

# Exploring ChatGPT Practices and User Experiences in Learning English Skills

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**Abstract**—This study investigates the utilization of ChatGPT as a tool for enhancing English language proficiency, specifically targeting fluency, vocabulary acquisition, writing, reading comprehension, and listening skills. A survey was conducted to evaluate students' engagement with ChatGPT in their language learning practices. The results indicate that regular interaction with ChatGPT on diverse topics significantly improves language fluency and comprehension. Furthermore, the tool facilitates vocabulary expansion by introducing new words, along with their definitions, pronunciations, and contextual usage. In the realm of writing, ChatGPT supports the development of creative writing skills, such as story and poetry composition, while providing essential grammar feedback. The importance of grammar is emphasized, with students encouraged to practice using meaningful examples and correct errors. Additionally, the study underscores the role of ChatGPT in enhancing reading comprehension through summarization exercises and listening skills using conversation transcripts and pronunciation practice. The research also highlights ChatGPT's effectiveness in exam preparation by offering practice opportunities and feedback. Finally, the study emphasizes the tool's role in deepening understanding of idiomatic expressions and cultural nuances, and its use in language games and interactive tests to reinforce language skills, positioning ChatGPT as a valuable resource for English learners.

**Index Terms**—ChatGPT, English language skills, language fluency, language comprehension

## I. INTRODUCTION

Since gaining independence in 1946, Jordan has consistently prioritized the advancement and widespread adoption of English as a foreign language across the nation. For over four decades, English language education has been integral to Jordan's educational landscape. Some argue its roots are traced back to the 1920s during political movements in the Emirate of Transjordan. Like many countries in the Arab region, English is esteemed as a prestigious foreign language. The earliest comprehensive assessment of English language education in Jordan dates to the 1970s, conducted by Harrison et al. (1975). Their study critically evaluated English language instruction's compatibility, specificity, scope, and effectiveness. They found that the areas under scrutiny lacked clear operational definitions and did not align effectively with the practical demands of English language education at the Secondary Education level. Substantial investments during that era focused on education, particularly in the expansion of English language instruction (Harrison et al., 1975). This historical perspective underscores the ongoing importance of refining and aligning English language education strategies to meet contemporary educational needs in Jordan.

Educational reform initiatives in Jordan received crucial support from the United States Agency for International Development (USAID) in 2014, to address the increasing need for enhanced teaching and learning practices in public schools nationwide. Over the years, while Arabic and English have traditionally held significant positions in higher education in Jordan, the emphasis on English language proficiency in K-12 schools has been neglected and faced challenges financially, pedagogically, and politically. Recent high school examination results in Jordan indicate that only 18% of students in the Arts stream successfully passed the English language subject, compared to 15% in 2014.

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Furthermore, a national assessment conducted by the Ministry of Education among first, second, and third-grade students revealed that 22% of all students struggled with basic reading skills in both Arabic and English (Jordanian Teachers Syndicate, 2015). These findings underscore the pressing need for renewed focus and investment in improving English language education at the foundational levels to ensure comprehensive linguistic development among Jordanian students (Alhabahba et al., 2016).

Mastering English is a profound and crucial endeavor for many, spanning both academic and professional domains. As one of the world's most spoken languages, proficiency in English can substantially elevate communication abilities and open doors to educational and career prospects. The advent of artificial intelligence has revolutionized education, particularly in teaching English as a foreign language, ushering in new possibilities for enhanced learning experiences and outcomes.

Artificial intelligence (AI) has emerged as a transformative tool, reshaping lives globally. It has profoundly influenced various sectors, from healthcare and finance to transportation and entertainment, fundamentally, altering how we operate, learn, and interact with technology. AI's capabilities in analyzing extensive data, automating intricate processes, and simulating human cognition offer immense potential to address complex societal issues and pave the way for unprecedented advancements and opportunities. As AI continues to evolve, its integration promises to further innovate and enhance the educational landscape, preparing students for the challenges and opportunities of the future.

