

ChatGPT in ESL Classrooms: A Dual Perspective

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Abstract—In today's academic context, academicians and learners experiment with various ways of incorporating ChatGPT to enhance teaching and learning experiences. While an increasing amount of research focuses on the use of chat generative pre-trained transformer (ChatGPT) in English language learning, there seems to be limited scholarly exploration that offers a thorough examination of the potential strengths, drawbacks, and tactics for the efficient integration of ChatGPT in English language teaching and learning. This study addresses this gap in the literature by concentrating on the prospects, obstacles, and methodologies associated with using ChatGPT in English language teaching and learning. It researches into the perspectives of both teachers and students regarding the utilization of ChatGPT in academic context. Additionally, the paper provides an understanding of how teachers can encourage students to maximize the advantages of ChatGPT. (N=29) EFL instructors and (N=105) undergraduate students, both male and female EFL learners studying at a public university in Saudi Arabia have participated in this study. Two sets of questionnaires consisting of closed items were distributed to teachers and students. The data were analysed using SPSS version 26. 0. Based on the findings, the paper provides recommendations for educators and learners to maximize the benefits of ChatGPT.

Index Terms—ChatGPT, drawbacks, English language learning and teaching, strengths, students

I. INTRODUCTION

The development of artificial intelligence (AI) in this rapidly evolving digital world has raised discussion among scholars and practitioners worldwide about its tremendous effects in the fields in which they work. A chat generative pre-trained transformer (ChatGPT), one of the most advanced AI tools to date, has quickly amassed over 100 million users worldwide within a very short time following its public launch in November 2022 (Rahimi & Abadi, 2023). By August 2023, there were over 180 million unique users (Tong, 2023). As a result, the application is expanding compared to other well-known social media sites like Instagram and TikTok (Hu, 2023). OpenAI, an American AI company, is the creator of ChatGPT. An example of online resources is a cutting-edge language model that has undergone substantial training on a corpus of data from numerous websites, journal articles, and textbooks (Adiguzel et al., 2023; Choi et al., 2023).

English instructors use many tools to teach the English language. In a study by Mohamed and Halim (2023a), the outcomes revealed positive attitudes from EFL teachers and learners towards Smart-Phone Assisted Language Learning (SALL) and its benefits in supporting and enhancing EFL teaching and learning. Most EFL teachers acknowledged the need for additional skills to advance SALL activities and highlighted challenges. Moreover, Firat (2023), Adiguzel et al. (2023), AlAfnan et al. (2023), and Mohamed (2023) suggest that AI tools can enhance student engagement because this gives opportunity to the staff to spend more time on preparing effective materials.

ChatGPT has the potential to produce texts similar to human writing (Alneyadi & Wardat, 2023; Talan & Kalinkara, 2023; Wardat et al., 2023; Cotton et al., 2023). However, recent studies have highlighted several concerns about ChatGPT, such as privacy risks and moral dilemmas. These include a lack of originality and creativity in responses generated by AI, false information about science or the dissemination of false or inaccurate content, biased responses or outputs, and the restricted use of training data for ChatGPT (Gilson et al., 2023; Talan & Kalinkara, 2023).

Studies about the advantages and disadvantages of ChatGPT reveal that the technology is generally met with resistance in the academic community. However, according to AlAfnan et al.'s findings from a study in 2023, ChatGPT gives teachers a creative way to incorporate technology into their lessons. Students are also familiarized with alternative to search engines that lead to variety of sources and this takes time to select and study. In a study by Mohamed and Halim (2023b), it is stated that in this digital era many students feel overloaded with information. In this way, ChatGPT helps to provide students with specific information.

Given the growing use of ChatGPT for research, applying an AI tool can improve scientific language use, English grammatical accuracy, and language translation. According to Dergaa et al. (2023), ChatGPT can support researchers with

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various tasks, including creating research questions and hypotheses, organizing experiment protocols, evaluating and interpreting data, and writing manuscripts.

