7. ChatGPT provides relevant and helpful language learning resources.	3.5	Moderate Awareness
Total	3.89	High Awareness

Legend: 1.0-2.0: Low, 2.1-3.5: Moderate, 3.6-5.0: High

The generally high awareness level could be attributed to the wide-reach and rapid dissemination of technology-enhanced learning tools among students. Students recognize ChatGPT as a valuable tool for enhancing vocabulary and providing accurate understandings of language input, aligning with the findings of Bin-Hady et al. [28] who noted the efficacy of AI-driven tools in English language learning. However, the moderate use and dependency on ChatGPT for practicing language skills and grammar correction may imply a gap between awareness and actual utilization or a preference for traditional learning methods, resonating with insights from Reichert-Schlax et al. [29] concerning the underutilization of digital tools despite awareness. The discernible gap between high awareness and moderate use of ChatGPT invites further probing into barriers that inhibit the active incorporation of the technology into language learning routines. It also beckons the development of interventions to scaffold the transition from awareness to adept application, possibly through workshops, tutorials, or embedding ChatGPT within curricular frameworks. The utilization of AI in language learning has been discussed extensively in recent literature, underscoring a variety of themes like student attitudes, efficacy, and implementation barriers. For instance, Spennemann [30] explored the interplay between chatbot usage and language acquisition, affirming the potential of tools like ChatGPT in offering practice arenas for learners. Yet, Reichert-Schlax et al. [31] cautioned about the disjoint between digital tool awareness and application, highlighting a gap that needs redress through bridging initiatives.

3.2 Relationship between students' level of awareness and their attitudes in using ChatGPT

The correlation between students' level of awareness and their attitude towards using ChatGPT, as indicated by a coefficient $r=0.65$, $p < 0.05$, demonstrates a statistically significant though moderate positive correlation (see Table 2). This suggests that with an increase in students' awareness about ChatGPT, there is a concurrent improvement in their attitude towards utilizing it for language learning purposes. A positive linear relationship between awareness and attitude towards technology usage in learning aligns with the foundational principles of the Technology Acceptance Model (TAM) [32], asserting that perceived usefulness significantly influences users' attitudes towards technology. The higher the perceived usefulness (or awareness) of a technology, the more favorable the user's attitude toward using it. Considering the moderate correlation in our context, it indicates that while there's a notable alignment between awareness and positive attitude, other factors might also play a crucial role in shaping the students' attitudes toward using ChatGPT, and this warrants further investigation.

Table 2: Relationship between Saudi EFL students' level of awareness and their attitudes in using ChatGPT

Variables	r (Correlation Coefficient)	p-value	Interpretation
Level of awareness and attitudes on using ChatGPT	0.65	0.01	Moderate positive correlation

The moderate positive correlation implies that enhancing students' awareness could potentially amplify their positive attitude and perhaps, subsequent use of ChatGPT in language learning. However, to cultivate a more robust and integrative use of ChatGPT, it might be critical to delve into other aspects like technological self-efficacy, intrinsic motivation, or the perceived ease of use of the technology, that might also substantively influence their attitude and usage intention.

3.3 Perceived advantages and disadvantages of ChatGPT in the EFL classroom

The findings, as summarized in Table 3, suggest that students perceive ChatGPT as a potent tool in facilitating language learning, particularly in aspects like enhancing vocabulary (M=4.3), providing instant feedback (M=4.1), ensuring accessibility (M=4.5), and offering diverse language resources (M=4.0). Nonetheless, they also express reservations and criticisms for its exclusive use, for instance, a high level of concern that ChatGPT cannot replace human interaction (M=4.6) and moderate concerns about its text-only interaction (M=3.9), understanding of complex inputs (M=3.5), accuracy of suggestions (M=3.2), and cultural and contextual understanding (M=3.0).

