

Research Article

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Exploring the Role of ChatGPT in English Teaching and Learning: Educators' and Language Learners' Perspectives

Ahmad A. Al-Zahrani 

Abstract

Background/purpose. This study examined the application of the AI language model ChatGPT in enhancing the teaching and learning of English as a Foreign Language (EFL). The study involved 524 participants, comprising faculty members, teachers, and students, and utilized surveys to assess their perceptions of the benefits and challenges of ChatGPT.

Materials/methods. Using a quantitative research methodology. The study explored both the benefits and challenges associated with implementing this application in language teaching and learning.

Results. Key findings included a high overall mean score of 4.01 (80.3% relative weight) for perceived benefits among teachers, with university faculty showing greater receptiveness than secondary teachers. Students similarly expressed strong acceptance of ChatGPT as an interactive tutor, while the challenges associated with its usage were deemed moderate.

Conclusion. The study concluded with recommendations based on these insights. One of these recommendations is to train faculty members and teachers to utilize artificial intelligence tools and applications to enhance teaching processes, including planning, implementation, and assessment. Furthermore, it is recommended to guide students on how to use artificial intelligence tools and applications wisely, either through awareness during classes, seminars, or workshops.

1. Introduction

The times in which we currently live are often referred to as the era of distant convergences and obsolescence of the new. As a result of the knowledge explosion and technological acceleration, vast numbers of applications and computer programs using artificial intelligence have emerged. One of these programs is Chatbot Generative Pre-Trained (ChatGPT), which has been received favorably by its users.

ChatGPT, a chat program that simulates human thinking and data analysis, was launched on November 30, 2022, enabling users to refine and steer conversations towards a desired length, format, style, level of detail, and language (ChatGPT, 2022). One can chat with it, ask it questions, and generate text-based content. Many researchers from various fields have conducted studies exploring the prospective roles of this technology of chatting, such as in the military (Biswas, 2023), education (Shidiq, 2023), health (Johnson et al., 2023), and engineering (Haensch et al., 2023), and they reported positive results.

Biswas (2023) aimed to explore the prospective role of ChatGPT in the military. He cited significant outcomes, according to ChatGPT, such as helping to create debriefing reports and after-action summaries by generating text and summarizing the data. Furthermore, Biswas (2023) also found that ChatGPT can generate realistic and diverse dialogue options for characters in military simulations, thereby improving the realism and challenge of the training experience. Finally, it can also generate a wide range of possible scenarios for training, including those that may be difficult or costly to replicate in a live environment.

In their study, "Assessing the Accuracy and Reliability of AI-Generated Medical Responses: An Evaluation of the ChatGPT Model," Johnson et al. (2023) concluded that ChatGPT generated mostly accurate information in response to diverse medical queries, as judged by academic physician specialists, albeit with several crucial limitations.

Shidiq (2023) posited that ChatGPT can play an effective role in teaching and learning; however, it does not affect every student's skills in the same way. Therefore, teachers must make an effort to use various instructional strategies and should not rely solely on the Internet, especially when assigning tasks.

Due to his work as a faculty member in the English Department of his university, along with his observations of the use of ChatGPT by both faculty and students, the researcher decided to reveal the perspectives of faculty members and students in higher education, as well as those of teachers and students in secondary schools.

1.1. Statement of the Problem and Research Questions

Despite the efforts of researchers to investigate the benefits of artificial intelligence in general and ChatGPT in particular for teaching and learning, as well as the challenges faced by teachers and faculty members in schools and higher education, there remains an urgent need for further studies and recommendations to address these challenges.

1.2. Research Questions

The current study aims to answer the following questions:

RQ1: What are the perceived benefits of utilizing ChatGPT as an interactive English tutor for faculty members and teachers of English?

RQ2: Are there statistical differences in English faculty members' and English teachers' responses regarding the use of ChatGPT based on gender and grade (college or secondary)?

RQ3: What are the perceived benefits of utilizing ChatGPT as an interactive English tutor for college and secondary students of English?

RQ4: Are there statistical differences in English Language adult learners' responses regarding the use of ChatGPT based on gender and grade (college or secondary)?

RQ5: What are the challenges that faculty members and teachers encounter concerning the use of ChatGPT in teaching and learning?

2. Literature Review

2.1. The Chat GPT

"ChatGPT is a language generation model that can be used for a variety of tasks, including natural language processing, text generation, and language translation" (Biswas, 2023, p. 2). As ChatGPT has recently gained favorable recognition and prominence, researchers from various fields have focused on studying its uses, benefits, and drawbacks, as well as the challenges faced by its users, particularly in education and teaching.

In the last decade, innovations in technology have quickly revolutionized educational techniques and models, with AI becoming one of the leading forces of change in numerous sectors (Halaweh, 2023; Elbanna et al., 2024). Among these advances in innovation, generative artificial intelligence (Gen-AI) has had a profound impact, particularly through its self-driving or semi-supervised structures that generate digital content, such as text, images, and sound, based on training datasets (Hosseini et al., 2023). Some of the most notable types of Gen-AI include the following: Generative Adversarial Networks (Gen-ANs) and Generative Pre-Trained Transformers (GPT) (Božić et al., 2023). One of the most recognized is OpenAI's ChatGPT, an advancement of GPT technology that has recently gained significant attention due to its ability to write human-like texts and perform various tasks, such as customer service. Moreover, ChatGPT, an autoregressive linguistic model, represents the new generation of large-scale language systems (LLS) (Ngo et al., 2023).

ChatGPT, one of the revolutionary Gen-AI platforms, was launched in November 2022 and has since raised both curiosity and apprehension in educational circles. By utilizing large textual corpora, ChatGPT is capable of generating sophisticated, human-like conversational flow and messages, thereby transforming various forms of teaching (Sok et al., 2023). Some applications of this model include creating new content and employing different conversational styles. However, it also raises questions about how it will affect issues of integrity in the academic setting and the reliability of the results it produces (Sevnarayan et al., 2024). Still, it is essential to acknowledge that ChatGPT has significantly impacted multiple fields due to its rapid development and widespread accessibility. AI is typically described as systems capable of performing tasks that require intelligence, such as reasoning, learning, and control; however, ChatGPT provides responses based on the recognition of patterns (Kostka et al., 2023).

To achieve a better understanding of the specific impacts of ChatGPT, the study focuses solely on it (Sok et al., 2023). The approach combines Natural Language Processing (NLP) tools with machine learning (ML) models to categorize and analyze the extracted data. This process provides insights into the thematic trends regarding ChatGPT's educational impact. The study's objectives are threefold: to enrich the existing knowledge about AI language models in education, to determine which approaches are most effective when implementing ChatGPT, and to offer recommendations for further use to policymakers, educators, and educational institutions. The study aims to enhance the understanding of how intelligent applications, such as ChatGPT, can be implemented ethically and efficiently for learning, thereby advancing educational equity (Fütterer et al., 2023).

According to Rejeb et al. (2024), ChatGPT has great potential in education, as it can help increase student engagement, immersion, collaboration, and knowledge acquisition. Assessments can also be designed according to student needs with the help of individual quizzes and game-based tests, making them more relevant and efficient. In this case, ChatGPT offers responses instantly, helps to enhance the thinking abilities of students, and saves time grading, thus allowing educators the time and energy to carry out other essential tasks. Furthermore, it can suggest specific resources and produce relevant materials, including lecture summaries and study guides. However, certain issues arise from these advantages, specifically academic fraud and misuse of AI in the process of completing assignments. Teachers should therefore provide standard guidelines on how students should use AI tools such as ChatGPT to avoid cheating (Rejeb et al., 2024; Elbanna et al., 2024).

2.2. Exploring the Benefits of ChatGPT in Education: General benefits and its implications on teaching and learning of English

With the acceleration of technology and the myriad services these modern innovations offer, the world has transformed into a global village, ushering in a luxurious lifestyle for many societies. Among the notable technological advancements that have emerged in recent months is ChatGPT, which has received significant attention for the great services it provides, particularly in the field of education. However, reliance on it, especially by students, may lead to a major disruption in the education system, and teachers' reliance on it without careful consideration poses both a danger and a challenge.