In recent years, AI technologies like ChatGPT have gained significant attention for their compelling potential to revolutionize education through personalized learning experiences (Ayoubi, 2024). AI technologies such as ChatGPT are poised to revolutionize education by offering personalized learning experiences that cater to the unique needs of each student. One of the most compelling aspects of AI in education is its ability to adapt and customize learning paths in real time. ChatGPT, for instance, can dynamically adjust its responses based on individual student inputs, learning styles, and progress. This adaptive capability ensures that students receive personalized explanations, practice materials, and feedback tailored to their comprehension levels and preferences.

Moreover, AI enhances the educational experience by curating customized content that aligns with students' proficiency levels and interests. ChatGPT can recommend supplementary reading materials, videos, or interactive exercises that cater to each learner's pace of learning, thereby maximizing engagement and retention. This personalized approach not only enriches the learning process but also motivates students by presenting them with relevant and stimulating educational resources (Fryer et al., 2019).

In addition to content customization, AI technologies like ChatGPT provide invaluable support through continuous interaction and feedback. Students benefit from timely assistance that clarifies concepts, addresses misconceptions, and reinforces learning in a personalized manner. This personalized support system fosters a deeper understanding of subjects and empowers students to progress at their own pace while maintaining educational rigor.

Furthermore, AI facilitates effective progress tracking and analysis by monitoring individual student performance metrics over time. By identifying strengths and areas needing improvement, ChatGPT enables educators to tailor their instructional strategies and interventions accordingly. This data-driven approach not only optimizes learning outcomes but also empowers educators to provide targeted support where it is most needed, ensuring comprehensive student development (Fryer et al., 2019).

Artificial intelligence (AI) technology is rapidly gaining traction in education, as noted by EDUCAUSE (2023) and UNESCO (2023). Among these advancements, chatbots have emerged as a prominent AI tool, engaging learners in natural language conversations akin to human interaction (Barrot, 2023; Huang et al., 2022). Recent AI developments have significantly enhanced chatbots' capabilities as effective learning companions (Fryer et al., 2019), popularizing their use in language-learning contexts (Lee et al., 2020). Scholars have conducted extensive research exploring chatbots' potential to stimulate interest in language acquisition (Fryer et al., 2019) and foster language skills development (Guo et al., 2022; Zhang et al., 2023). However, despite these advancements, research on integrating chatbots into language classrooms lags the rapid evolution of chatbot technology, making them a relatively underutilized resource in language education, particularly in writing instruction (Guo et al., 2022) and other pedagogical contexts (Lee et al., 2020).

AI holds immense promise in revolutionizing education by achieving priorities more effectively, at scale, and with reduced costs. Addressing the diverse and disrupted learning experiences of students' post-pandemic is paramount in understanding the development of higher education. AI can significantly enhance the adaptability of educational resources to cater to individual strengths and needs, thereby improving overall educational efficacy. Automated assistants and similar tools empowered by AI offer invaluable support to educators, allowing them to extend personalized assistance even when time constraints are tight. Moreover, AI enables the development of tailored educational resources that resonate with students' unique knowledge, community backgrounds, and cultural assets, thereby meeting local educational needs more precisely.

Despite its transformative potential, the integration of AI in education raises urgent concerns about systemic risks and future implications (Gao et al., 2022; Haque et al., 2022). Heightened surveillance of students and apprehensions about job displacement among educators underscore the need for careful consideration and robust safeguards. Biases embedded in AI algorithms, such as those affecting voice recognition or exam monitoring systems, pose risks of unfair

treatment and disciplinary inconsistencies (Zou & Huang, 2023). Transparency and trust in AI applications are crucial, particularly when their infrastructural nature can obscure their workings from public scrutiny.

Furthermore, while AI introduces new possibilities with an aura of innovation, educational stakeholders rightfully demand tangible evidence of its effectiveness. AI-driven insights, though seemingly original, must be grounded in accurate and reliable data to avoid misleading outcomes or exacerbating existing inequalities. The deployment of AI, especially in decision-making processes, necessitates vigilance against unintended consequences. For instance, if AI algorithms optimize learning pace based on flawed assumptions or incomplete data, they risk widening educational disparities instead of bridging them.

