

Utilising the Chat GPT Application
by English Language Learners to Enhance Oral Language Skills
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استخدام تطبيق الذكاء الاصطناعي Chat GPT

من قبل متعلمي اللغة الإنجليزية لتحسين مهارات اللغة الشفهية

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الملخص:

يعتبر تطبيق الدردشة المبرمجة بالذكاء الاصطناعي المعروف ب Chat GPT واحد من أكثر تطبيقات الذكاء الاصطناعي المتقدمة المتاحة حاليا حيث لفت هذا التطبيق انتباه العامة من الناس وجذب انتباههم على نطاق عالمي وبذلك تسعى الدراسة الحالية للاستكشاف عن مدى استخدام هذا التطبيق من قبل متعلمي اللغة الإنجليزية في سياق تعزيز مهارات التواصل الشفهية لديهم. ومن اجل تقييم تلك المسألة، تم إجراء استبان شامل وسلسلة من المقابلات الشخصية على مجموعة من متعلمي اللغة الإنجليزية. وبذلك تشير النتائج إلى أنه على الرغم من أن التطبيق لم يتم اعتماده على نطاق واسع في عمليات تعلم اللغة الإنجليزية فقد أظهر المشاركون ميلا ملحوظا لاستكشاف فوائده المحتملة. علاوة على ذلك، تشير الدراسة إلى أن نسبة كبيرة من المتعلمين الذين استخدموا تطبيق الدردشة GPT تحسنت مهارات الكتابة والتحدث لديهم. وأخيرا تشير النتائج إلى أن من بين الأسباب التي أدت الى عزوف بعض المتعلمين عن استخدام تطبيق الدردشة المبرمجة بالذكاء الاصطناعي هو تفضيلهم لأساليب التعلم التقليدية والشعبية المتزايدة لتطبيق البحث العميق المعروف Deep Seek الذي استحدث منذ فترة وجيزة جدا.

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Abstract

Chat GPT is one of the most advanced artificial intelligence applications available today and has gained global attention. This study examines how English language learners use Chat GPT to improve their oral language skills. To investigate this matter, a comprehensive questionnaire and a series of interviews were administered to a group of English language learners. The findings indicate that, while the application has not been extensively adopted within their English language learning processes, the participants demonstrated a strong inclination to explore its potential benefits. Moreover, the study reveals that a significant proportion of learners who engaged with Chat GPT reported substantial improvement in both their writing and speaking skills. Finally, the findings suggest that several causes hinder certain English language learners from effectively utilising the Chat GPT application to enhance their oral language skills. Primarily, these learners exhibit a preference for traditional learning methodologies. Additionally, the recent surge in popularity of the Deep Seek application also plays a significant role in this trend.

Key Words

Chat GPT, Artificial Intelligence, Oral Language Skills, English language learners, Target Language.

Background of the Study

The global demand for smart learning and digital tools underscores the need for integrating technology into English language learning. English language learners can capitalize on this trend by incorporating such digital applications. Chat GPT has become one of the most beneficial digital applications used by English language learners. Learners can use Chat GPT to refine their ideas and improve communication skills. Many English language learners struggle to use Chat GPT effectively to improve their listening and speaking skills.

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Furthermore, it appears that some English language learners may overlook the potential benefits of utilising Chat GPT as a valuable resource in their learning journey. It is essential to encourage learners to embrace such technological tools to enhance their learning experience.

This study highlights the Chat GPT application, which is utilised by English language learners to enhance their oral language skills. It seeks the following:

Aims of the study

The study aims to achieve the following objectives:

- 1- Finding the reasons that hinder some EFL learners from using the Chat GPT application to enhance their oral language skills.
- 2- Identifying the most common digital application used by EFL learners to improve their target language skills.
- 3- Highlighting the language skill in which EFL learners get most of their benefit from utilising Chat GPT.
- 4- Emphasizing that the Chat GPT application can help EFL learners enhance their oral language skills.

These aims will be achieved by answering the following research questions:

Research Questions

- 1- What are the causes that hinder some EFL learners from using Chat GPT to enhance their oral language skills?
- 2- Which digital applications are most frequently employed by EFL learners to enhance their proficiency in the target language skills?
- 3- During which language skills do EFL learners get most of their benefit from using Chat GPT?
- 4- Is there any correlation between the utilization of the Chat GPT application and the performance of English language learners?