Despite its recent emergence, significant research has already been conducted to investigate the applications of ChatGPT. Many of these studies have indicated that artificial intelligence, particularly generative AI, has great potential to be a revolutionary means of education (Hosseini et al., 2023; Zhu et al., 2023). ChatGPT is now valued for its ability to improve and optimize grading systems, provide informative feedback, and recognize students' learning difficulties (Mosaiyebzadeh et al., 2023). With the use of this technology, teachers can more efficiently focus their instructional support by evaluating a variety of assignments, including essays and research papers, semi-automatically and providing specific comments on their strengths and faults (Pradana et al., 2023).

Grassini et al. (2023) have pointed out that, especially in digital learning environments, AI is effective in supporting fairness and efficiency in the assessment of brief answers. However, there are concerns about the open and comprehensible nature of the grading that results from using AI techniques, which is the main issue for addressing ethical concerns and making the solutions acceptable. In addition to grading, AI solutions can significantly assist with translation assignments and the design of engaging and intelligent learning spaces. For instance, GPT-4 is significantly better in translation quality. As a result, it can provide fast and accurate multilingual translation of educational materials, which will enhance accessibility and responsiveness in education. Moreover, it also shows potential in the area of personalized tutoring, where learning and teaching methods are adapted according to the learning style and pace of the students (Grassini et al., 2023).

Furthermore, AI is effective in the area of tutoring, especially individualized tutoring, as it can adapt to the learning style of the individual learner and learning pace. AI has been implemented in numerous fields like medical education, computer science, and mathematics and has proved that it can customize education and change the way of teaching (Oranga et al., 2023). In addition, the new ChatGPT has the potential to introduce innovative approaches to teaching, such as the inverted classroom model, and for creating well-planned lessons, engaging lectures, and exciting and effective learning assignments. Through such relief of mundane processes in teaching, ChatGPT can enable educators to focus on creativity in the teaching approaches and enhance the level of student participation through the use of appealing and innovative exercises (Zheng et al., 2023).

Shaikh et al. (2023) conducted a pilot study and administered a structured questionnaire to gather participants' impressions of ChatGPT's effectiveness and its uses in structured English learning environments. In their study, participants of different proficiency levels, academic performances, and nationalities completed various tasks associated with writing, dialogue, discussions in English, the use of grammatical structures, and lexis. An analysis of the feedback revealed positive results that point to the fact that ChatGPT is a valuable tool that enhances the teaching of formal English. The research emphasizes the significance of a systematic approach to introducing English as a Foreign Language (EFL) in the current global context, which can unlock numerous opportunities (Shaikh et al., 2023; Ngo et al., 2023). ChatGPT, based on the advanced GPT-3.5 frameworks, offers an important means of interaction in the form of a dialogue that mimics interaction with a human partner, which may further promote language learning due to the input on syntax and lexicon. The conclusion of this study suggests that ChatGPT can be a valuable tool in systematic English language teaching. Some of the responses from the questionnaire demonstrated that ChatGPT is useful for language learning, particularly highlighting that learning with ChatGPT is easy due to its accessibility and ease of use. In fact, the usefulness and satisfaction levels of the instrument were the primary reasons why research participants portrayed their experiences favorably (Shaikh et al., 2023; Sok et al., 2023).

Jeon et al. (2023) also focused on assessing ChatGPT, the next-generation conversational AI, for teaching formal English. As a chatbot, ChatGPT employs NLP to converse with users naturally and fluently. This can help in practicing various skills necessary for effective communication, including dialogues, vocabulary expansion, and syntax. Research shows that students have displayed a growing interest in using chatbots for language learning due to their availability at any time of day, language versatility, and ability to handle routine tasks (Jeon et al., 2023). Various studies have identified English as the predominant language used in chatbot-based learning (Ngo et al., 2023; Hosseini et al., 2023). This includes key tasks such as speaking, listening, writing, and reading. While these technologies show significant promise, challenges related to effectiveness, user satisfaction, and user engagement have yet to be fully addressed. Research suggests that mobile applications are a viable alternative to conventional instructional methods. This is supported by the fact that game-based learning tools yield varied results in educational settings (Jeon et al., 2023; Sok et al., 2023).

Using ChatGPT to enhance EFL teachers' competencies is systematically discussed by Urazbayeva et al. (2024), whose research included twenty-four instructors who completed a two-month course that employed the researcher-created prompts. Using an integrative approach, the study also revealed that there is a quantitatively significant improvement in educators' knowledge about ChatGPT, including its advantages and disadvantages. The study offers insights into the application of generative chatbots in EFL education and highlights the role of AI in contemporary learning environments. It was planned to identify the impact of a structured and prompt-based integration of ChatGPT on EFL teachers' knowledge and their perceptions of the effectiveness and applicability of ChatGPT for professional advancement. Analysis of outcomes revealed a statistically significant, albeit modest, increase in teachers' scores by two points when using ChatGPT. However, this enhancement is not a major improvement, but it is a significant one for AI literacy, given its brief intervention time. The study shows ChatGPT's promise to enhance EFL teaching by generating lessons, delivering quizzes, and providing individualized learning. The observed change can be attributed to daily, hands-on practice using tailored instructions that enhance educators' knowledge and utilization of ChatGPT (Urazbayeva et al., 2024; Fütterer et al., 2023; Rejeb et al., 2024).

According to Montenegro-Rueda et al. (2023), technology plays a crucial role in language learning. Gen-AI has an advantage that allows it to modify inputs, provide rapid feedback, and offer independent AI support. While there is a wealth of research on the effectiveness of using advanced technologies, such as ChatGPT, in ELF classrooms, their applicability in the real world remains rather limited. Some concerns have been raised about overreliance on these tools, shallow learning, as well

as ethical questions such as privacy and the fairness of the algorithms. The relatively recent influx of AI technologies, such as the phenomenon of ChatGPT since the latter half of 2022, stresses the importance of teachers possessing AI literacy —the set of skills required to actively and efficiently participate in the critical evaluation and application of AI tools. This changing environment strongly underscores the need to enhance the technological and pedagogical competencies of educators in order to effectively apply AI solutions in education.

The integration of ChatGPT in learning has received much attention since it can enhance the learning process by providing contextual answers, immediate feedback, and help in understanding a particular concept (Hosseini et al., 2023; de Winter et al., 2023). However, although this tool becomes useful in improving writing skills by offering grammatical checks and general feedback, it should not be relied upon solely by the writer (Bahrami et al., 2023). Moreover, ChatGPT encourages students to discuss topics and participate in projects, making them feel like they belong to a group.

ChatGPT also helps educators in developing instructional systems, educational materials, and assessment tasks. Even if the content generated is not always accurate, ChatGPT can provide an initial draft for custom chatbot content. This draft can then be reviewed and adjusted for use in chatbot conversational platforms, such as Google Cloud Dialogflow. Moreover, ChatGPT can be used for active learning methods like flipped classroom learning, where it can help improve classroom preparation while also contributing to class participation. It can also work as an interactive teacher, answering questions when students are studying independently, and as a discussion leader, providing students with topics to discuss in groups and immediate feedback (Lo et al., 2023).

Nevertheless, the technology has its limitations, for example, data privacy, cultural and linguistic barriers, and ethical dilemmas. In this case, when educational institutions are approaching the decision to include this disruptive technology in their learning environments, it is important to remember that ChatGPT should be viewed as an extra tool rather than a substitute for cognitive functions and learning materials (Montenegro-Rueda et al., 2023).