Research conducted to date has shown that students have mixed perceptions regarding the use of AI (Keles, 2021). Cotton et al. (2023) claimed that despite ChatGPT's advantages, earlier research has also raised serious issues about how it should be used. Academic integrity and plagiarism are concerns, and an excessive reliance on artificial intelligence, false information, and biased learning assessments have been the main points of concern. It's also crucial to remember that because ChatGPT can only work with the data set it is trained on, and sometimes the information can be misleading too (Lee, 2023; Lo, 2023; Rasul et al., 2023).

Mohamed and Siddique (2021) stress the necessity for responsible implementation and leadership to ensure the ethical use of AI in education. Studies show that students may use ChatGPT unethically on tests, homework, and assignments because it can rapidly generate a large amount of data. Pavlik (2023) and Flanagan et al. (2023) stated that this may result in disparities in learning outcomes and increased academic misconduct, which are detrimental to the caliber of instruction and learning. Several educational institutions have banned ChatGPT as a result of these problems. For example, in response to worries about ChatGPT's detrimental effects on students' learning as well as worries about plagiarism and academic dishonesty among students, the Department of Education of New York City banned access to the App on educational devices and networks (Elsen-Rooney, 2023).

Hence the objectives of the current study are:

To explore the benefits of using ChatGPT for academic purposes from both learner's and teachers' perspectives.

To find out the potential risks and challenges of overreliance on ChatGPT.

II. LITERATURE REVIEW

The current generation is tech-savvy and promotes the use of technology in all spheres of life (Halim & Halim, 2024). Studies show that ChatGPT helps educators generate high-quality assessments, reducing their overall workload. Though it has its limitations, ChatGPT could serve as an innovative teaching tool for implementing various forms of evaluation in higher education settings (Gimpel et al., 2023; Sullivan et al., 2023). Additionally, ChatGPT supports educators in designing various learning assessments, including monthly tests, semester tests, projects, or assignments (Kasneji et al., 2023; Lee, 2023; Zhai, 2023). Moreover, teachers can use ChatGPT to create quizzes and mock tests to evaluate students' progress. Previously, this ongoing assessment process required hours of preparation to create tasks that were aligned with learning objectives. ChatGPT reduces teachers' workload and it gives them more time to be creative and come up with a variety of activities and assessments for the learners.

Assessment and feedback are ongoing activities in higher education. The advent of ChatGPT in education has created opportunities to evaluate various forms of learning assessments and provide immediate feedback to students. For instance, Cotton et al. (2023) claim that ChatGPT can automatically grade students' written assignments, helping teachers offer timely feedback on essays. Farrokhnia et al. (2023), Mizumoto and Eguchi (2023) argued that this convenience gives more time to teachers to focus on other essential aspects of teaching, such as providing personalized support and engaging in professional development. More specifically, ChatGPT can be utilized to assist teachers in developing instructional materials for their teaching, ensuring quality assurance in the process (Cox & Tzoc, 2023; Kraugusteeliana et al., 2023; Megahed et al., 2023). Furthermore, beyond stimulating critical thinking and problem-solving skills, students with diverse knowledge and skill levels are more encouraged to engage in classroom discussions (Kasneji et al., 2023).

As Fauzi et al. (2023) highlighted, ChatGPT supports students in various areas, such as language skill development, fostering teamwork, improving time management and effectiveness, providing motivation and support, and, notably, accessing valuable resources and information which can make them autonomous learners. In addition, similar studies on the use of ChatGPT by Jamshed et al. (2024) on Saudi students discuss the benefits of using AI tools in class as the research findings show that students have greatly supported the use of ChatGPT in their language classes because it helped them to overcome the obstacles they faced in a conventional mode of instruction. Moreover, a study by Al Hammad (2024) discusses the use of AI in enhancing Saudi students' skills in appreciating literature. His study results showed that after using AI, students could interpret literary themes, symbols, and character development using the chatbot. This increased their interest in understanding literature.