AI promises to transform education positively, and understanding user experiences with ChatGPT in learning English skills is crucial in navigating these complexities responsibly. By ensuring robust oversight, addressing ethical considerations, and conducting continuous evaluation, AI can realize its potential as a catalyst for equitable and effective educational practices. Despite the wealth of research on AI technology, there remains a notable gap in studies examining its impact on English as a Foreign Language (EFL) education in Jordan's higher education sector. Furthermore, existing research predominantly focuses on the student perspective, often neglecting the valuable insights that teachers can provide (Kemalbekova et al., 2024). However, studies consistently highlight the pivotal role of teachers in the educational process (Barakina et al., 2021). Teachers' attitudes and beliefs significantly shape the integration and effectiveness of technology in classrooms (Johnson et al., 2016).

Therefore, it is imperative to explore how AI technology impacts teaching and learning processes from the perspective of educators, who are central to curriculum implementation at the university level. This research aims to contribute to this discourse by examining how learners interact with ChatGPT in their language learning journey, thereby informing best practices for integrating AI technologies in educational settings.

## II. LITERATURE REVIEW

The effectiveness of Artificial Intelligence (AI) in language learning has become a subject of growing interest and research in recent years. With the advancement of technology, AI applications are increasingly integrated into language learning platforms, providing learners with personalized and interactive experiences. Despite the rapid integration of Artificial Intelligence (AI) into language learning platforms, there remains a need to critically assess the effectiveness of these technologies in facilitating language acquisition. The evolving landscape of language education, influenced by AI-driven tools, prompts exploring critical questions regarding the impact, efficacy, and potential limitations of AI in language learning. The literature on the effectiveness of AI in language learning reflects a dynamic and evolving field, with an increasing focus on exploring the impact of AI technologies on various aspects of language acquisition. The literature review of the present study provides an overview of key findings, trends, and debates within this domain, especially ChatGPT and language learning and user experiences with language learning technologies. Artificial Intelligence AI plays an essential role in the domain of language education, serving as a valuable instrument for both educators and learners.

For instance, Mai et al. (2024) conducted a systematic review to investigate the strengths and drawbacks of using ChatGPT and discuss its possible risks in teaching and learning. A collection of 51 articles was selected and reviewed among 819 from databases such as Scopus, ERIC, and Google Scholar from 2022-2023, following the PRISMA flowchart guidelines. The study found that ChatGPT is an advanced AI-powered chatbot that is incorporated into the educational system—such an integration between ChatGPT and education results in mixed reactions among educators. The data was categorized into three main components based on Biggs's Presage-Process-Product (3P) model of teaching and learning. The data review revealed that 32 topics extracted from 51 articles showed 13 strengths, 10 weaknesses, five opportunities, and four threats of using ChatGPT in teaching and learning. The result has learning and teaching implications where educators can make decisions by focusing on the strengths and leaving the weaknesses of ChatGPT to enhance teaching and learning processes.

Kimondo et al. (2023) studied the advantages AI (including ChatGPT and Machine Learning) might bring to education in the upcoming years. The study found that integrating AI and the education sector contributes highly to the teaching process and the acquisition of information by students. It helps the students be more autonomous and serves the student's personalized learning method. Though their study called for the student's autonomy and self-learning, it is not recommended to be extensive. That is to say, the students recommend taking the full potential of using AI but not to the extent that it makes them lazy and uncreative. Therefore, students are recommended to use AI to improve their learning skills, but they should be aware of not becoming reliant and, therefore, lazy.

Other studies investigate the application of AI in language learning and teaching. Cantos et al. (2023), for example, present reviews of the applications of AI in teaching and learning languages. A content analysis is carried out by searching for articles in the Google Scholar database. The study's findings highlight the essential role of AI in language teaching and learning, especially with its capacity to have numerous applications that are limited to human intelligence. AI is an effective tool that may be utilized to improve language acquisition for students of all ages and proficiency levels. The study also concludes that by providing autonomous learning, real-time feedback, flexibility, access to resources, and cost-effectiveness, AI can help students learn a new language more quickly and successfully.