The Significance of the Study

This study aims to enhance awareness among English language learners regarding the effective use of the Chat GPT application in their language learning processes, highlighting its beneficial impacts. Additionally, the research will provide insights into the barriers that hinder English as a Foreign Language (EFL) learners from utilising the Chat GPT application effectively in their pursuit of target language proficiency.

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Literature Review

History and Development of Chat GPT

Chat GPT (Generative Pre-Trained Transformation) is an artificial intelligence chatbot which was developed by Open AI in November 2022. This model is designed to generate natural language responses based on user inputs. It has attracted worldwide attention for its remarkable ability to produce coherent, systematic, and informative responses (Lo, 2023). Chat GPT is versatile, capable of performing a variety of tasks including engaging in conversations, passing the bar examinations, writing rap songs and dissertations, helping with test preparations, and write excellent creative nonfiction images (Leigh,2023:8). Additionally, Chat GPT is intended to function as a conversational companion, providing support in information retrieval and advice-giving. Furthermore, it is designed to be accessible to every person around the world; it is available in multiple languages and works on popular messaging platforms such as Facebook, Telegram and Twitter (Anderson,2023).

Aspects of Oral Language Skills

Oral language refers to the language that is spoken between people. It involves aspects: grammar, or syntax of a language; its vocabulary; its morphology; pragmatics; and phonology. People rely on their oral language skills, listening and speaking skills, to share information, express their feelings, and share advice, as well as to persuade and entertain others, and to store memories (Munro, 2011:2).

Oral language skills encompass several fundamental components, with vocabulary being perhaps the most apparent. Vocabulary refers to the understanding of diverse words, and while individuals may be able to mimic the sounds of these words, true comprehension extends beyond mere pronunciation. Effective communication necessitates that learners grasp the meanings of various words. This aspect of oral language skills facilitates the selection of appropriate terminology for effective expression. It is essential to acknowledge the significance of phonological skills, which play a vital role in ensuring accurate pronunciation. These skills involve articulating words with correct sounds and syllables, contributing to the clarity of communication. A comprehensive understanding of grammar rules and word

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order (syntax) is also critical. Mastery of syntax allows speakers to convey coherent messages within the structure of the language. Another key element of oral language skills is the comprehension of word parts and forms known as morphological skills. These skills analyse the three primary components of a word: the prefix, the root, and the suffix. Understanding how to manipulate these elements enables individuals to modify the meaning of words. Lastly, pragmatics pertains to the social rules governing communication. This aspect involves recognizing appropriate contexts for speaking and understanding the importance of turn-taking in conversation, such as refraining from interrupting others while they speak. Therefore, these components collectively represent the essential elements of oral language skills.

The Impact of Chat GPT on Language Learning

A study made by Lund et al. (2023) found that chatbots were effective in improving learners' language proficiency. However, some learners preferred interacting with human beings, not robots. Cotton and Shipway (2023:5) pointed out that "Chat GPT as a language model, can help students improve their language skills." Another study made by Tlili et al. (2023:15) stated that "Chat GPT can be used as a tool to facilitate collaboration between learners. Learners can use Chat GPT to communicate with each other, share ideas and projects, and provide feedback and support". Therefore, Chat GPT plays a crucial role in enhancing the communication process between language learners.

In many respects, Chat GPT is a helpful tool for innovative learning techniques and tutoring support for many language learners. It can be used to create chatbots and virtual language tutors that help language learners practice their language skills. These chatbots can simulate real-life conversations and provide learners with instant feedback on their grammar, pronunciation and vocabulary (Bozic, 2023: 1). Chat GPT may assess learners' performance, answer their questions, and provide immediate feedback conversationally. Priyanka et al. (2024:149) stated that "Chat GPT can close the knowledge gap and help learners understand the subject matter more thoroughly". The implementation of such applications could enhance both the learning process and overall experience for students. Additionally, it could contribute to the

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development of targeted communication campaigns aimed at the community, accompanied by a specific call to action (Sabalieva and Valentini, 2023:9,10).