Studies have shown that both students and teachers struggle with writing research papers. However, ChatGPT proves valuable in enhancing the effectiveness and efficiency of research writing, mainly non-native English speakers. Studies show that AI tools can improve writing performance. According to Dergaa et al.'s (2023) research, using large language models like ChatGPT can significantly improve the efficiency of academic writing. As Graf and Bernardi (2023) emphasized, ChatGPT corrects sentence structure and grammar but also helps in the writing and editing. As a result, non-native English speakers can use this application as a supportive and effective tool in overcoming linguistic barriers. Hence, it is undeniable that ChatGPT can support teachers and students in their academic writing and research.

However, several challenges arise in its use within language learning. There are questions regarding academic integrity among students, primarily stemming from ChatGPT's potential misuse or unethical use. These challenges encompass issues such as cheating, misuse, and plagiarism (Anderson et al., 2023; Atlas, 2023; Crawford et al., 2023). In a study by Mohamed and Seifeddin (2022) the study's results emphasize the necessity for further investigation into the impacts of AI on the acquisition of writing skills. In addition, Kraugusteeliana et al. (2023) highlight challenges related to ChatGPT,

such as misinformation generation, bias, and privacy concerns. Moreover, ChatGPT's integration in higher education has several risks especially regarding data privacy and security. Students and teachers share personal or sensitive information during their interactions with ChatGPT. These challenges may include the risks of unauthorized use of students' information for non-academic purposes, illegal access to learners' data, and security breaches (Kasneji et al., 2023). Moreover, a study by Jamshed et al. (2024) shows that Saudi learners have agreed that AI tool provides distorted content hinders critical thinking abilities and fails to replace EFL teachers.

Despite ChatGPT's ability to generate responses rapidly, research indicates that the outputs it produces might be misleading. Gordijn and Have (2023) and Hügler (2023) have argued that teachers and students, for instance, might be provided with inaccuracies when requesting ChatGPT to generate references for literature searches, with some responses not aligning with references found in Google or PubMed. This finding is supported by Day (2023), who discovered inaccuracies in references and citations produced by ChatGPT. Consequently, there is a risk of students relying on misinformation and teachers or researchers facing challenges when using ChatGPT for instructional or research purposes. Therefore, users must verify responses generated by ChatGPT to prevent unethical or incorrect use of information, especially in academic contexts. In addition, researchers have found that over-reliance on AI, such as ChatGPT, can hinder the development of various essential skills in students, including problem-solving and critical thinking abilities, reasoning, creativity, and reflective skills. Considering these negative consequences, it is necessary to instruct students not to depend on ChatGPT overly but to use it purposefully (Farrokhnia et al., 2023; Rahman & Watanobe, 2023; Malik et al., 2023).

ChatGPT's use in higher education continues. However, there is a growing concern regarding assessing students' learning performance. Multiple studies have indicated that students' use of ChatGPT could result in unfair assessments (AlAfnan et al., 2023; Cotton et al., 2023; Sok & Heng, 2023). ChatGPT offers several benefits for academic purposes, however, its use may also have significant drawbacks. In this context, close collaboration between educational policymakers and information technology teams is crucial to initiate training programs that support the specific needs of lecturers and students (Sabzalieva & Valentini, 2023; Sok & Heng, 2023). Hence, in light of the potential risks associated with the use of ChatGPT users should be aware of the importance of using it ethically (Cotton et al., 2023; Firat, 2023; Sabzalieva & Valentini, 2023).

While distinguishing between AI- and human-generated texts is challenging, AI detector applications or software, such as those proposed by Halaweh (2023), can examine students' work and determine whether it is authored or generated by AI. There is limited evidence that advanced plagiarism software, including Turnitin, GPTZero, and Copy leaks, can effectively detect AI-generated texts. However, these tools may aid teachers in identifying suspicious use of ChatGPT or similar AI tools in written texts. Suppose students' written assignments are identified as being produced by AI. In that case, teachers should follow alternative ways to assess them, such as performing a comprehension check by posing follow-up questions to confirm the students' understanding (Chaudhry et al., 2023).