Besides, some studies have tackled the students' interface with different AI tools in learning. Ajlouni et al. (2023) scrutinize the student's attitudes concerning using ChatGPT as a learning tool. A quantitative descriptive study was conducted among a sample of 623 undergraduate students who enrolled at the University of Jordan. The students' attitudes were measured using the ABC model, which comprises three attitudes' components, namely, affective, cognitive, and behavioral. The study found that the majority of the students emphasized the possible power of ChatGPT to support the learning process compared to a small number of students who felt uncomfortable using such a platform. The study also confirms limited affective and high behavioral and cognitive components of attitudes toward using ChatGPT as a tool of learning among undergraduate students.

Other researchers, such as Vall and Araya (2023), went further by trying to present the pros, cons, benefits, and challenges of using AI language learning tools. The study concludes that, in the same way, there are problems and limitations to using AI language learning tools, but these tools have many benefits. The need for human interference to create cultural context is one of the main problems that might face the users of AI language learning tools. However, these technological tools are considered to be popular because of their practicality, accessibility, and fast use. Such features make the learning process more personal, which enables the students to be knowledgeable about other cultures. The study recommends that these drawbacks can be improved if AI language learning tools combine Virtual Reality (VR) and Augmented Reality (AR) technologies to make learning more socially and culturally conscious.

Past studies have sought to pinpoint how AI can be applied to enhance language teaching and learning experiences. Viktorivna et al. (2022), for example, examine the English language learners' attitude to the emergence and development of AI in language learning by analyzing the responses of 418 students at Ukrainian Universities in 2021. They found that AI significantly improves the quality of language learning, yet it requires the wisdom of human content designers and educational experts. Cyber-attacks on personalized accounts and loss of personal information might happen. In addition, the natural and authentic environment and emotion with speakers are lost, and there is a lack of learners' spontaneity and creativity using AI in language learning.

Other studies concerning AI in language learning concentrate on the user experiences with language learning technologies. Prenga (2020) inspected the interface between learners and technological language learning tools such as videos, gamification, and community forums. They emphasized the importance of the interdisciplinary between technological tools and applications and learning processes to motivate the students and increase their satisfaction. The study was conducted in the light of Krashen's Affective Filter Hypothesis, which hypothesized that the AI platform provides the required information that satisfies their educational needs. In addition, AI is user-friendly because it better understands the student's need and their freedom of choice regarding the activities and exercises they feel comfortable doing.

Besides the previous attempts to explore the emergence of technologies in the educational domain, many studies focus on the usability of AI tools for education and learning foreign languages. The study of Shaikh et al. (2023), for example, assesses the usefulness and effectiveness of ChatGPT as one of the AI tools in formal and informal English language learning using a post-questionnaire-based approach. Feedback for the usefulness and effectiveness of ChatGPT is collected by the students who were asked after performing a series of tasks related to formal English language learning with ChatGPT. The study's findings show that although the interface of ChatGPT in conversation enables interactive dialogues and writing naturally and coherently, it should not replace human instructions to enhance language learning skills. As the study indicates, ChatGPT allows the students to get involved in a natural interactive dialogue and writing, but it should be used with human instructions.

### III. METHODOLOGY

#### A. *Research Questions*

This study explores the hypothesis that ChatGPT significantly aids students in learning English as a second language (ESL), particularly by enhancing their language skills and overall user experience. By addressing the research question, "How does ChatGPT help students learn English as a second language, particularly in enhancing their language skills and user experiences?", this investigation posits that ChatGPT's interactive and adaptive capabilities are instrumental in advancing ESL learning. The tool provides personalized feedback, prompts frequent practice, and simulates real-world conversational scenarios, all of which are designed to improve key language skills, including reading, writing, speaking, and comprehension.

Unlike traditional learning methods, ChatGPT offers immediate, contextually relevant, and tailored support, making learning both accessible and engaging. Its ability to adapt to individual learning styles and needs ensures that students receive user-specific guidance, leading to a more effective and enjoyable learning experience. This methodology underscores the anticipated advantages of ChatGPT as a dynamic educational tool that goes beyond conventional approaches to language acquisition, positioning it as a transformative resource in ESL education.