Sallam et al. (2023) emphasized that the implementation of ChatGPT raised concerns about its credibility and reliability, as some information may be biased and outdated. Some of the problems included misinformation and the generation of incorrect content, which were particularly evident in certain niches (Sallam et al., 2023). Additionally, ChatGPT's nature of being capable of producing text that seems to be written from scratch poses problems in identifying copied content, which has been shown to promote cheating in academic settings. This erodes academic credibility and distorts fairness in assessment, making it challenging for instructors to assess students' performance and identify learners with learning issues (Cotton et al., 2023).

Kostka et al. (2023) explored the application of ChatGPT in ELT. They describe its features, strengths, and challenges; the authors explain that, with the help of AI, it is possible to enhance the teaching methods and increase the student's awareness of the AI concept. Thus, the issue of a critical approach to AI-produced content is central to the study. There is a growing trend regarding how AI is shaping educational models and the need to prepare students to engage with and analyze technological advancements.

Al-Khresheh et al. (2024) investigated how much teachers are aware of the impact that ChatGPT can have on shaping personalized and engaging learning experiences. However, they also express concerns about potential language inaccuracies, the possibility of over-reliance on the tool, and the consequent limitation of creativity. The study calls for more specific training and appropriate curriculum changes so that ChatGPT and similar AI tools are effectively utilized. Thus, this study provides a global perspective on the current discourses regarding the use of AI in ELT and offers useful recommendations for educators and instructional designers. It focuses on the changes that technology has brought to education and emphasizes the need to evaluate both the positive and

potential negative effects of technology integration. Additionally, the research presents its limitations, suggestions, and significance in a general context.

Still, within the last ten years, ELT has encountered both new opportunities and new threats due to the presence of conversational AI, including ChatGPT. This new AI learning tool is said to offer language learning interactions that mimic human conversation, correcting errors as learners progress and adapting to their skill level. However, implementing such technology in existing traditional ELT settings raises issues regarding the extent of integration, the positive and negative effects it may produce in the educational domains, and teachers' perceptions of this integration across various parts of the world with different levels of technological and educational developments and practices (Bekou et al., 2024).

Although the technical efficiency of ChatGPT has been well-documented, its application in ELT from a global perspective is still underexplored. Educators, as the primary consumers and curriculum designers, are in a better position to provide valuable insights into the possible benefits, challenges, and complexities of using ChatGPT. Understanding these perceptions is critical for the effective and scaled implementation of ChatGPT in ELT (Phuong et al., 2024).

The field of ELT is rapidly changing due to the numerous technologies being introduced. Originally grounded in a traditional classroom approach that relies on teacher presentations and students' live interactions, ELT has embraced technology since the end of the twentieth century. The use of computers in the late 1990s and the internet has introduced multimedia resources far beyond traditional textbooks. This technological evolution, accompanied by the emergence of online learning environments and the concept of "learning technologies," has defined ELT development, enhancing collaborative learning and individualization. Language teaching and learning are expected to be transformed through AI and OpenAI's ChatGPT. The features of ChatGPT, including contextual feedback and customizable interaction, can be beneficial in increasing learner engagement and personalized learning. However, its integration presents difficulties related to curriculum, instructional, and cultural aspects (Javier et al., 2023; Al-Khresheh et al., 2024).

Songsiengchai et al. (2023) conducted an analysis with two primary objectives: 1) to assess the feasibility of using AI models like ChatGPT to enhance English language learning for Thai students, and 2) to compare the effectiveness of AI-based English learning with traditional methods. The study demonstrates that, through the use of AI tools, learning becomes a more personalized dynamic compared to traditional memorization techniques. The findings highlight the necessity of addressing challenges such as equal access to technology and the lack of teacher training for AI implementation in practice. It also stresses the need to involve educational institutions, creators of AI, and curriculum developers. They should determine how to incorporate AI tools in education and whether these tools are suitable for the culture of a given institution. The research focuses on the role of AI in language acquisition and highlights that proper integration of AI and the elimination of infrastructural issues are crucial for improving the outcomes of utilizing AI to enhance English language skills among Thai students.

Hatmanto et al. (2023) discussed how well ChatGPT aligned with the current ontology of ELT theories and models, which included the Language Interaction Approach, the Knowledge Construction Theory, Project-Based Learning, and Adaptive Learning. Furthermore, the authors' analysis demonstrates a strong alignment between the discussed frameworks and ChatGPT's features, highlighting the tool's potential to enhance interest, self-motivation, and proficiency in natural language. Moreover, the study explains how to teach learners to use ChatGPT through methods such as storytelling and conversation and how these teaching strategies can boost language learning.

2.3. Disadvantages of ChatGPT in Teaching and Learning

Teachers and students weigh in with several opinions on ChatGPT in learning activities, highlighting both the positive and negative aspects of this application. Juan et al. (2023) discovered that ChatGPT has the potential for instructional improvement by offering images, information, and engaging class exercises. However, according to the authors, the use of ChatGPT is not without its drawbacks; major concerns include the erosion of teacher and student agency as well as the shift from critical thinking skills to rote memorization of information. They also benefit from ChatGPT in enhancing instructional materials; however, they doubt the timeliness and relevance of the data obtained, as it uses databases that may be outdated. Students have reported positive experiences using ChatGPT for several reasons: it helps to explain the concepts in the class, encourages participation in the class by sharing different opinions, and enhances the quality of class assignments. They appreciate its availability in various learning contexts, both inside and outside the classroom, and would like their teachers to use it more to increase their participation and success in their learning process.

ChatGPT has generated significant attention and controversy in the education and research communities, as well as academic institutions, concerning its educational applications. When implemented well, it can complement teaching and learning since it is individualized and malleable (Karthikeyan et al., 2023). Nonetheless, its use raises ethical concerns. A brief survey of university professors at Trakia University in Bulgaria reveals that the majority of respondents have a positive attitude toward ChatGPT, with 41.4% favoring its use. According to the professors, one of the most useful functions of ChatGPT is taking on time-consuming tasks (60.9%), interacting with students (59.8%), and fostering critical thinking and innovative ideas (47.1%). However, they are more concerned about the unethical use of ChatGPT, particularly the tendency to rely on it without verifying the validity of its output, which could undermine the credibility of assessments and learning (73.6%) (Juan et al., 2023; Baskara et al., 2023).

Kiryakova et al. (2023) discussed how AI applications like ChatGPT offer opportunities for personalized learning and enhanced engagement. Additionally, they raise concerns about the threats such technologies pose to educators and the reliability of tests and quizzes. There are several issues regarding the use of AI in teaching and learning activities. While AI tools can assist teachers with repetitive tasks, they cannot replace the role of teachers in evaluating and guiding students through their learning process. Educators and learners must adapt to these new technologies.

According to Castro et al. (2024), the recent integration of ChatGPT into primary education is increasingly impacting teaching and learning processes, although many of its effects are still unknown. This exploratory qualitative research study involved adopting and using the tool in five schools in Peru and conducting semi-structured interviews with 110 participants, examining the tool's strengths and weaknesses. The findings indicate that there are concerns about using this service, including the risk of fostering academic dependency and encouraging plagiarism. This could weaken essential skills such as inquiry, analysis, and critical thinking. Additionally, misuse of ChatGPT might affect the quality of assignments, such as essays and mathematical problems, making them less effective for teaching.

Critical thinking can be described as a set of intellectual skills that include reasoning, analysis, problem-solving, and judgment. It encompasses the ability to assess evidence, make rational decisions, and effectively utilize knowledge (Elbanna et al., 2024). As mentioned earlier, definitions of critical thinking highlight its importance in observing scientific processes and engaging in reflective thinking. Tyson et al. (2023) point out that critical thinking is distinct from passive acceptance or arbitrary decision-making; it involves evaluating and understanding the reasons and arguments supporting various claims. Some studies have raised concerns about the use of AI tools like ChatGPT

in learning, as their use has been associated with a decline in critical thinking and analytical abilities among learners.