As highlighted by Gimpel et al. (2023), there are numerous ideas and discussions on managing AI tools. Instructors should acquaint themselves with ChatGPT and similar tools and adjust their teaching methods keeping in mind the needs of the learners.

Research Questions

This study aims to investigate the viewpoints of both students and teachers regarding using ChatGPT in English language learning and teaching. The researchers have closely observed and assessed learners' performance over two semesters. They also compared the attitudes of both learners and teachers concerning the strengths and drawbacks of using ChatGPT in English language teaching and learning. Hence, this study addresses existing literature gaps by responding to the following research questions.

1. What are teachers' views about students' use of ChatGPT in teaching and learning English?
2. How do students use ChatGPT to learn English?
3. What are the strengths of using ChatGPT in teaching and learning English?
4. What are the drawbacks of using ChatGPT to teach and learn English?
5. How can we optimize the strengths and confront the drawbacks of using ChatGPT in English language teaching and learning from teachers' and students' perspectives?

III. METHODOLOGY

A. Research Design

A qualitative study was conducted using a quantitative pattern to avoid subjective judgment and researcher bias. The findings can be generalized to a larger population. The responses were analyzed in two phases.

B. Participants

There were two groups of participants.

TABLE 1
AN OVERVIEW OF THE FIRST GROUP (STUDENT PARTICIPANTS)

No. of Participants	Age	Years of learning English	L1
105	18-20	6-7 years	Arabic

The first group consisted of students (N=105) who participated in the current research. They were undergraduate students studying at a public university in Saudi Arabia. Their ages ranged from 18 to 21. They had been learning English for 6 to 7 years. Their L1 was Arabic.

TABLE 2
AN OVERVIEW OF THE SECOND GROUP (TEACHER PARTICIPANTS)

No. of Participants	Profession	Years of Experience
29	EFL teachers	5 years and above

The second group of participants was (N=29) EFL teachers who taught at the tertiary level. They had been teaching English for 5 years and above.

C. Instruments

The students participating in the research were given a questionnaire comprising 14 closed items. The questionnaire included ordinal variables prepared on a 5-point Likert Scale, ranging from "strongly disagree" to "strongly agree." The researchers compiled the questionnaires using the pre-existing literature and students' experiences learning the English language. They were valid because five experts familiar with the Saudi context evaluated the questionnaires. A pilot study was then conducted to assess the validity and reliability of the tools.

Similarly, the teachers participating in the research were provided with a questionnaire comprising 22 closed items. The questionnaire included ordinal variables prepared on a 5-point Likert Scale ranging from "strongly disagree" to "strongly agree." The questionnaire was based on the observations and experiences of EFL teachers teaching at the tertiary level. The researchers compiled the questionnaires with the help of the pre-existing literature. They were valid, as five experts in the Saudi context judged them. Proper modifications were made based on their comments and to suit the context.

D. Data Collection Procedures

The researchers created the questionnaires using Google Forms, and the link was distributed to teachers and students through Course Messages, Emails, and SMS on mobile devices. The data collection period lasted two weeks.

E. Ethical Consideration

The researchers assured the participants regarding the confidentiality of their responses and that the questionnaires were explicitly designed for data collection and analysis purposes. The researchers clarified that there would be no pressure if they chose not to complete the questionnaire.

IV. DATA ANALYSIS AND FINDINGS

Following the data collection, statistical analysis was conducted using SPSS (Version 20). Descriptive statistics, including mean and standard deviation, were tabulated to elucidate the perspectives of both teachers and students regarding the use of ChatGPT in English language learning and teaching.