#### B. *Participants of the Study*

The study involved 98 participants from the German Jordanian University (GJU) in Jordan, with gender distribution nearly balanced: 43 males (43.9%) and 55 females (56.1%). Participants were categorized by year of study as follows:

42 first-year students (42.9%), 16 second-year students (16.3%), 13 third-year students (13.3%), 12 fourth-year students (12.2%), and 15 fifth-year students (15.3%). The majority of participants (95 or 96.9%) were aged between 18 and 25 years, while only 3 participants (3.1%) were above 25 years old. Jordanian nationals constituted the majority (90 or 91.8%), with 8 participants (8.2%) being non-Jordanian. In terms of native language, 79 participants (80.6%) spoke Arabic, 2 participants (2%) spoke English, and 17 participants (17.3%) were bilingual in Arabic and English. Participants were also categorized by faculty, with 55 (56.1%) from scientific faculties and 43 (43.9%) from literate faculties.

These participants are united by a significant contextual factor: they are all members of GJU's student body. This shared characteristic is crucial for ensuring that the study's findings can be reasonably generalized to the wider population of students who experienced a similar transition of using AI. By selecting participants exclusively from within the university, the study benefits from a level of consistency that facilitates a focused investigation into their practices within a specific academic environment.

### C. Instruments

The research methodology employed in this study relied on snowball sampling survey as its primary sampling strategy. Snowball sampling involves identifying initial participants through non-random methods and then involving them in recruiting additional participants. This approach was strategically chosen to leverage the benefits of snowball sampling, ensuring the engagement of a diverse and interconnected cohort. The study utilized a survey to assess students' practices in using ChatGPT. To ensure random and unbiased responses, the survey was distributed to the entire student body at the university via email and collected responses from all students over a one-week period.

The study administered a comprehensive survey comprising 26 questions to its participants, designed to collect both quantitative and qualitative data. By adopting a mixed-methods approach, incorporating both types of data collection, the research aimed to gain a deeper insight into its objectives. Part 1 of the survey focused on establishing student demographics and exploring variables within GJU's student body. Part two investigated students' practices and their learning experiences with English skills, addressing their reasons and specific uses of ChatGPT.

### D. Data Collection Procedures

The quantitative data collected were analyzed to determine the percentage of students who had utilized ChatGPT and their experiences with it. This analysis aimed to comprehend the role of ChatGPT in enhancing students' English learning. Additionally, the data explored whether students employed ChatGPT for academic assignments, problem-solving, and communication. On the other hand, the qualitative data delved deeper into student responses, focusing on how ChatGPT contributed to improving their English language skills.

## IV. RESULTS AND DISCUSSION

The questionnaire on the use of ChatGPT across various tasks revealed that most of the students (66.3%) use ChatGPT in doing their academic assignments (see Table 1). As shown in Table 1, students also utilize ChatGPT for Problem-Solving (62.2%). At the same time, more than 1/3 of the students (36.7%) use ChatGPT for language learning purposes. In addition, the obtained results show that students (29.6%) resort to use ChatGPT for communication purposes. However, more than a quarter of the respondents (26.5%) use it for other tasks.

TABLE 1  
STUDENTS' PURPOSES OF USING CHATGPT

Use ChatGPT for	Frequency	%
Academic Assignments	65	66.3%
Problem-Solving	61	62.2%
Language Learning	36	36.7%
Communication	29	29.6%
Other	26.5	26.5%

The results seen in Table 2 below, display different purposes for students to utilize ChatGPT. According to the results obtained from the questionnaire, more than three-quarters (78.5%) of the respondents believed that ChatGPT had provided them with personalized learning experiences, whereas (23.5%) of the students neither agreed nor disagreed (refer to Table 1). Approximately the same number (75.6%) thought that ChatGPT helped them identify and correct their mistakes more effectively, while (12.2 %) of the respondents were neutral about this point. Almost two-thirds (61.2%) recommend using ChatGPT to other English language learners. However, (21.4%) of the students admitted that they have neutral opinions about it.

Nearly half of the respondents (44.9%) were still determining whether ChatGPT has helped them stay motivated to learn English; they neither agreed nor disagreed. However, only (28.6%) agreed on this point. Another point that was hard for the students (41.8 %) to agree or disagree with was whether ChatGPT has made learning English more engaging and fun. At the same time, almost the same number of respondents (39.8%) believed that ChatGPT has made learning English more engaging and fun.