Wu et al. (2024) explore the ethical issues associated with the implementation of ChatGPT, including concerns about privacy and data protection, as well as the risks of malicious use. Like other AI technologies, ChatGPT presents significant ethical challenges and potential for misuse. Initially, students used ChatGPT to clarify concepts or write reports, but over time, it was increasingly employed to complete entire assignments, leading to cases of cheating and plagiarism. Moreover, the issue of copyright also arises when ChatGPT generates content that appears original but lacks proper attribution to the original creator, raising questions about its reliability. Despite privacy protections, there are still risks of data breaches, such as hacking, which could compromise individual data or other AI systems. Although these concerns are critical, systematic reviews and comparative research on security, privacy, and ethical issues related to AI remain limited.

One of the most comprehensive works in the field provides a literature review on academic integrity, discussing general concepts, actions, and the norms and ethical expectations for scholars in their various practices. It points out that most present studies are primarily concerned with the question of misconduct and academic corruption, with a focus on research integrity. However, there is still a lack of attention to identifying ethical and unethical practices and the problem of social desirability bias in reporting (Alshahrani et al., 2023).

2.4. Overcoming Challenges Faced by Learners and Teachers

Despite the numerous benefits and advantages provided by ChatGPT, it is accompanied by many challenges and negatives that prompt those interested and educated to consider these challenges and seek ways to address them. ChatGPT has significantly improved the teaching and learning of foreign languages; however, there are crucial issues that affect its efficiency and credibility. A major drawback is its limited ability to foster intercultural communication competency (Kasneci et al., 2023). Predictably, where ChatGPT relies on large data sets, it tends to focus on mere appearance or shallow characteristics, and as a result, it fails to observe cultural contexts that are critical in intercultural communication efforts. Therefore, if the training data contains bias or lacks cultural depth, ChatGPT may generate discourse that does not align with intercultural communication practices. This can potentially mislead learners and limit their ability to communicate effectively and appropriately with people from different cultures (Godsk et al., 2024).

Another concern is that students may become reliant on ChatGPT for self-correction. It can recognize problem areas and offer possible corrections for students' errors; however, it cannot rectify the errors made by the students. This is contrary to providing guidance on word choice, sentence construction, and language expression, which students need to understand and apply (Shihab et al., 2023). This means that errors can recur, especially when learners fail to understand or appropriately apply feedback, hampering their language acquisition process. Additionally, ChatGPT struggles with content quality and reliability, particularly in tasks such as machine interpretation and voice transcription. Conveying phrases and terms that lack direct translations to target languages remains a challenge. ChatGPT must perform inferences that may not always be precise. In speech recognition, the model could falter in terms of accent, speed, and intonation, leading to inaccuracies in the transcriptions (Opara et al., 2023).

As a challenge to integrating ChatGPT into education, Huang et al. (2023) highlight the issue of cheating and dishonesty. The use of ChatGPT by students to generate coursework or essays raises concerns regarding academic integrity. Research shows that a vast majority of learners rely on the tool to submit their homework, making it difficult for teachers to identify work done by students versus that generated by AI. This misapplication of technology erodes educational equity and may

diminish critical thinking skills; it has prompted authorities to institute preventive interventions, such as short suspensions of similar gadgets in specific educational environments due to these issues.

Additionally, it is important to discuss the inherent limitations of generative AI systems like ChatGPT. These models often lack sensitivity to logical relationships and can produce incorrect or misleading information because they do not truly understand the knowledge representation systems. Furthermore, ChatGPT has poor performance in non-English languages, such as Chinese, and encounters translation biases and interpretation difficulties for both native and non-native speakers. The generating of unnecessary or incorrect data also poses a problem for key learning-related applications, as its usage can interfere with the learning process and negatively impact the execution of the curriculum (Shidiq et al., 2023).

The issues of bias in generated output, the need for constant human intervention, and the potential for misuse are concerns that extend beyond learning environments. However, when approached thoughtfully, these challenges can offer valuable lessons about social injustice and the pros and cons of AI technology to learners. Therefore, it is essential to implement measures that address these challenges and promote the responsible use of large language models in educational institutions (Fuchs et al., 2023).

Another study explored how educators can use ChatGPT for learning purposes, considering its strengths and weaknesses. This mixed-methods case study involving 205 participants and two workshops at a leading European university identifies and categorizes 12 benefits and 11 drawbacks of ChatGPT for teaching. Noted advantages of ChatGPT include its constant accessibility, compatibility with creative work, and ability to provide examples and summaries. However, major concerns involve the need for specific skills to use ChatGPT effectively, the nature and credibility of its responses, and the potential for misuse in an academic setting. The paper provides insight into how ChatGPT can be utilized in higher education and the broader research context (Divito et al., 2024; Godsk et al., 2024).

3. Methodology

3.1. Research Design

The researcher applied the quantitative descriptive method. This study was conducted to obtain information on the use of ChatGPT in teaching and learning and to identify the challenges that teachers and students encounter.

3.2. Study Participants

The researcher sent the following electronic survey to colleges and schools in Yanbu, Saudi Arabia. The details of the sample are presented in Table 1.

Table 1. Distribution of the Study Sample by Gender and Educational Level

	Population		Sample		Grade
	120		66		
Faculty members	M	F	M	F	College
	80	40	46	20	
	90		60		
Teachers	M	F	M	F	School
	64	26	43	17	
College students	2600		153		College (Diploma and Bachelor)

	M	F	M	F	
	1500	1100	94	59	
	5576		245		
Secondary students	M	F	M	F	Secondary
	2914	2662	143	102	

3.3. Instrument

The researcher used a questionnaire to achieve the goal of the study and divided this tool into two parts. The first part is related to the usage of ChatGPT, and the second tool is related to the challenges.

3.3.1. Validity and reliability of the instrument

Validity and reliability of the questionnaire for faculty members and teachers

To ensure the Validity of the research instrument, internal consistency was assessed using Pearson correlation coefficients between individual statements within each dimension. Internal consistency reflects the extent to which statements within the same dimension measure the same underlying concept. A sample of 20 participants (N=20) was used to calculate these correlations. Table 2 presents the internal consistency results for both dimensions of the instrument: the perceived benefits and challenges from the perspective of faculty members and teachers.

Table 2. Internal consistency between questionnaire dimensions and inter-statements

Dimension 1: Benefits From the Perspective of Faculty and Teachers							
Statement	Correlations	Statement	Correlations	Statement	Correlations	Statement	Correlations
1	0.572**	8	0.602**	15	0.513*	22	0.656**
2	0.597**	9	0.797**	16	0.786**	23	0.768**
3	0.736**	10	0.578**	17	0.674**	24	0.640**
4	0.689**	11	0.712**	18	0.781**	25	0.548*
5	0.605**	12	0.587**	19	0.699**	26	0.689**
6	0.553*	13	0.598**	20	0.754**		
7	0.679**	14	0.782**	21	0.718**		
Dimension 2: Challenges From the Perspective of Faculty and Teachers							
1	0.670**	4	0.617**	7	0.625**	10	0.642**
2	0.766**	5	0.649**	8	0.655**	11	0.774
3	0.699**	6	0.607**	9	0.793**		

* Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

The results in Table 2 show a high level of internal consistency among the statements within each dimension of the research instrument, as measured by Pearson correlation coefficients.

For Dimension 1, Benefits from the Perspective of Faculty and Teachers, the correlation coefficients range from 0.513 to 0.797, with the majority of the correlations being statistically

significant at the 0.01 level. These results indicate strong relationships among the statements, suggesting that the statements are conceptually aligned and measure similar aspects of the same construct. Consequently, this internal consistency supports the construct validity of the dimension, demonstrating that the statements collectively contribute to accurately capturing the intended concept within the overall questionnaire framework.

For Dimension 2, Challenges from the Perspective of Faculty Members and Teachers, the correlation coefficients range from 0.607 to 0.793, indicating strong conceptual coherence among the statements. Most of the correlations are statistically significant at the 0.01 level, suggesting that the statements collectively reflect the same underlying construct. Although statement 11 narrowly misses the conventional threshold for statistical significance, its relatively high coefficient (0.774) still indicates a meaningful association with the overall dimension. These findings further support the construct validity of the questionnaire.