Phase One

TABLE 3
STUDENTS' PERSPECTIVES ON THE USE OF CHATGPT

	Mean	Std. Deviation
1. ChatGPT can be used as a learning tool in English language classes.	4.10	.888
2. ChatGPT is effective in enhancing my English language learning.	3.60	1.145
3. ChatGPT should be integrated into the English language teaching curriculum.	3.62	1.233
4. Students should be trained effectively to utilize ChatGPT in language learning.	3.24	1.381
5. ChatGPT lessens students' workloads by assisting them in creating assessments of superior quality.	3.88	1.105
6. ChatGPT enables students to create a range of stimulating and fun activities, which can increase their engagement.	3.32	1.239
7. I believe ChatGPT can function as a virtual tutor, supporting student academically making them autonomous.	3.13	1.176
8. I think ChatGPT can be utilized as a valuable application to facilitate research design and development.	4.20	1.004
9. I believe ChatGPT can serve as an effective tool in research writing.	3.78	1.144
10. ChatGPT can also serve as a valuable tool for streamlining research design and development processes.	3.93	1.109
11. I think ChatGPT can generate responses swiftly, but it can also produce outputs that may be misleading.	3.13	1.360
12. Incorporating ChatGPT in English learning can pose risks and challenges, especially concerning data privacy and security issues.	4.39	.937
13. I feel the extensive use of ChatGPT can lead to concerns of overreliance on AI.	3.45	1.336
14. Students should acquire skills for effectively utilizing ChatGPT.	4.13	.922

Table 3 reveals the following information.

1. (M=4.10, S.D= .888), 2. (M= 3.60, .SD= 1.145), 3. (M= 3.62, S.D= 1.233), 4. (M= 3.24, S.D= 1.381), 5. (M= 3.88, S.D= 1.105), 6. (M= 3.32, S.D= 1.239), 7. (M= 3.13, S.D= 1.176), 8. (M= 4.20, S.D= 1.004), 9. (M= 3.78, S.D= 1.144), 10. (M= 3.93, S.D= 1.109), 11. (M= 3.13, S.D= 1.360), 12. (M= 4.39, S.D= .937), 13. (M= 3.45, S.D= 1.336), 14. (M=4.13, S.D= .922).

Table 3 shows that almost all the 14 variables indicated that using ChatGPT in English language teaching and learning is effective. Participants scored above 3 on a 5-point Likert scale, and none scored less than 3. The details of these findings are as follows:

The highest scores were seen in variable 8, which stated that *I think ChatGPT can be utilized as a valuable application to facilitate research design and development*, with a mean score of 4.20, and variable 12, which stated that *Incorporating ChatGPT in English learning can pose challenges, especially concerning issues related to data privacy and security*, with a mean value of 4.39.

On the other hand, the lowest scores seen in variables 7 and 11 are similar in score. They state *I believe ChatGPT can function as a virtual tutor, supporting student academically making them autonomous* and *I think while ChatGPT can generate responses swiftly, but it can also produce outputs that may be misleading* with mean scores of 3.13 and 3.13. This indicates that most participants support the view that incorporating ChatGPT can support them academically but it can also generate misleading information.

However, variables 1, 2, 3, and 5 strongly promote incorporating ChatGPT in language classes as it improves English language skills and reduces students' workload. Therefore, it answers Research Question No. 2. Hence, the data indicates a high level of satisfaction among participants regarding using ChatGPT in English language learning. Participants found this mode of learning more convenient than the traditional way. Also, the other variables show the potential usefulness of ChatGPT in enhancing teaching and learning English.

Phase Two

Data coding and analysis

The following themes have been the most dominant in the questionnaire. Therefore, the researchers have categorized them in the following way: See Table 4.

TABLE 4
DOMINANT THEMES BASED ON STUDENTS' RESPONSES

Themes	Student Participants' Responses
ChatGPT as an effective learning tool in Language classes	Student participants have highly supported incorporating ChatGPT in language classes
Valuable for research purpose	Participants have supported the use of ChatGPT for research purposes at the tertiary level
Adequate training required	Participants have agreed that students need to be adequately trained to use ChatGPT in their academic purposes
Potential risks leading to ethical use of it	Student participants have shown their awareness regarding overreliance on ChatGPT, having misleading information and proper use of it.

The data coding and analysis show that the student participants prefer using ChatGPT but are concerned about its potential risks and misuse.