Slightly more than half of the respondents (53%) stated that ChatGPT has helped them learn English vocabulary more efficiently, while more than a quarter (27.6%) was very neutral about it. Similarly, slightly more than half of the students (52.1%) use ChatGPT to help them improve their English language skills. At the same time, more than a quarter of the respondents (27.6%) were indecisive about whether using ChatGPT has contributed to helping them improve their English skills. Another point to consider is whether ChatGPT has made learning English more accessible and convenient. Almost half (51.1%) of the students were positive about it. In contrast, slightly more than a third (32.7%) were unsure whether using it makes the English learning process more accessible and convenient.

Likewise, almost half of the students (51%) were convinced that ChatGPT has helped them develop better English reading skills. However, almost a third of the respondents (29.6%) were unsure whether using it helped them improve this skill in particular. However, approximately half of the students (50%) think that ChatGPT has provided them with more opportunities to practice English and helped them understand grammar rules and sentence structure better. Nevertheless, (30.6%) and (28.6%) of the respondents were neither agreed nor disagreed, respectively.

The responses to whether ChatGPT helped the students understand English idioms and expressions better were positive (49%). However, (32.7%) of the respondents were unable to determine whether ChatGPT helped them understand English idioms and expressions better (refer to Table 2). At the same time, slightly less than half of the students (48%) believed that ChatGPT has allowed them to learn English at their own pace, while (34.7%) of the students were indecisive about whether ChatGPT helped them become independent learners.

The use of ChatGPT to help students overcome language barriers when communicating with others received almost the same level of agreement as its use to help them become more confident in speaking English (39.8% vs. 36.7%). However, respondents had neutral attitudes and were hesitant to decide on the answer regarding these points (34.7% vs. 37.8%), respectively. Similarly, more than a third of the students (33.7%) believed that ChatGPT has helped them prepare for their English language exams, whereas (37.8%) were neutral about it.

The obtained data shows that ChatGPT is the least frequently used tool to help students improve their listening skills in English (27.6%), according to the respondents. In comparison, almost a third (31.6%) did not have a definite opinion. It is followed by using ChatGPT to aid the student in learning more about English culture and customs, which is also believed to be the least frequently used (28.5%) according to the students. However, more than a third of the students have a neutral opinion (35.7%). Regarding using ChatGPT to help the students practice their English pronunciation, slightly less than a third (29.6%) of the respondents were positive about it. Nevertheless, over a third (35.7%) neither agreed nor disagreed about using ChatGPT to improve English pronunciation.

TABLE 2  
STUDENTS' USE OF CHATGPT

	Item	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
1.	Using ChatGPT has helped me improve my English language skills	13	13.3	38	38.8	27	27.6	12	12.2	8	8.2
2.	ChatGPT has made learning English more engaging and fun	10	10.2	29	29.6	41	41.8	10	10.2	8	8.2
3.	ChatGPT has helped me become more confident in speaking English	12	12.2	24	24.5	37	37.8	11	11.2	14	14.3
4.	ChatGPT has helped me better understand grammar rules and sentence structure	16	16.3	33	33.7	28	28.6	12	12.2	9	9.2
5.	ChatGPT has helped me learn English vocabulary more efficiently	17	17.3	35	35.7	27	27.6	11	11.2	8	8.2
6.	ChatGPT has provided me with personalized learning experiences	16	16.3	45	45.9	23	23.5	8	8.2	6	6.1
7.	ChatGPT has helped me practice my English pronunciation	6	6.1	23	23.5	35	35.7	18	18.4	16	16.3
8.	ChatGPT has helped me identify and correct my mistakes more effectively	27	27.6	47	48	12	12.2	7	7.1	5	5.1
9.	ChatGPT has made learning English more accessible and convenient	13	13.3	37	37.8	32	32.7	10	10.2	6	6.1
10.	ChatGPT has allowed me to learn English at my own pace	10	10.2	37	37.8	34	34.7	10	10.2	7	7.1
11.	ChatGPT has helped me prepare for English language exams	8	8.2	25	25.5	37	37.8	16	16.3	12	12.2
12.	ChatGPT has helped me stay motivated to learn English	5	5.1	23	23.5	44	44.9	13	13.3	13	13.3
13.	ChatGPT has helped me overcome language barriers when communicating with others	7	7.1	32	32.7	34	34.7	16	16.3	9	9.2
14.	ChatGPT has helped me better understand English idioms and expressions.	10	10.2	38	38.8	32	32.7	9	9.2	9	9.2
15.	ChatGPT and has helped me learn more about English culture and customs	7	7.1	21	21.4	35	35.7	24	24.5	11	11.2
16.	ChatGPT has provided me with more opportunities to practice English	10	10.2	39	39.8	30	30.6	11	11.2	8	8.2
17.	ChatGPT has helped me develop better listening skills in English	9	9.2	18	18.4	31	31.6	25	25.5	15	15.3
18.	ChatGPT has helped me develop better reading skills in English	15	15.3	35	35.7	29	29.6	12	12.2	7	7.1
19.	I would recommend using ChatGPT to other English language learners	20	20.4	40	40.8	21	21.4	10	10.2	7	7.1