Table 3. Pearson Correlation Coefficient for Every Dimension of the Questionnaire with the Total Score

Dimensions	N. Statements	Pearson Correlation	Sig. Level
Dimension 1: Benefits	26	0.921	0.01
Dimension 2: Challenges	11	0.693	0.01

To ensure the reliability of the research instrument, two widely recognized methods were employed: Cronbach's alpha, which measures the internal consistency among the statements within each dimension of the questionnaire, and the Split-Half Reliability method, which assesses the consistency between two halves of the statements. Table 4 presents the reliability coefficients for each dimension, as well as the overall reliability of the instrument.

Table 4. Alpha Cronbach and Split-Half Coefficients

Dimensions of the Questionnaire	Cronbach's Alpha	Split-Half Reliability Coefficients		
		Correlation Coefficient	Length Corrections	
			Spearman-Brown Coefficient	Guttman Coefficient
Dimension 1: Benefits	0.946	0.813	0.897	0.896
Dimension 2: Challenges	0.884	0.720	0.838	0.836
Total	0.924	0.745	0.854	0.844

The results of Cronbach's alpha, shown in Table 4, indicate a high level of internal consistency for all dimensions of the questionnaire. The Benefits dimension recorded a very high coefficient of 0.946, reflecting strong coherence among its statements. The Challenges dimension also showed a very good reliability score of 0.884, indicating that its statements consistently measure the intended construct. The overall reliability of the instrument reached 0.924, which confirms that the questionnaire as a whole is highly reliable and suitable for measuring the target dimensions.

Regarding the split-half reliability results, both the Spearman-Brown and Guttman coefficients showed strong values across all dimensions. In the Benefits dimension, the Spearman-Brown coefficient was 0.897, and the Guttman coefficient was 0.896, indicating high agreement between

the two halves. Similarly, in the Challenges dimension, the values were 0.838 and 0.836, reflecting strong reliability. The total split-half reliability of the questionnaire was also high, with 0.854 for Spearman-Brown and 0.844 for Guttman, further supporting the overall consistency and trustworthiness of the research instrument.

Validity and reliability of the students' questionnaire

To assess the validity of the students' questionnaire, the internal consistency validity (construct validity) was examined. This was achieved by administering the questionnaire to a pilot group consisting of 40 students who were not part of the main study sample. Pearson correlation coefficients were calculated to determine the degree of association between each statement and the total score of the questionnaire. This process helps to verify whether each statement aligns with the overall construct being measured. The results are presented in the table below.

Table 5. Internal Consistency between Each Statement and the Total Questionnaire Score

Statement	Correlation	Statement	Correlation	Statement	Correlation	Statement	Correlation
1	0.684**	6	0.535**	11	0.554**	16	0.519**
2	0.618**	7	0.682**	12	0.675**	17	0.640**
3	0.646**	8	0.450**	13	0.524**	18	0.486**
4	0.487**	9	0.557**	14	0.724**	19	0.678**
5	0.559**	10	0.449**	15	0.789**	20	0.667**

****Correlation is significant at the 0.01 level (2-tailed)**

As shown in the table, all correlation coefficients are statistically significant at the 0.01 level, indicating a strong and consistent relationship between each statement and the total questionnaire score. This confirms a high level of internal consistency validity, suggesting that all items reliably measure the same underlying construct.

To assess the reliability of the students' questionnaire, two statistical methods were utilized: Cronbach's alpha and the split-half method. Cronbach's alpha was applied to measure the overall reliability of the questionnaire, indicating the degree to which the items consistently reflect the intended construct. Additionally, the split-half method was used to evaluate the stability of responses by splitting the questionnaire into two equal parts. The split-half reliability was examined using both the Spearman-Brown coefficient and the Guttman split-half coefficient. The results of the reliability analysis are shown in the table below.

Table 6. Cronbach's Alpha and Split-Half Coefficients

Cronbach's Alpha	Split-Half Reliability Coefficients		
	Correlation Coefficient	Spearman-Brown Coefficient	Guttman Coefficient
0.902	0.777	0.874	0.871

The results presented in Table 6 indicate that the questionnaire has a high level of reliability. Cronbach's alpha coefficient reached 0.902, which is considered excellent and reflects strong overall stability. Furthermore, the split-half reliability results also support this conclusion, with high values for both the Spearman-Brown coefficient (0.874) and the Guttman coefficient (0.871). These outcomes confirm the questionnaire's reliability and its appropriateness for use in the main study.

4. Results and Discussion

4.1. Results of the First Question

The first question asked, “What are the perceived benefits of utilizing ChatGPT as an interactive English tutor for faculty members and teachers of the English language?”

To answer the first question, frequencies, percentages, means, standard deviations, and relative weights were calculated based on the perspectives of the sample members, including faculty members and secondary school teachers, using their respective questionnaires. The results are presented in the following table:

Table 7. Results of the First Question Based on the Perspectives of Faculty Members and Secondary School Teachers

N	Statements	Ratios and Frequencies	Response Alternatives					Means	Standard Deviations	Relative Mean	Degree of Benefit	Ranks
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1	I use ChatGPT to perform my daily teaching duties, such as planning and preparing lessons, assessing student progress, etc.	F	28	40	21	18	19	3.32	1.37	66.3%	Medium	26
		%	22.2	31.7	16.7	14.3	15.1					
2	Teachers/Faculty Members should be competent in ChatGPT.	F	25	75	23	3	0	3.97	0.69	79.4%	Large	18
		%	19.8	59.5	18.3	2.4	0.0					
3	ChatGPT can engage students in interactive conversations.	F	38	67	10	9	2	4.03	0.90	80.6%	Large	15
		%	30.2	53.2	7.9	7.1	1.6					
4	ChatGPT can assist in correcting grammatical errors and providing explanations for the corrections.	F	54	62	8	2	0	4.33	0.67	86.7%	Very Large	1
		%	42.9	49.2	6.3	1.6	0.0					
5	ChatGPT can provide students with feedback when they write paragraphs or essays.	F	38	63	22	3	0	4.08	0.75	81.6%	Large	12
		%	30.2	50.0	17.5	2.4	0.0					
6	ChatGPT's ability to summarize and clarify complex texts.	F	40	68	12	4	2	4.11	0.82	82.2%	Large	10
		%	31.7	54.0	9.5	3.2	1.6					
7	ChatGPT can provide phonetic transcriptions and explanations of pronunciation rules.	F	28	55	38	3	2	3.83	0.86	76.5%	Large	23
		%	22.2	43.7	30.2	2.4	1.6					
8	ChatGPT can provide information about	F	35	65	24	2	0	4.06	0.73	81.1%	Large	13