Challenges and Concerns of Chat GPT in Oral Language Skills

Despite the notable success of Chat GPT, it has presented new challenges and potential threats to language learning. Bozic (2023: 3) identified several important challenges that must be considered when utilising Chat GPT:

- **Bias and Inaccuracies:** the language generated by GPT may contain inherent biases and inaccuracies that users must be aware of.
- **Lack of Contextual Understanding:** The GPT model does not possess a true comprehension of the context or meaning behind the text it generates.
- **Need for Training and Support:** Effective use of Chat GPT necessitates proper training and support for learners to ensure its appropriate applications.

Furthermore, Lo (2023:410) emphasizes that the responses generated by Chat GPT “may not always be accurate or reliable, which poses a concern for learners who depend on this tool to support their learning.” This challenge was also indicated in Tili et al. (2023:15) that "the accuracy of the content provided by Chat GPT was not very accurate...".

Consequently, it is crucial to recognize that Chat GPT cannot fully substitute for human interaction. This underscores the necessity of integrating human insights when employing this chatbot in language learning.

Methodology

Data Collection

The current research paper presents a descriptive study utilising both a questionnaire and structured interviews. Initially, the questionnaire was administered to gather data for the study from forty EFL learners. The purpose of the questionnaire was to find out whether the learners use the Chat GPT application during their learning or not and to what extent they use it to enhance their oral language skills. Subsequently, structured interviews were conducted with ten learners, comprising five learners who utilise Chat GPT and five who do not, to gain insights into the actual usage of this tool for English language learning. This approach assists in evaluating the effectiveness of Chat GPT on the oral language skills of the learners.

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Data Analysis

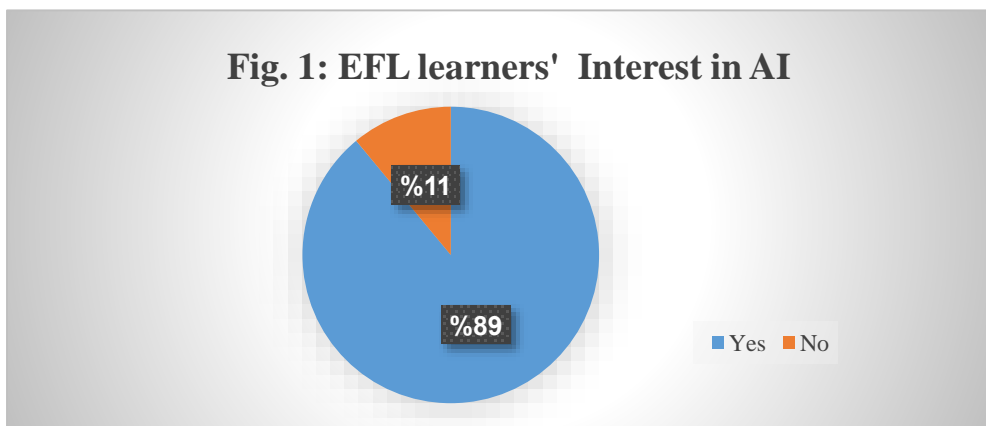
The data collected through the questionnaire were analysed using quantitative analysis techniques, while the interview data were subjected to content analysis.

Quantitative Data Analysis (Questionnaire)

A total of eight questions were formulated to gather insights from the research participants. The participants were prompted to provide specific answers or select the appropriate option from the available choices.

Question 1 investigated whether English language learners are interested in artificial intelligence AI. Statistically, the quantitative findings showed a high percentage of 89% of the participants expressed interest in artificial intelligence, whereas a low percentage of 11% reported a lack of interest. (See Figure 1)

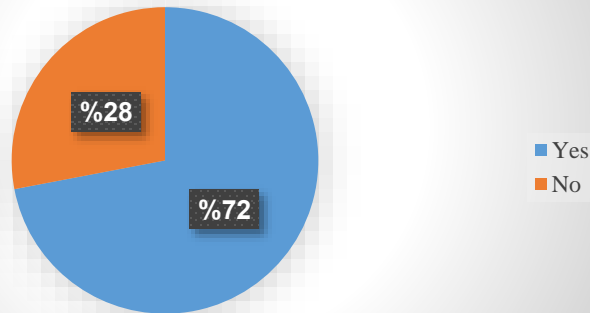
Question 2 investigated whether EFL learners use artificial intelligence



during English language learning. The findings obtained revealed that 72% of the learners reported using artificial intelligence during the learning process, whereas 28% of the learners did not. (See Figure 2)