Table 3: Perceived advantages and disadvantages of ChatGPT

No.	Statements	Mean	Interpretation
Advantages	Enhances vocabulary learning	4.3	High
	Provides instant feedback	4.1	High
	Accessible anytime and anywhere	4.5	High
	Facilitates independent learning	3.8	Moderate
	Offers a variety of language resources	4.0	High
Disadvantages	Limited to text-based interactions	3.9	Moderate
	May not understand complex language inputs	3.5	Moderate
	Cannot replace human interaction	4.6	High
	May provide inaccurate language suggestions	3.2	Moderate
	Limited cultural and contextual understanding	3.0	Moderate

Legend: 1.0-2.0: Low, 2.1-3.5: Moderate, 3.6-5.0: High

The implications of these findings could be many. For educators and instructional designers, an understanding of these perceived advantages and disadvantages can inform pedagogical strategies that effectively integrate ChatGPT into language learning curricula, maximizing its strengths and mitigating its weaknesses. It is critical to provide scaffolding where ChatGPT falls short, such as incorporating human interaction through peer discussions or tutor feedback sessions, thereby ensuring a balanced and holistic learning experience. For developers of ChatGPT, the perceived disadvantages present opportunities for technological enhancements, particularly in enhancing the platform's understanding of complex language inputs and refining its suggestions.

The results presented in this context provide a nuanced understanding of the role of artificial intelligence, specifically ChatGPT, in language learning among students, particularly within the Saudi Arabian context. The findings indicate a high level of awareness among students regarding their attitudes towards using ChatGPT. These results are consistent with the findings reported in previous studies by Wang et al. [33] which reported that students generally hold positive attitudes towards incorporating technology into their English learning. AI-driven chatbots, such as ChatGPT, have gained popularity in language learning due to their interactive nature and the convenience they offer. However, their study emphasized that despite the technological advancements in language-learning chatbots, the roles of human teachers, characterized by empathy, support, and personalized feedback, remain unchallenged and crucial in fostering meaningful and effective learning experiences.

Furthermore, the study revealed a moderate positive correlation between students' awareness and their attitudes towards using ChatGPT. This relationship between awareness and attitudes towards technology usage has been explored in various studies. Davis [34] laid a theoretical foundation through the Technology Acceptance Model (TAM), elucidating how perceived usefulness and ease of use influence attitudes towards technology. Additionally, Al-Rahmi et al. [35] demonstrated through empirical research that awareness significantly impacts users' attitudes and intentions to use technology in educational contexts. The integration of AI-driven chatbots, such as ChatGPT, into language learning is also supported by Bin-Hady et al. [36], who highlighted the increasing potential of using chatbots to enhance second

language acquisition, thereby underscoring the practical relevance of ChatGPT in such scenarios.

Learners' perceptions of the advantages of ChatGPT, especially regarding its accessibility, echo previous findings where technology-mediated language learning has been praised for its capacity to transcend traditional classroom boundaries, providing learners with flexible learning options [37]. These advantages not only align with the autonomous learning paradigm but also, provide an on-demand language practice platform [38], which is particularly useful in the context of asynchronous learning environments. However, the perceived disadvantages present important reflections on the inherent limitations of technology. The concerns about ChatGPT not being able to substitute human interaction resonates with research that underscores the irreplaceability of human factors in language learning, especially pertaining to aspects like empathy, understanding, and real-time adaptation to learner needs.

In the recent years, Saudi Arabia has exhibited enthusiasm in integrating technology within the educational sector, a stride fundamentally attributable to its Vision 2030 developmental outline, which underscores the importance of technological advancement and digital literacy across sectors. As the data implies, students exhibit a substantive awareness and acknowledgment of ChatGPT's capabilities and potentialities in facilitating language learning – an important insight considering the nation's robust pursuit of digital transformation of the education sector.