	English-speaking cultures.	%	27.8	51.6	19.0	1.6	0.0					
9	ChatGPT can offer insights into customs and traditions.	F	29	67	21	9	0	3.92	0.83	78.4%	Large	20
		%	23.0	53.2	16.7	7.1	0.0					
10	ChatGPT can be used for self-study, allowing students to work at their own pace.	F	47	58	18	3	0	4.18	0.76	83.7%	Large	5
		%	37.3	46.0	14.3	2.4	0.0					
11	I can use ChatGPT to generate articles, recipes, song lyrics, and other content in a foreign language.	F	48	55	15	7	1	4.13	0.89	82.5%	Large	9
		%	38.1	43.7	11.9	5.6	0.8					
12	ChatGPT can be used to automatically translate the text into a foreign language.	F	43	64	15	4	0	4.16	0.75	83.2%	Large	7
		%	34.1	50.8	11.9	3.2	0.0					
13	ChatGPT can be useful for teaching reading skills in the foreign language.	F	39	56	24	5	2	3.99	0.90	79.8%	Large	17
		%	31.0	44.4	19.0	4.0	1.6					
14	ChatGPT can be used to teach idioms and slang.	F	38	46	32	7	3	3.87	0.99	77.3%	Large	22
		%	30.2	36.5	25.4	5.6	2.4					
15	ChatGPT can be useful in translating English words into Arabic.	F	39	60	21	6	0	4.05	0.82	81.0%	Large	14
		%	31.0	47.6	16.7	4.8	0.0					
16	ChatGPT can be useful in the creation of exercises with missing words: generating the text based on a list of words.	F	42	65	15	4	0	4.15	0.75	83.0%	Large	8
		%	33.3	51.6	11.9	3.2	0.0					
17	ChatGPT can be useful in creating exercises.	F	40	65	15	5	1	4.10	0.81	81.9%	Large	11
		%	31.7	51.6	11.9	4.0	0.8					
18	ChatGPT can create exercises for selecting synonyms and antonyms.	F	46	64	12	2	2	4.19	0.80	83.8%	Large	4
		%	36.5	50.8	9.5	1.6	1.6					
19	ChatGPT can be a great resource for teaching English vocabulary.	F	51	58	13	4	0	4.24	0.76	84.8%	Very Large	3
		%	40.5	46.0	10.3	3.2	0.0					
20	ChatGPT can create examples of some grammatical structures.	F	47	57	18	4	0	4.17	0.79	83.3%	Large	6
		%	37.3	45.2	14.3	3.2	0.0					
21	ChatGPT is able to check the sentences and text for the errors.	F	39	57	23	7	0	4.02	0.85	80.3%	Large	16
		%	31.0	45.2	18.3	5.6	0.0					

22	I can use ChatGPT to set the necessary formatting, such as using certain signs or deleting parts of speech in brackets.	F	28	54	34	5	5	3.75	0.98	75.1%	Large	24
		%	22.2	42.9	27.0	4.0	4.0					
23	ChatGPT is convenient for checking students' homework.	F	30	41	35	19	1	3.63	1.03	72.7%	Large	25
		%	23.8	32.5	27.8	15.1	0.8					
24	The chat is very convenient for me, as it can be used to make a lesson plan or a series of lessons.	F	36	52	33	5	0	3.94	0.84	78.9%	Large	19
		%	28.6	41.3	26.2	4.0	0.0					
25	ChatGPT is convenient for creating lesson plans.	F	33	55	32	3	3	3.89	0.91	77.8%	Large	21
		%	26.2	43.7	25.4	2.4	2.4					
26	ChatGPT can reduce the time of creating exams.	F	51	61	11	3	0	4.27	0.72	85.4%	Very Large	2
		%	40.5	48.4	8.7	2.4	0.0					
		General Mean						4.01	0.84	80.3%	Large	

It is evident from Table 7 that the overall mean of the questionnaire was 4.01 with a relative weight of 80.3%, values that emphasize a great amount of benefit, according to the perspectives of faculty members and secondary school teachers.

Based on the table results, it is clear that Statement 4, "ChatGPT can assist in correcting grammatical errors and providing explanations for the corrections," ranked highest with a mean of 4.33 and a relative weight of 86.7%, indicating a strong agreement with the perceived benefit of this feature. This was followed by Statement 26, which stated, "ChatGPT can reduce the time of creating exams," with a mean of 4.27 and a relative weight of 85.4%, also reflecting a high level of agreement. Statement 19, "ChatGPT can be a great resource for teaching English vocabulary," ranked third with a mean of 4.24 and a relative weight of 84.8%.

On the other hand, statement 22, "I can use ChatGPT to set the necessary formatting, such as using certain signs or deleting parts of speech in brackets," ranked 24th with a mean of 3.75 and a relative weight of 75.1%, indicating a great amount of agreement but a little less than the previous statements. Statement 23, "ChatGPT is convenient for checking students' homework," ranked 25th with a mean of 3.63 and a relative weight of 72.7%, reflecting a large agreement but to a lesser extent. Lastly, Statement 1, "I use ChatGPT to perform my daily teaching duties such as planning and preparing lessons, assessing students' progress, etc.," ranked 26th with a mean of 3.32 and a relative weight of 66.3%, indicating a medium level of agreement.

The result of this question, which reflects the perspective of faculty members at the college and teachers in schools regarding the use of ChatGPT in learning and teaching, indicated a high level of agreement. Therefore, this result aligns with the findings of Jeon et al. (2023), Juan et al. (2023), Kostka et al. (2023), Ngo et al. (2023), Shaikh et al. (2023), Castro et al. (2024), and Urazbayeva et al. (2024).

4.2. Results of the Second Question

The second question asks, “Are there statistical differences in English language faculty members’ and English language teachers’ responses regarding the use of ChatGPT based on gender and grade (college or secondary)?”

To answer the second question, a T-test was used to examine whether there are statistical differences in the responses of English language faculty members and teachers based on gender (male vs. female) and grade level (college vs. secondary). The results were as follows:

Table 8. Independent Samples T-test Results for Differences in the Perceived Benefits of Using ChatGPT Based on Gender and Grade Level

Variable	Group	N	Mean	Std. Deviation	T-Value	df	Sig. Value	Statistical Significance
Grade	College	66	109.53	14.11	4.78	124	0.000	Sig at (0.01)
	Secondary	60	98.68	10.94				
Gender	Male	89	102.52	13.93	2.38	124	0.019	Sig at (0.05)
	Female	37	108.81	12.45				

The T-test results revealed statistically significant differences between faculty members at universities and secondary school teachers regarding the use of ChatGPT. The mean score for university faculty members (109.53) was higher than that of secondary school teachers (98.68), indicating that university faculty members are more receptive to or make greater use of ChatGPT.

The results also showed statistically significant differences between males and females, with females scoring a higher mean of 108.81 compared to the mean of the males at 102.52. This suggests that female educators may be more inclined to use ChatGPT in teaching, possibly due to a greater willingness to explore new technologies or a stronger focus on student engagement and support.

4.3. Results of the Third Question

The third question asks, “What are the perceived benefits of utilizing ChatGPT as an interactive English tutor for college and secondary students of the English language?”

To answer this question, frequencies, percentages, means, and standard deviations were calculated to analyze the perspectives of the sample members, including college and secondary school students, regarding the perceived benefits of using ChatGPT as an interactive English tutor. The results are presented in the following table.

Table 9. Perceived Benefits of Using ChatGPT as an Interactive English Tutor among College and Secondary Students

N	Statements	Ratios and Frequencies	Response Alternatives					Means	Standard Deviations	Relative Mean	Degree of Benefit	Ranks
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1	ChatGPT can engage me in interactive conversations.	F	90	144	54	18	12	3.11	1.80	62.1%	Medium	20
		%	22.6	36.2	13.6	4.5	3.0					
2	ChatGPT can correct grammatical errors and provide explanations for the corrections.	F	113	123	69	10	3	3.23	1.81	64.7%	Medium	19
		%	28.4	30.9	17.3	2.5	0.8					
3	I can write paragraphs or essays and receive feedback on my writing from ChatGPT.	F	162	141	72	15	8	4.09	0.96	81.8%	Large	5
		%	40.7	35.4	18.1	3.8	2.0					
4	ChatGPT's ability to summarize complex texts.	F	156	128	83	24	7	4.01	1.00	80.2%	Large	8
		%	39.2	32.2	20.9	6.0	1.8					
5	ChatGPT's ability to clarify complex texts.	F	135	141	92	23	7	3.94	0.98	78.8%	Large	11
		%	33.9	35.4	23.1	5.8	1.8					
6	ChatGPT can provide phonetic transcriptions and explanations of pronunciation rules.	F	106	101	124	39	28	3.55	1.18	71.0%	Large	17
		%	26.6	25.4	31.2	9.8	7.0					
7	ChatGPT can provide information about English-	F	95	154	118	26	5	3.77	0.93	75.5%	Large	15
		%	23.9	38.7	29.6	6.5	1.3					