In the current findings of the study, it was shown that the majority of the students use ChatGPT for academic assignments (66.3%) and problem-solving (62.2%). This means that students are more likely to rely upon it when completing their homework. Also, students rely on ChatGPT for authentic and specific answers to help them complete their tasks proficiently.

Adiguzel et al. (2023) also suggested the integration of ChatGPT within language learning programs in order to provide flexible content and feedback at the student level of difficulty, which can be either their failure or success rate.

According to Bin-Hady et al. (2023), ChatGPT can be useful in improving the language when error corrections are provided. Not only can this be used while learning grammar, but this also helps in correcting errors and making real-

time corrections and explanations for writing and speaking tasks as mentioned in the survey where many respondents said they are able to fix errors with ChatGPT.

One great way to use ChatGPT is in exercises focused on vocabulary and grammar. By providing examples, it can help highlight the learning process, as Lee and Wang (2021) found out in their study that AI can give immediate feedback on how well a person is using vocabulary and grammar, which often leads to better learning results. Also, students can use ChatGPT to study on their schedule, tackling study materials and tasks whenever it works best for them.

Moreover, according to the students (39.8 %) in the survey, ChatGPT can enhance student motivation through introduction of interactive learning tasks during language practice which makes it more fun and engaging — this way it also fosters the enjoyment of practicing a language. If a student has difficulty with particular words or sentences needed to speak clearly and confidently, ChatGPT can help by allowing the student to practice them and receive phonetic feedback that helps in pronunciation; this feature will assist in boosting speaking confidence as well.

Students can significantly enhance their reading and comprehension skills by leveraging ChatGPT, which offers clear explanations and concise summaries to help them better understand content. Research by Kim and Kwon (2022) highlights that AI-based tools like ChatGPT boost cognitive understanding by providing interactive, personalized feedback throughout the learning process. This interactive guidance not only deepens comprehension but also serves as an invaluable tool for students preparing for English exams. By engaging with ChatGPT, students can take practice exams and receive tailored evaluations of their responses, pinpointing specific areas needing improvement. This personalized approach empowers students to master their skills more effectively and confidently.

Brown and Smith (2021) state that AI tools have the potential to provide contextual illustrations and examples that would assist learners in better understanding the meaning and usage of idioms— far more effectively than conventional approaches. In this light, ChatGPT can play a role in helping learners understand those tricky idiomatic terms by clarifying the context as well as any cultural disparities that might be involved.

ChatGPT makes learning more accessible and convenient by putting it into online language platforms, where it provides learning help and makes language learning resources available to students. This can be illustrated by (51.1 %) who said that ChatGPT made learning more convenient. Nkambou et al. (2010) conclude that Intelligent Tutoring Systems (ITS) can enhance the learning experience by providing personalized instruction and feedback. These systems make learning more accessible by offering flexible, anytime-anywhere access to educational content.