The high level of awareness and the strong recommendations among peers suggest that technological tools like ChatGPT have become deeply ingrained in the academic and social interactions of these students. This reinforces the potential applicability of ChatGPT in educational settings. Regarding practical implications, the highlighted advantages and disadvantages provide valuable insights for educators, policymakers, and technologists in Saudi Arabia. They can use this information to develop strategies that comprehensively integrate ChatGPT into the language learning paradigm, taking into consideration both its benefits and potential drawbacks. The clear acknowledgment of ChatGPT's strength in providing instant feedback and enhancing vocabulary learning demonstrates a practical utility in supplementing traditional classroom methods, offering students an auxiliary platform for practice and learning. This can especially cater to the region's aspirations to enhance English language proficiency among students and professionals, thereby aligning with global communicative norms and facilitating international academia and business communications. However, the manifested reservations – such as the platform's limitations in understanding complex inputs and its inability to supplant human interaction – underscore the criticality of maintaining a balanced approach that interweaves technological and human elements in the educational journey. Theoretically, these findings reinforce and extend existing knowledge within the domain of AI in language learning, especially in the Saudi context, which is gradually opening its gates to technology-mediated education. The dichotomy of high awareness yet moderate dependency and usage reflects a crucial theoretical juncture, suggesting that while technological awareness and acceptance might be prevalent, actual utilization might be mediated by other psycho-social and contextual factors. This becomes particularly pertinent given that technology adoption in education, especially in regions with strong traditional pedagogical roots like Saudi Arabia, could be nuanced and multifaceted. Furthermore, the moderate positive correlation between awareness and attitude towards using ChatGPT, while underlining a theoretical alignment with TAM Davis [39], also opens avenues for exploring additional variables that might influence such attitudes, like cultural, social, or individual factors, especially in a region where educational practices are deeply intertwined with cultural norms and values. As Saudi Arabia navigates its way towards technological integration in education, understanding students' perceptions, their awareness, and attitudes towards tools like ChatGPT becomes paramount. Such insights not only inform practical implementations, ensuring that technological tools are utilized to their maximum potential, but also enrich theoretical discourses, enabling a deeper, contextualized understanding of technology adoption in education within diverse cultural and social landscapes.

4 Conclusions

The exploration into students' awareness, attitudes, and perceptions towards using ChatGPT for language learning has brought forth new insights that can drive both pedagogical and technological advancements in this realm.

With a clear and high level of awareness and acknowledgment of ChatGPT's potential, especially in the context of vocabulary enhancement and as a valuable recommendation among peers, there is a growing opportunity to further integrate it into language learning environments. However, the observed contrast between this high awareness and only moderate actual usage raises important questions about the barriers and inhibiting factors that hinder its full adoption. These barriers may include skepticism regarding its effectiveness in understanding complex language inputs and providing accurate suggestions. Addressing and overcoming these barriers is crucial for maximizing the benefits of ChatGPT in language learning and ensuring that students can harness its potential to the fullest extent. It may involve providing additional training and guidance to students, educators, and administrators, as well as continuously improving the AI model to enhance its capabilities in understanding and assisting with complex language learning tasks. Furthermore, the modestly positive correlation between awareness and attitudes towards using ChatGPT underscores the nuanced interplay of various factors in shaping the adoption and robust use of technology in language learning,

highlighting a critical area for further investigation and development. While students acknowledge ChatGPT's advantages such as accessibility, instant feedback, and a plethora of language resources, the undercurrent of apprehension about its ability to replace human interaction and comprehend cultural and contextual nuances delineates boundaries of its applicability and raises important considerations for program developers and education stakeholders alike. This dialectic between technological potential and limitations augments the dialogue on how to constructively embed AI chatbots like ChatGPT in language learning, ensuring that they complement rather than replace the (irreplaceable) human element. The pedagogical implications drawn from this exploration emphasize the imperative of crafting a balanced and synergistic learning environment that melds technological facilitation with the nuanced, empathetic, and adaptive support that only human interaction can provide. In tandem, technological implications spotlight areas for refinement and enhancement in AI-driven language learning tools, paving the way for a more incisive, contextually aware, and pedagogically enriched future in technology-assisted language learning. Thus, this study not only illuminates the current state of affairs but also beckons forward-looking exploration and development, centered on authentically enhancing and enriching the language learning journey for students through the judicious and thoughtful integration of technology into education.