The responses of the teacher participants have also been analyzed in two different phases.

Phase One

TABLE 5
TEACHERS' PERSPECTIVES ON THE USE OF CHATGPT

	Mean	Std. Deviation
1. ChatGPT can be used as a teaching tool in English language classes	3.48	.773
2. ChatGPT is effective in improving students' English language learning experiences.	3.38	1.013
3. ChatGPT can be integrated into English language teaching curriculum.	3.69	.886
4. Teachers need specific training to utilize ChatGPT in language teaching effectively.	3.06	.912
5. ChatGPT assists in reducing teachers' workloads by assisting them in producing assessments of superior quality.	3.43	1.072
6. Teachers can utilize ChatGPT to assist in preparing instructional materials for using in classrooms.	3.02	1.056
7. Through ChatGPT, teachers can create a range of stimulating and fun activities, increasing student engagement.	3.38	.832
8. ChatGPT can be a virtual tutor, supporting students in their self-paced learning and providing real-time feedback.	3.27	.992
9. Through the use of ChatGPT, teachers can design various engaging and enjoyable activities to engage the learners	3.22	.919
10. ChatGPT facilitates research design and development.	4.14	.901
11. ChatGPT is useful in research writing.	3.27	.934
12. ChatGPT is effective in research design.	3.01	.883
13. ChatGPT has applications to enhance administrative workflows, particularly by reducing workloads.	3.27	1.369
14. There are certain risks that ChatGPT can be used unethically.	3.59	.770
15. Increased use of ChatGPT has led to issues such as cheating and plagiarism in academic tasks.	3.74	.933
16. ChatGPT produces quick responses but can also produce misleading outputs.	3.43	.770
17. Incorporating ChatGPT in English language learning can pose challenges, especially concerning data privacy and security issues.	3.75	.654
18. The extensive use of ChatGPT can lead to concerns of overreliance on AI.	2.85	.835
19. ChatGPT may lead to unfair assessments by instructors	3.68	.821
20. Educators should be trained enough to use ChatGPT.	3.22	.632
21. Encouraging both students and teachers to take full responsibility and exercise caution when utilizing ChatGPT for academic activities would be beneficial.	3.38	1.166
22. AI detector applications or software can be employed to examine students' work, assessing whether it is authored by students or generated by ChatGPT.	2.27	.792

Table 5 shows that 20 of the 22 variables indicated agreement that using ChatGPT in English language learning is more effective. Participants scored above 3 on a 5-point Likert Scale for these variables. However, two variables scored less than 3. The details of these findings are as follows: [see Table 5 for details]

1. (M= 3.48, S.D= .773), 2. (M= 3.38, S.D= 1.013), 3. (M= 3.69, S.D= .886), 4. (M= 3.22, S.D=1.033), 5. (M= 3.01, S.D= .746), 6. (M= 3.06, S.D= .912), 7. (M= 2.80, S.D= .856), 8. (M= 3.43, S.D= 1.072), 9. (M= 3.01, S.D= 1.055), 10. (M= 3.38, S.D= .832), 11. (M= 3.27, S.D= .992), 12. (M= 3.22, S.D= .919), 13. (M= 2.75, S.D= .807), 14. (M= 3.27, S.D= .934), 15. (M= 3.01, S.D= .883), 16. (M= 3.27, S.D= 1.369), 17. (M= 3.59, S.D= .770), 18. (M= 2.85, S.D= .835), 19. (M= 3.86, S.D= .821), 20. (M= 3.22, S.D= .632), 21. (M= 3.38, S.D= 1.166), 22. (M=2.27, S.D= .792).