	speaking cultures.											
8	ChatGPT can offer insights into customs and traditions.	F	52	145	133	56	12	3.42	0.99	68.5%	Large	18
		%	13.1	36.4	33.4	14.1	3.0					
9	ChatGPT can be used for self-study, allowing me to work at my own pace.	F	181	132	53	22	10	4.14	1.01	82.7%	Large	3
		%	45.5	33.2	13.3	5.5	2.5					
10	I can use ChatGPT to generate articles, recipes, song lyrics, and other content in a foreign language.	F	80	184	85	27	22	3.69	1.04	73.7%	Large	16
		%	20.1	46.2	21.4	6.8	5.5					
11	ChatGPT can be used to automatically translate the text into a foreign language.	F	174	131	66	18	9	4.11	0.99	82.3%	Large	4
		%	43.7	32.9	16.6	4.5	2.3					
12	ChatGPT can be useful for reading skills in the foreign language.	F	158	132	74	26	8	4.02	1.01	80.4%	Large	7
		%	39.7	33.2	18.6	6.5	2.0					
13	ChatGPT can be used to learn expressions used in everyday speech.	F	152	133	83	16	14	3.99	1.03	79.7%	Large	9
		%	38.2	33.4	20.9	4.0	3.5					
14	ChatGPT can be useful in understanding the meanings of words in English.	F	170	162	53	12	1	4.23	0.81	84.5%	Very Large	1
		%	42.7	40.7	13.3	3.0	0.3					
15	ChatGPT can be useful in translating	F	171	134	55	25	13	4.07	1.05	81.4%	Large	6
		%	43.0	33.7	13.8	6.3	3.3					

	English words into Arabic.											
16	ChatGPT can create examples of some grammatical structures.	F	133	155	85	13	12	3.96	0.98	79.3%	Large	10
		%	33.4	38.9	21.4	3.3	3.0					
17	ChatGPT is able to check the sentences and text for the errors.	F	133	149	71	31	14	3.89	1.06	77.9%	Large	12
		%	33.4	37.4	17.8	7.8	3.5					
18	ChatGPT can be a great resource for learning English vocabulary.	F	173	143	69	9	4	4.19	0.87	83.7%	Large	2
		%	43.5	35.9	17.3	2.3	1.0					
19	ChatGPT can provide feedback on possible mistakes in conversation practices.	F	126	147	88	22	15	3.87	1.04	77.4%	Large	13
		%	31.7	36.9	22.1	5.5	3.8					
20	ChatGPT can explain reasons for common linguistic mistakes.	F	119	141	99	27	12	3.82	1.03	76.5%	Large	14
		%	29.9	35.4	24.9	6.8	3.0					
		General Mean						3.86	1.08	77.1%	Large	

It is evident from Table 9 that the overall mean score for the questionnaire on the perceived benefits of ChatGPT among college and secondary students reached 3.86 with a relative weight of 77.1%. These values indicate that students have a high level of acceptance and positive perception regarding the benefits of using ChatGPT as an interactive English tutor.

The results indicate that Statement 14, "ChatGPT can be useful in understanding meanings of words in English," ranked first, with a mean score of 4.23 and a relative weight of 84.5%, suggesting that students perceive ChatGPT as an effective tool for understanding the meanings of words in English.

Following in second place was Statement 18, "ChatGPT can be a great resource for learning English vocabulary," with a mean score of 4.19 and a relative weight of 83.7%, reflecting students' appreciation of ChatGPT's role in vocabulary acquisition.

Statement No. 9, "ChatGPT can be used for self-study, allowing me to work at my own pace," ranked third, with a mean score of 4.14 and a relative weight of 82.7%, indicating that students find ChatGPT beneficial for self-directed learning at their own pace.

On the other hand, Statement 8, “ChatGPT can offer insights into customs and traditions,” ranked eighteenth, with a mean score of 3.42 and a relative weight of 68.5%, suggesting that its perceived usefulness in this area was relatively lower compared to other aspects.

Statement 2, “ChatGPT can correct grammatical errors and provide explanations for the corrections,” ranked nineteenth—second to last—with a mean score of 3.23 and a relative weight of 64.7%, indicating that students did not perceive it as a particularly strong tool for grammar correction compared to other features.

Finally, Statement 1, “ChatGPT can engage me in interactive conversations,” ranked twentieth with a mean score of 3.11 and a relative weight of 62.1%, suggesting that students did not find ChatGPT highly effective in facilitating interactive conversations.

The result of this question, which reflects the perspective of college and secondary students of the English language regarding the use of ChatGPT in learning and teaching, indicated a high level of agreement. Therefore, this result aligns with the findings of the studies by Bahrami et al. (2023), De Winter et al. (2023), Grassini et al. (2023), Hosseini et al. (2023), Mosaiyebzadeh et al. (2023), Oranga et al. (2023), Shaikh et al. (2023), Sok et al. (2023), Zheng et al. (2023), and Rejeb et al. (2024).

4.4. Results of the Fourth Question

The fourth question asks, “Are there statistical differences in English language adult learners’ responses regarding the use of ChatGPT based on the gender and grade (college or secondary)?”

To answer the fourth question, an independent samples T-test was used to analyze the statistical differences in adult English language learners' responses regarding the use of ChatGPT based on gender and educational level (college or secondary school). The results can be seen in the table below.

Table 10. Independent Samples T-test Results for Differences in Adult English Learners' Responses Regarding the Use of ChatGPT Based on Gender and Educational Level

10,5	Group	N	Mean	Std. Deviation	T-Value	df	Sig. Value	Statistical Significance
Grade	College	153	77.78	13.31	1.18	396	0.237	Not Significant
	Secondary	245	79.31	12.13				
Gender	Male	237	77.93	12.07	1.53	396	0.127	Not Significant
	Female	161	79.89	13.30				

The T-test results for the variable “grade” indicate that there is no statistically significant difference in ChatGPT usage between college and secondary groups. The college group had a mean score of 77.78, while the secondary group had a mean score of 79.31.

Similarly, the t-test results for the variable “gender” reveal no statistically significant difference in ChatGPT usage between male and female learners. The male group achieved a mean score of 77.93, while the female group obtained a mean score of 79.89.

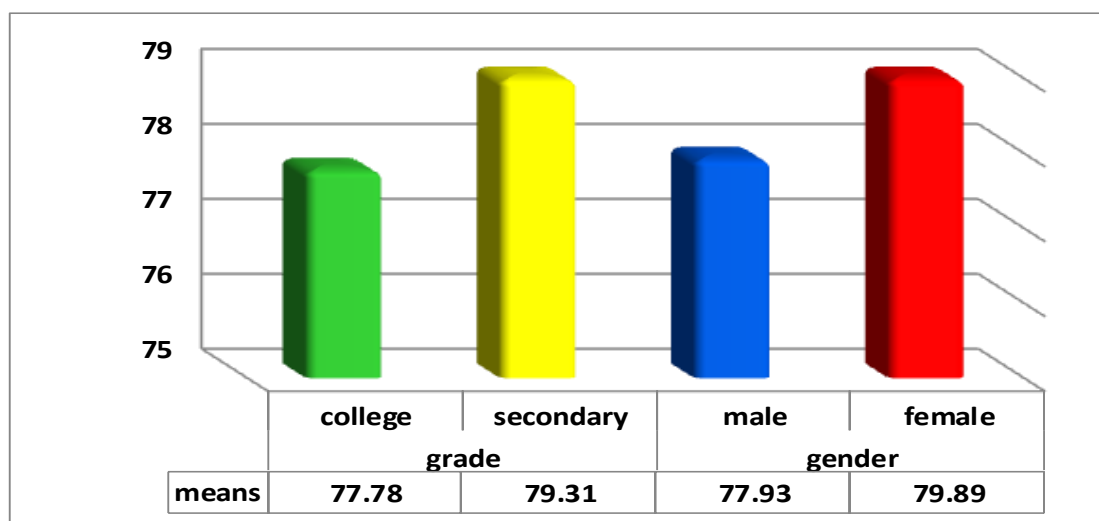


Figure 1. Differences in Adult English Learners' Responses Regarding the Use of ChatGPT Based on Grade and Gender

4.5. Results of the Fifth Question

The fifth question asks, "What are the challenges that faculty members and teachers encounter associated with using ChatGPT in teaching and learning?"