Considering the outlined insights, it is imperative that practical and managerial strategies accentuate the strengths and mitigate the identified weaknesses of utilizing ChatGPT in language learning. Firstly, educators and curriculum designers should judiciously incorporate ChatGPT as a supplementary tool to traditional learning methods, focusing on specific areas where the tool has demonstrated potency, such as vocabulary building. Simultaneously, structured workshops or tutorials on effectively utilizing ChatGPT, particularly highlighting its functionality and limitations, should be integrated into learning modules to bridge the gap between awareness and adept application. Furthermore, developers of ChatGPT could focus on enhancing its capabilities in comprehending complex language inputs and expanding its cultural and contextual understanding, thereby amplifying its applicability and efficacy in diverse learning contexts. Additionally, educational institutions might consider forming collaborative frameworks with AI developers to tailor chatbot functionalities better alignment with pedagogical needs and contexts. To address concerns about the lack of human interaction, hybrid learning models should be explored, where ChatGPT is used alongside interactive sessions with human tutors, thereby providing a rich, multifaceted learning environment that leverages both technological and human assets effectively.

5 Recommendations

Research endeavors in the future should seek to delve deeper into understanding the nuances that influence the transition from awareness to actual utilization of AI tools like ChatGPT in language learning. Specifically, exploring the psychological, socio-cultural, and technological barriers that limit its full-fledged adoption would be an important endeavor. Results of comparative studies that explore the efficacy of ChatGPT against other AI-driven language learning tools and traditional learning methods can offer more comprehensive insights into its relative strengths and weaknesses. Moreover, longitudinal studies that examine the long-term impact of utilizing ChatGPT on language acquisition and retention can provide crucial data concerning its sustainable efficacy in language learning. Investigating the role of demographic variables such as age, cultural background, and prior technological exposure in influencing students' attitudes and adoption of ChatGPT can help in customizing its implementation across diverse learner profiles. Additionally, exploratory research into developing and accessing interventions, such as structured training programs or integration models, aimed at enhancing the proficient use of ChatGPT in language learning, can substantiate the field with empirically grounded strategies for practical implementation. Ultimately, as technology continues to evolve, maintaining research thrust in the direction of ongoing developments and their implications for language learning can be crucial to ensuring the pedagogical relevance and efficacy of tools like ChatGPT in the dynamic educational landscape.

Conflicts of Interest Statement

The author certifies that he has NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

References

- [1] W. R. A. Bin-Hady, A. Al-Kadi, A., Hazaea and J. K. M. Ali. Exploring the dimensions of ChatGPT in English language learning: A global perspective. *Library Hi Tech*. (2023). Doi: 10.1108/LHT-05-2023-0200
- [2] J. Rudolph, S. Tan and S. Tan ChatGPT: Bullshit spewer or the end of traditional assessments in higher education?. *Journal of Applied Learning and Teaching*, 6(1), 342- 363 (2023). [Doi: 10.37074/jalt.2023.6.1.9](https://doi.org/10.37074/jalt.2023.6.1.9)
- [3] K. Al-Seghayer. *English teaching in Saudi Arabia: Status, issues, and challenges*. Riyadh: Hala Print Co, (2014).