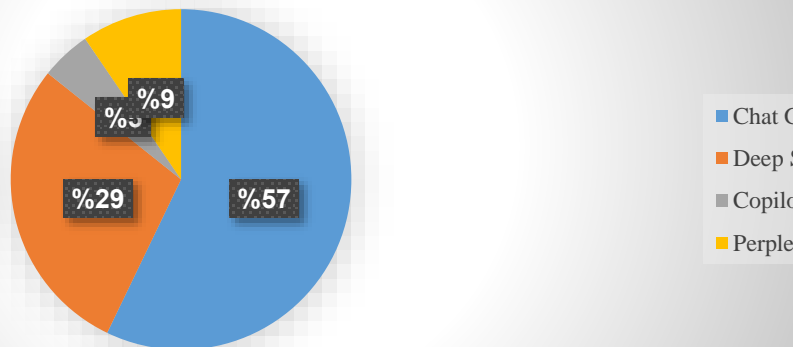
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Fig. 2: Utilising AI during EL Learning



Question 3 examined the artificial intelligence applications that participants expressed interest in. As illustrated in figure 3, a significant portion, specifically 57%, of the learners were drawn to Chat GPT. In contrast, 29% of participants indicated an interest in Deep Seek during their learning experience. Furthermore, 9% of the learners showed interest in Perplexity, while 5% of the participants identified Co-pilot as a preferred application. (See Figure 3)

Fig. 3: AI Applications and Learners' Interest



Question 4 investigated whether the participants utilise Chat GPT during language learning. Analysing the data revealed that 27.8% of the participants stated that they utilise Chat GPT to a high extent during language learning, while 72.2% of them mentioned that they utilise Chat GPT to a medium extent. (See Figure 4)

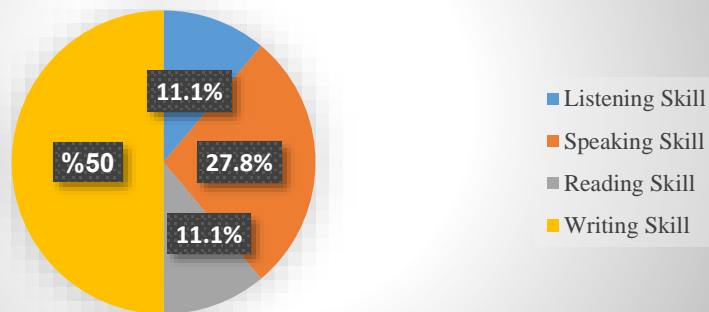
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Fig. 4: The Extent of Using Chat GPT for Language Learning



Question 5 examined the language skills that Chat GPT mostly enhances in the English language learners. Figure 5 presents a high percentage; 50% of the learners confirmed Chat GPT enhanced their learning of writing skills, whereas 27.8% of the participants reported using Chat GPT enhanced their learning of speaking skills. Furthermore, only 11.1% of the participants stated that their utilisation of Chat GPT enhanced their listening skills, and the same percentage of 11.1% mentioned that their use of Chat GPT enhanced their reading skills during language learning. (See Figure 5)

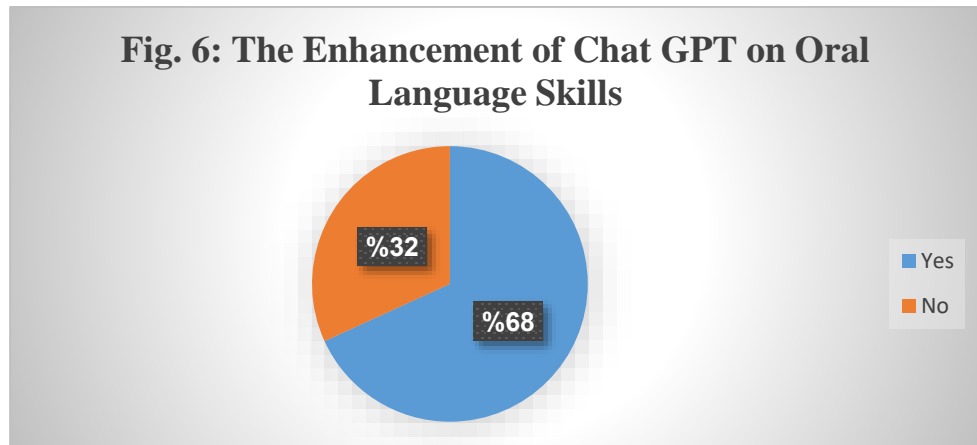
Fig. 5: Chat GPT Enhancement of Learners' Language Skills