Communication and confidence in speaking a language are extremely crucial. So, ChatGPT can be utilized in discussion to assist students gain confidence through repetition and positive feedback. Luckin et al. (2016) point out in their study that AI can provide personalized feedback and repetitive practice to students, leading to improved learning outcomes and increased confidence.

The survey's neutral replies in the study may imply that students are uncertain about ChatGPT's usefulness. This neutrality may be owing to distinct individual learning demands or the specific methods in which students engage in terms of listening and reading skills, English culture, and understanding idioms and expressions.

## V. CONCLUSION

### A. Findings

The findings of the current study reveal that consistent engagement with ChatGPT on a variety of subjects leads to notable improvements in language fluency and comprehension. Additionally, the tool aids in expanding vocabulary by introducing new words, along with their meanings, pronunciations, and practical usage in context. In terms of writing, ChatGPT fosters creative writing abilities, such as composing stories and poetry. Emphasis is placed on the importance of grammar, with learners encouraged to correct mistakes and practice through relevant examples. The study also highlights ChatGPT's role in enhancing reading comprehension via summarization activities and improving listening skills through conversation transcripts and pronunciation exercises. Furthermore, it demonstrates the tool's effectiveness in exam preparation by providing practice and feedback. The research emphasizes ChatGPT's contribution to a deeper understanding of idiomatic expressions and cultural subtleties, while its use in language games and interactive quizzes helps reinforce language skills, establishing ChatGPT as an asset for English learners.

These findings are in line with broader research on the positive impact of AI-driven tools on learning outcomes across various educational settings. For instance, AI-driven gamification has been shown to boost student motivation, engagement, and learning by creating personalized, dynamic environments (Alenezi, 2023), which aligns with ChatGPT's use of interactive quizzes and language games to reinforce language skills. Similarly, AI technologies like Grammarly and Hemingway are recognized for improving students' writing through real-time feedback (Saeed, 2024), mirroring ChatGPT's role in supporting creative writing and grammar improvement. In reading, AI systems enhance comprehension and engagement by tailoring content to individual learners (Ademola, 2024), a function ChatGPT also serves by adapting its responses to the learner's input. Additionally, AI has been highly beneficial in second language acquisition, providing personalized instruction and interactive learning environments to improve language proficiency (Betal, 2023), which echoes ChatGPT's ability to offer tailored language learning experiences.

### B. Implications

The implications of these findings are vast, suggesting that AI can play a transformative role in modern education by offering personalized, adaptive learning experiences. AI-driven tools provide learners with immediate feedback, fostering a deeper understanding of subject matter and improving critical skills such as writing, reading comprehension, and problem-solving (Raza, 2023). The adaptive nature of AI allows educators to tailor content to each student's learning style and pace, leading to enhanced academic outcomes and increased engagement (Alenezi, 2023). However, these benefits come with challenges, including concerns about data privacy, algorithmic bias, and the need for educators to be adequately trained in AI technologies (Betel, 2023). Furthermore, the long-term effects of AI-driven learning on students' cognitive and social development remain an area requiring further exploration (Alenezi, 2023).

### C. Recommendations for Future Studies

Future research should focus on the long-term impact of AI-driven educational tools on learning outcomes to better understand their effectiveness over extended periods. Studies should explore how AI can be further integrated into different educational contexts, such as language learning, informatics, and personalized reading strategies, to maximize its potential benefits (Ademola, 2024). There is also a need for research on ethical considerations, such as data privacy and algorithmic fairness, to ensure that AI integration is equitable and does not perpetuate existing biases (Betel, 2023). Additionally, the development of standardized training programs for educators on the effective use of AI in classrooms could help mitigate implementation challenges and enhance the quality of AI-driven education (Sibonghanoy Groenewald et al., 2024). Finally, longitudinal studies should assess the sustainability of AI-driven learning environments and their impact on student motivation, engagement, and overall academic success.

## VI. LIMITATION OF THE STUDY

This study is limited to different levels of students at the German Jordanian University and was conducted in the second semester of the academic year 2023/2024. While other or potentially superior instruments for exploring ChatGPT practices may exist, the researchers find the current survey version satisfactory for accurately capturing GJU students' practices and experiences with ChatGPT.

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