- [4] A. M., Moybeka, N. Syariat, D. P. Tatipang, D. A., Mushthoza, N. P. J. L., Dewi and S. Tineh., Artificial Intelligence and English classroom: The implications of AI toward EFL students' motivation. *Edumaspul: Jurnal Pendidikan*, 7(2), 2444-2454 (2023). Doi: 10.33487/edumaspul.v7i2.6669
- [5] A. A. M. H. Al-Ahdal and F. H. Alqasham. Saudi EFL Learning and Assessment in Times of Covid-19: Crisis and beyond. *Asian EFL Journal*, 27(43), 356-383 (2020).
- [6] F. S. S. Alfallaj. Technology in Saudi EFL undergraduate classrooms: Learning tool or weapon of distraction? *The Asian ESP Journal*, 16(4), 97-115(2020).
- [7] A. R. Kitishat, K. H. Al Omar and M. A. K. Al Momani. The Covid-19 crisis and distance learning: E-teaching of language between reality and challenges. *The Asian ESP Journal*, 16(51) 316-326 (2020).
- [8] W. R. A. Bin-Hady, A. Al-Kadi, A., Hazaea and J. K. M. Ali. Exploring the dimensions of ChatGPT in English language learning: A global perspective. *Library Hi Tech*. (2023). Doi: 10.1108/LHT-05-2023-0200\
- [9] S. Vygotsky. *Mind in society: The development of higher psychological processes*. Harvard University Press (1978).
- [10] C. A. Chapelle. *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge University Press (2001).
- [11] Bender, Emily M., Timnit Gebru, Angelina McMillan-Major, and Shmargaret Shmitchell. On the dangers of stochastic parrots: Can language models be too big? *In Proceedings of the 2021 ACM conference on fairness, accountability, and transparency*, pp. 610-623. 2021.
- [12] H. Holec. *Autonomy and foreign language learning*. Pergamon (1981).
- [13] L., Kohnke, B. L. Moorhouse and D. Zou. ChatGPT for language teaching and learning. *RELC Journal*, 54(2) (2023). Doi:10.1177/0033688223116286
- [14] E. Park. An examination on EFL preservice teachers' development of core competencies through technology-enhanced language learning. *Journal of Language Teaching and Research*, 13(4), 697-706 2022). Doi: 10.17507/jltr.1304.02
- [15] K., Wach, C. D., Duong, J. Ejdy, R., Kazlauskaitė, P. Korzynski, G. Mazurek, J. Paliszkiwicz and E. Ziemia, The dark side of generative artificial intelligence: A critical analysis of controversies and risks of ChatGPT. *Entrepreneurial Business and Economics Review*, 11(2), 7-24, (2023). Doi: 10.15678/EBER.2023.110201
- [16] K. Al-Seghayer. *English teaching in Saudi Arabia: Status, issues, and challenges*. Riyadh: Hala Print Co, (2014).
- [17] S. Basak, H. Agrawal, S. Jena, S. Gite, M., Bachute, B. Pradhan and M. Assiri. Challenges and limitations in speech recognition technology: a critical review of speech signal processing algorithms, tools and systems. *CMES-Computer Modeling in Engineering & Sciences*, 135(2), 1055- 1089 (2023). Doi:10.32604/cmcs.2022.021755
- [18] A. M. Mohamed., Exploring the potential of an AI-based Chatbot (ChatGPT) in enhancing English as a Foreign Language (EFL) teaching: perceptions of EFL Faculty Members. *Education and Information Technologies*, 1-23(2023). Doi:10.1007/s10639-023-11917-z
- [19] Y. A. Alshehri, N. Mordhah, S. Alsibiani, S. Alsobhi and N. Alnazzawi., How the regular teaching converted to fully online teaching in Saudi Arabia during the coronavirus covid-19. *Creative Education*, 11(7), 985-996, (2020). Doi:10.4236/ce.2020.117071
- [20] R. Hasibuan, I. B. M. W. Parta, H. I. A. Sholihah, A. Damayanto and F. Farihatun. Transformation of Indonesian language learning with artificial intelligence applications: the era of the independent curriculum for learning in universities in Indonesia. *Indonesian Journal of Education (INJOE)*, 3(2), 341-363, (2023). Doi:10.54443/injoe.v3i2.71
- [21] K. Al-Seghayer., Saudi EFL teachers' self-efficacy in technology-assisted language learning (TALL). *International Journal of Applied Linguistics and English Literature*, 11(2), 53-64, (2022). Doi:10.7575/aiac.ijalel.v.11n.2p.53
- [22] Y. Wang, W. C. Fang, J. Han and N. S. Chen., Exploring the affordances of WeChat for facilitating teaching, social and cognitive presence in semi-synchronous language exchange. *Australasian Journal of Educational Technology*, 36(2), 56-69, (2020). Doi:10.14742/ajet.2272
- [23] F. D. Davis. Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS*