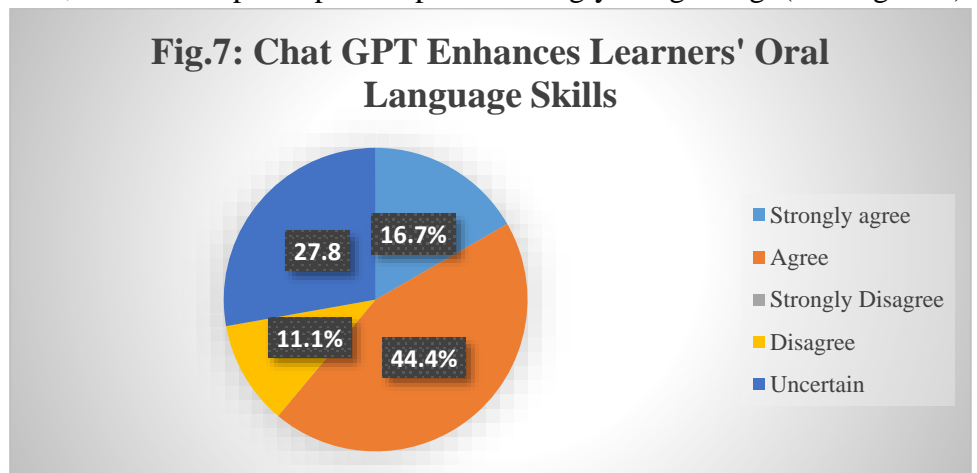
Question 6 examined the impact of Chat GPT on the oral language skills of English as a Foreign (EF) learners. The quantitative findings indicate a significant response, with 68% of the participants reporting that Chat GPT positively influences their oral language skills. Conversely, 32% of the

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participants indicated that they did not observe any improvements. (See Figure 6)



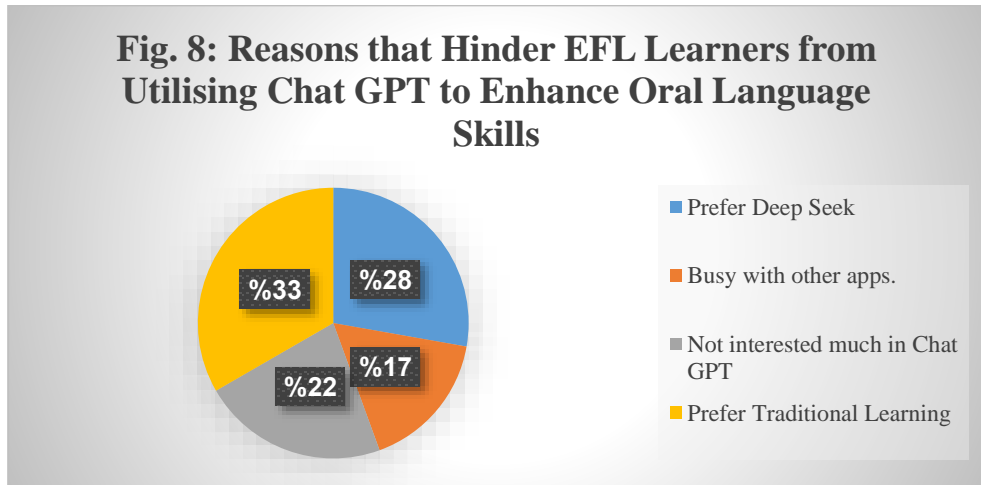
Question 7 examined the extent to which Chat GPT enhances the oral language skills of English Language learners. The results of data analysis indicated that 16.7% of the participants reported strongly agreeing, while 44.4% of them reported agreeing. However, 27.8% of the participants reported uncertainty, and 11.1% of the participants reported disagreement. Last, none of the participants reported strongly disagreeing. (See Figure 7)