To answer the fifth question, frequencies, percentages, means, standard deviations, and relative weights were calculated to analyze the perceptions of faculty members and secondary school teachers regarding the challenges they encounter when using ChatGPT in teaching and learning.

Table 11. Challenges Faced by Faculty Members and Teachers in Using ChatGPT for Teaching and Learning

N	Statements	Ratios and Frequencies	Response Alternatives					Means	Standard Deviations	Relative Mean	Degree of Challenges	Ranks
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
1	ChatGPT may generate incorrect or invalid text, which can lead to errors in language learning.	F	19	46	38	16	7	3.43	1.07	68.6%	Large	4
		%	15.1	36.5	30.2	12.7	5.6					
2	Students depend on ChatGPT to do any required task.	F	14	36	48	20	8	3.22	1.05	64.4%	Medium	8
		%	11.1	28.6	38.1	15.9	6.3					
3	I face challenges in discovering the cheating of students in writing.	F	10	40	46	22	8	3.17	1.02	63.5%	Medium	9
		%	7.9	31.7	36.5	17.5	6.3					
4	I face challenges in using ChatGPT.	F	8	32	32	40	14	2.84	1.12	56.8%	Medium	11
		%	6.3	25.4	25.4	31.7	11.1					

5	I face challenges in detecting plagiarized materials in students' assignments.	F	11	37	42	23	13	3.08	1.11	61.6%	Medium	10
		%	8.7	29.4	33.3	18.3	10.3					
6	ChatGPT may contribute to the poor performance of students in spelling.	F	9	61	41	9	6	3.46	0.91	69.2%	Large	3
		%	7.1	48.4	32.5	7.1	4.8					
7	ChatGPT requires good knowledge, training, and skills on how to use it.	F	17	61	27	18	3	3.56	0.98	71.3%	Large	1
		%	13.5	48.4	21.4	14.3	2.4					
8	ChatGPT depends on internet connection, and advanced devices which may not be available.	F	15	45	42	19	5	3.37	1.01	67.3%	Medium	5
		%	11.9	35.7	33.3	15.1	4.0					
9	The lack of clarity and explainability in ChatGPT models is a momentous ethical concern regarding trust in conversational models.	F	13	38	49	25	1	3.29	0.93	65.9%	Medium	7
		%	10.3	30.2	38.9	19.8	0.8					
10	Contrasting cultures and communities may have particular norms, sensitivities, and values that should be respected by language models, as they need to be culturally sensitive and comprehensive in their responses.	F	20	37	57	11	1	3.51	0.89	70.2%	Large	2
		%	15.9	29.4	45.2	8.7	0.8					
11	Language models like ChatGPT have different potential applications such as cyberbullying or disinformation campaigns which can increase ethical dilemmas.	F	19	36	45	20	6	3.33	1.07	66.7%	Medium	6
		%	15.1	28.6	35.7	15.9	4.8					
General Mean								3.30	1.01	65.9%	Medium	

It is evident from Table 11 that the values of the mean (3.30) and the relative weight (65.9%) indicate that the challenges faced by faculty members and teachers in using ChatGPT for teaching and learning are considered moderate in terms of impact.

Statement 7, "ChatGPT requires good knowledge, training, and skills on how to use it," ranked first with a mean of 3.56 and a relative weight of 71.3%, with a rating of Large. Statement 10, "Contrasting cultures and communities may have particular norms, sensitivities, and values that should be respected by language models, as they need to be culturally sensitive and comprehensive in their responses," ranked second with a mean of 3.51 and a relative weight of 70.2% with a rating of large. Statement 6, "ChatGPT may contribute to the poor performance of students in spelling," ranked third with a mean of 3.46 and a relative weight of 69.2%, with a rating of Large.

Conversely, Statement 3, "I face challenges in discovering the cheating of students in writing," ranked ninth with a mean of 3.17 and a relative weight of 63.5%, with a rating of Medium. Statement 5, "I face challenges in detecting plagiarized materials in students' assignments," ranked tenth with a mean of 3.08 and a relative weight of 61.6% with a rating of Medium. Statement 4, "I face challenges in using ChatGPT," ranked last at eleventh place with a mean of 2.84 and a relative weight of 56.8%, with a rating of Medium. These results reflect the perspective of faculty members and secondary school teachers.

Regarding the result of this question related to the challenges faced by English language learners using ChatGPT, it appeared to be moderate from the perspective of faculty members in colleges and from the perspective of teachers in schools. This result is consistent with the research of Godsk et al. (2024), Huang et al. (2023), Kasneci et al. (2023), Shidiq et al. (2023) and Wu et al. (2024).

4.6. Limitations of the Study

While the study includes a relatively large sample size of 524 participants, it may not fully capture the diverse range of English as a Foreign Language (EFL) contexts worldwide, which could limit the generalizability of the findings. Additionally, the research did not measure the learning outcomes or the effectiveness of ChatGPT in enhancing English language proficiency. This limitation could be addressed by incorporating qualitative methods, which would provide deeper insights into participants' experiences and perceptions, enriching the overall understanding of the data. Furthermore, given the rapid advancements in AI technology, the version of ChatGPT evaluated during the study may quickly become outdated, potentially limiting the long-term applicability and relevance of the results. This highlights the necessity for ongoing research to assess newer iterations of AI tools in EFL contexts.

5. Conclusion

The researcher used a questionnaire to achieve the goal of the study and reached the following results: first, the overall mean of the questionnaire was 4.01 with a relative weight of 80.3%, values that emphasize a high level of benefit, according to the perspectives of faculty members and secondary school teachers. Second, the mean score for university faculty members (109.53) was higher than that of secondary school teachers (98.68), indicating that university faculty members are more receptive to or make greater use of ChatGPT. Third, the overall mean score for the questionnaire on the perceived benefits of ChatGPT among college and secondary students reached 3.86 with a relative weight of 77.1%. These values indicate that students have a high level of acceptance and positive perception regarding the benefits of using ChatGPT as an interactive English tutor. Fourth, there was no statistically significant difference in ChatGPT usage between college and secondary groups. The college group had a mean score of 77.78, while the secondary group had a mean score of 79.31. Finally, the values of the mean (3.30) and the relative weight (65.9%) indicate

that the challenges faced by faculty members and teachers in using ChatGPT for teaching and learning are considered moderate in terms of impact.

6. Recommendations and Suggestions

The study concluded with recommendations based on results. One of these recommendations is training faculty members and teachers to employ artificial intelligence tools and applications to enhance teaching processes, including planning, implementation, and assessment. Furthermore, it is recommended to guide students on how to use artificial intelligence tools and applications wisely, either through awareness during classes, seminars, or workshops.

Also, the study suggested conducting a qualitative study that gathers data through interviews with faculty members, teachers, and students from schools and colleges to gain a deeper understanding of the challenges they face when using artificial intelligence applications.

7. Research Ethics

Before the respondent began to read the questionnaire, there was a consent form asking the participants to complete the questionnaire or to refuse to complete it. Furthermore, the researcher gave the respondents the right to stop at any point or item in the questionnaire. Moreover, reassured participants that the respondents' data would be confidential and thanked the participants in advance for cooperating with the researcher.

Declarations

Conflicts of Interest. The author declares no conflict of interest.

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Data Availability Statement. The data supporting the findings of this study are available from the corresponding author upon reasonable request. All datasets were collected and stored in compliance with institutional research ethics and privacy guidelines.

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