- [24] W. M. Al-Rahmi, M. S. Othman and L. M. Yusuf. The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *The International Review of Research in Open and Distributed Learning*, **19**(1), 177- 204, (2018). Doi:10.19173/irrodl.v19i1.3391
- [25] T. Garcia and P. R. Pintrich. Regulating motivation and cognition in the classroom: The role of self-schemas and self-regulatory strategies. In *Self-regulation of learning and performance*. Lawrence Erlbaum Associates, Inc. (pp. 127-153) (2023).
- [26] D.H. Spennemann. Will the age of generative artificial intelligence become an age of public ignorance?. *Preprints*, (2023). Doi:10.20944/preprints202309.1528.v1
- [27] S. A. Alnujaidi. *Factors influencing English language faculty members' adoption and integration of Web-Based Instruction (WBI) in Saudi Arabia*. PhD Thesis. University of Kansas, (2008).
- [28] W. R. A. Bin-Hady, A. Al-Kadi, A., Hazaea and J. K. M. Ali. Exploring the dimensions of ChatGPT in English language learning: A global perspective. *Library Hi Tech*. (2023).Doi: 10.1108/LHT-05-2023-0200
- [29] J. Reichert-Schlax, O. Zlatkin-Troitschanskaia, K. Frank, S. Brückner, M. Schneider and A. Müller. Development and evaluation of digital learning tools promoting applicable knowledge in Economics and German teacher education. *Education Sciences*, **13**(5), 481, (2023). Doi: 10.3390/educsci13050481
- [30] D.H. Spennemann. Will the age of generative artificial intelligence become an age of public ignorance?. *Preprints*, (2023). Doi:10.20944/preprints202309.1528.v1
- [31] J. Reichert-Schlax, O. Zlatkin-Troitschanskaia, K. Frank, S. Brückner, M. Schneider and A. Müller. Development and evaluation of digital learning tools promoting applicable knowledge in Economics and German teacher education. *Education Sciences*, **13**(5), 481, (2023). Doi: 10.3390/educsci13050481
- [32] F. D. Davis. Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, **13**(3), 319-340(1989). Doi:10.2307/249008
- [33] Y. Wang, W. C. Fang, J. Han and N. S. Chen,. Exploring the affordances of WeChat for facilitating teaching, social and cognitive presence in semi-synchronous language exchange. *Australasian Journal of Educational Technology*, **36**(2), 56-69, (2020). Doi:10.14742/ajet.2272
- [34] F. D. Davis. Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, **13**(3), 319-340, (1989). Doi:10.2307/249008
- [35] W. M. Al-Rahmi, M. S. Othman and L. M. Yusuf. The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *The International Review of Research in Open and Distributed Learning*, **19**(1), 177- 204, (2018). Doi:10.19173/irrodl.v19i1.3391
- [36] W. R. A. Bin-Hady, A. Al-Kadi, A., Hazaea and J. K. M. Ali. Exploring the dimensions of ChatGPT in English language learning: A global perspective. *Library Hi Tech*. (2023).Doi: 10.1108/LHT-05-2023-0200
- [37] R. Donnelly. Blended problem-based learning in higher education: The intersection of social learning and technology. *Psychosociological Issues in Human Resource Management*, **5**(2), 25-50, (2017).
- [38] W. R. A. Bin-Hady. *The impact of machine translation postediting on translation industry: a qualitative research synthesis*, in Fifth Scientific Conference, 2023 Hadhramout University, 20, 1305-1316, (2023).
- [39] F. D. Davis. Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, **13**(3), 319-340(1989). Doi:10.2307/249008