The data shows that the highest score was in variable 10, which states *ChatGPT facilitates research design and development* with a mean value of 4.14, and the lowest score was seen in variable 22, which states *AI detector applications or software can be employed to examine students' work, assessing whether it is authored by students or generated by ChatGPT* with a mean value of 2.27. In addition, variables 2, 7, and 21 have scored the same mean value, which is 3.38, stating *ChatGPT is effective in enhancing students' English language learning experiences; Through ChatGPT, teachers can create a range of stimulating and fun activities, increasing student engagement. Also, Encouraging both students and teachers to take full responsibility and exercise caution when utilizing ChatGPT for academic activities would be beneficial* respectively. Similarly, variables 8, 11, and 13 state *ChatGPT possesses the capability to function as a virtual tutor, supporting students in their academic endeavors through self-paced learning and providing real-time feedback; ChatGPT is useful in research writing, and ChatGPT has applications to enhance administrative workflows, particularly by reducing workloads* have scored the same mean score which is 3.27.

The findings of Table 4 suggest that ChatGPT has several potentials to enhance students' writing performance and research, but it is not without pitfalls. It can be incorporated into language classes and effectively used in language teaching. It helps prepare instructional materials, which in turn lessens teachers' workload. This answers Research Question no 1. Moreover, the findings show that ChatGPT also functions as a virtual tutor that helps students learn independently. Also, students can create a range of fun activities to increase their engagement.

However, most software or computer-based programs/ tools have their pitfalls. The findings in this study pose several threats due to relying too much on ChatGPT. First, teachers need sufficient training to learn and use ChatGPT in their classes. Second, today's tech-savvy students can misuse the application in unethical ways. They can use it to complete their everyday assignments and research projects. Moreover, research has shown that ChatGPT can produce misleading information and pose data privacy and security challenges. Depending too much on ChatGPT can hinder students' creativity and critical thinking ability. It can also lead to unfair assessments on the teacher's part. This answers Research Question No. 3.

Finally, to benefit from ChatGPT, students and teachers must exercise full caution and responsibility when using it for academic activities. AI detector applications or software can also be employed to examine students' work, assessing whether it is authored by students or generated by ChatGPT. This answers Research Question No. 4.

The table shows that most of the variables scored 3 and above, indicating that participants generally preferred using ChatGPT in English language learning. Only 2 variables scored less than 3. This suggests that participants believed students have ample opportunities to apply ChatGPT in English language learning appropriately and derive benefits from using it, which answers Research Question No. 5.

Phase Two

Data coding and analysis

TABLE 6
DOMINANT THEMES BASED ON TEACHERS' RESPONSES

Themes	Teacher Participants' Responses
ChatGPT as an effective learning tool in language classes	Teacher participants have highly supported incorporating ChatGPT in language classes
Multiple use of ChatGPT	Participants have supported the view that ChatGPT serves multiple purposes, such as preparing instructional materials, designing research, and stimulating fun activities.
Adequate training	Participants have agreed that teachers need to be trained to use ChatGPT in their daily lessons.
Potential risks	Teacher participants have shown concerns regarding relying too much on AI, which may lead to unfair assessments.

The data coding and analysis show that the teacher participants prefer using ChatGPT for multiple purposes but advocate for avoiding its potential risks and misuse.

V. DISCUSSION

The study results align with the existing literature, which shows the potential benefits and challenges associated with integrating AI, such as ChatGPT, into education in general especially language learning. The findings strongly support incorporating ChatGPT in language classes as it improves English language skills and lessens students' workload. The evolving role of educators, as discussed by Firat (2023), Adiguzel et al. (2023) and AlAfnan et al. (2023), Mohamed (2023), suggests that AI tools can enhance student engagement because this gives opportunity to the staff to spend more time on preparing effective materials.

In a similar context, Chaudhry et al. (2023) discovered that chatbots can improve students' performance and knowledge retention skills, and this leads to personalized learning which is pointed out in this study's analysis. Similar studies by Cox and Tzoc (2023), Kraugusteeliana et al. (2023) and Megahed et al. (2023) confirms ChatGPT assists teachers in developing instructional materials for their teaching. Students also feel motivated to engage in the lessons through collaborating effectively.