The last question was concerned with the reasons that prevent EFL learners from utilising Chat GPT effectively for oral language skills. The findings showed that 28% of the participants confirmed that they preferred Deep Seek

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application to Chat GPT, whereas 22% of them stated that they were not very interested in Chat GPT while communicating orally. More to the point, 17% of the learners stated that they were busy with other applications, while 33% of them stated that they preferred the traditional way of language learning. (See Figure 8)



Qualitative Interview Analysis

The participants who agreed to participate in the interview were ten English language learners. They were divided into two groups (A and B) according to their answers to the questionnaire. Group A includes interviewees who use Chat GPT during English language learning, whereas Group B includes interviewees who do not.

The content analysis of the interviews indicated that English as a Foreign language (EFL) learners who utilised Chat GPT demonstrated a high level of confidence and fluency in their speaking abilities. However, they exhibited challenges in promptly interpreting the interviewer's questions, which raised several concerns regarding their reliance on Chat GPT for guidance. This reliance may have contributed to a habitual approach to question interpretation. Additionally, the findings revealed that the oral speaking skills of the learners in group B did not reach the same level of quality as those in Group A, who engaged with Chat GPT. Nevertheless, Group B participants were able to provide immediate responses in a shorter timeframe while speaking, compared to Group A. Therefore, it is noteworthy that both groups

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offered valuable insights during the discussion. The following table (Table 1) indicates the results of the oral language skills of the two groups of the interviewees.

Table 1: The Results of the Oral Skills of the Interviewees

Aspects of Oral Language Skills	Group A (Interviewees who utilise Chat GPT)	Group B (Interviewees who do not utilise Chat GPT)
Grammatical Accuracy	A2	B1
Vocabulary Usage	A2	A2
Pronunciation	B1	A1
Fluency	B1	A1
Comprehension	A2	B1

Note: Interviewees' results are based on the outcomes of the Interviews: A1= Beginner, A2= Pre-intermediate, B1= Intermediate, B2= Upper-Intermediate

Findings

The quantitative and qualitative data gathered from the study indicated that a significant majority of English language learners (89%) demonstrated a strong interest in artificial Intelligence in general. A considerable number of participants reported utilising Chat GPT as a crucial source to enhance their language skills, particularly writing and speaking skills. This result goes in accordance with Cotton and Shipway (2023), who identified in their study the importance of Chat GPT in improving language skills. Moreover, the quantitative findings underscored various benefits associated with the use of Chat GPT, particularly in the improvement of oral language skills, with notable advancements in areas such as pronunciation and language fluency. These findings reaffirm Bozic's finding (2023:1) that says, "Chatbots provide learners with instant feedback on grammar, pronunciation...etc." In addition, the analysis of the interview results indicated that Chat GPT assists the learners in improving their communication skills, which goes in harmony with Sabalieva and Valentini's words' "Chat GPT ... and could develop communication campaigns geared to the community..."(2023:9).

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Additionally, the findings identified several key reasons that hinder certain English language learners from effectively integrating Chat GPT into their oral language development. These reasons include a predominant focus on enhancing writing skills, a preference for traditional learning methodologies, and an increasing interest in the Deep Seek application, which has recently gained popularity.

However, the research findings indicated that Chat GPT has not proven effective in improving the accuracy of target language learners. In this regard, Tlili et al. (2023:15) noted that "the accuracy of the content provided by Chat GPT was not very accurate... ". This challenge is significant and is further emphasized by additional studies, including the work of Bozic (2023).

Conclusions

Chat GPT has a positive impact on attracting English language learners' performance, as it offers them with a unique opportunity to enhance their oral language skills, especially pronunciation and language fluency. Furthermore, the research findings underscore the effectiveness of artificial intelligence applications in the realm language learning. In future, it is anticipated that artificial intelligence tools, including Chat GPT and Deep Seek, are expected to emerge as highly valued resources among language learners.

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