Moreover, in the current study findings, student and teacher participants agree on the positive sides of incorporating such tools in language classes. This is strongly supported in the study of Kasneci et al. (2023). In their study they discuss integrating AI tools such as ChatGPT into the teaching process give opportunities to promote instructional practices. Through this student can collaborate more effectively in various classroom activities. It also reduces teacher workload, supported by Kasneci et al. (2023), Lee (2023), and Zhai (2023). In a study by Mohamed and Seifeddin (2022), the results underscore the significance of delivering guidance to both teachers and students, emphasizing the necessity for further investigation into the impacts of AI on the acquisition of writing skills. The positive sides of incorporating AI tools have been supported in the study of Jamshed et al. (2024), whose study results show that Saudi learners favor incorporating AI tools as it has helped them overcome obstacles related to the conventional mode of instruction. Cotton et al. (2023) assert that ChatGPT can automatically assess and grade students' assignments, giving them feedback on time.

The findings also emphasize key themes, including digital literacy, ethical and social considerations, and the importance of human-specific features. Both the teacher and student participants argue that to benefit from ChatGPT, students, and teachers must take full caution and responsibility when utilizing it for academic activities. Relying heavily on it can hinder students' creativity and critical thinking ability. This is supported in the study of Jamshed et al. (2024) who conducted a study on Saudi learners who claimed that AI provided distorted content, hinders critical thinking abilities and has failed to replace EFL teachers. It can also lead to unfair assessment on the teachers' part. However, AI detector applications or software can be employed to examine students' work, assessing whether it is authored by students or generated by ChatGPT. Choi et al. (2023) probe into the ethical implications of employing large language models, like

ChatGPT, in university settings. Halaweh (2023), Crawford et al. (2023) and Mohamed and Siddique (2021) stress the necessity for responsible implementation and leadership to ensure the ethical use of AI in education. Kraugusteeliana et al. (2023) highlight challenges related to ChatGPT, such as misinformation generation, bias, and privacy concerns.

The study's findings also show that both learners and teachers have pointed out that there should be adequate training to teach teachers and students the appropriate use of AI tools. Since this is still new, people should know how to use it ethically and appropriately. This is supported by the study of Cotton et al. (2023), Firat (2023), Sabzalieva and Valentini (2023), who have highlighted the potential risks associated with using ChatGPT in terms of academic integrity and fair student assessment. It can also lead to unfair assessments from the teachers' side (AlAfnan et al., 2023; Cotton et al., 2023; Sok & Heng, 2023).

Hence, since no software or computer-based programs are without drawbacks, like any other software, proper use of this program should ensure a smooth, ethical, and logical use.

VI. CONCLUSION

In today's digital world, technology's importance cannot be denied. Technology is dominating all spheres of life and will continue to dominate. AI plays a significant role in second and foreign language teaching and learning. This paper has concentrated on the prospects, obstacles, and methodologies associated with using ChatGPT in English Language learning. Through this, the paper has explored the benefits and drawbacks of using ChatGPT from both the perspectives of teachers and students. It can be a supplementary tool for both teachers and students. ChatGPT plays a vital role in research design and development, language learning, and improving administrative productivity. However, it is not without its drawbacks. Relying too much on ChatGPT can lead to obstacles in creativity, misleading information, and privacy issues. It can also produce illogical or incorrect information in specific fields.

A. Recommendations

Therefore, teachers and students should be aware of mindful use of AI tools. They should be careful about using ChatGPT and make sure that academic honesty and integrity are maintained. All AI tools must be used ethically, and overreliance on them must be avoided. Both teachers and students can be trained efficiently. They should know how to use these tools effectively for academic purposes. It is recommended that faculty members and students utilize specific features of the ChatGPT application, such as prompts, follow-up questions, virtual assistance, language translations, and the identification of misleading information. This active engagement with the tool allows individuals to understand its strengths and limitations.

B. Limitations

However, this study has some limitations. The study was conducted on only one university in Saudi Arabia. If the research had included participants from different universities, the results might have been different.

Future research can be conducted on using AI tools effectively and ethically for professional purposes.

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