



UNIVERSITY STUDENTS' PERCEPTIONS OF USING CHATGPT IN DEVELOPING ENGLISH LANGUAGE SKILLS AND SUB-SKILLS

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Abstract:

The paper aimed to explore EFL university students' perceptions of using ChatGPT in developing their English language skills and to identify which language skill is perceived to benefit the most from its use. The population of the study consisted of students enrolled in the English Language and Literature and English Language and Translation departments at Isra University. A purposive sample of 200 students, aged between 18 and 24 years, participated in the study. Data were collected using a 25-item questionnaire based on a four-point Likert scale. The findings revealed that the participants held positive perceptions of using the ChatGPT application for improving their English skills. Moreover, the results indicated that reading skill was perceived as the most enhanced skill through the use of ChatGPT compared to other language skills. Based on the results of this study, the researchers recommended integrating ChatGPT into English language classrooms across different educational levels, while emphasizing the importance of careful and guided use by both students and teachers to ensure the effective and optimal application of such tools in EFL instruction.

Keywords: EFL students, ChatGPT, English language skills, and perceptions

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1. Introduction

Language learning has always been a dynamic and changeable process. It could be influenced by different factors such as modern technology, pedagogy, and other cultural contexts. Nowadays, there is an increased use of different Artificial Intelligence (AI) applications in the teaching and learning process. The use of ChatGPT has increased, and learners and teachers may use it to develop the outcomes of learning the English language as a foreign language (EFL) in different educational stages. The researchers think that using ChatGPT may have a potential effect on developing the students' language skills. The study by Rudolph *et al.* (2023) pointed out that ChatGPT had a positive effect on learning and teaching in different higher education institutions. Meniado (2023) and Karataş *et al.* (2024) supported this idea when they found that using ChatGPT positively affected EFL students' skills.

The extensive use of ChatGPT has created numerous opportunities for students to engage in and enjoy various online tasks and exams, allowing them to assess their proficiency in English and its four skills. Kovačević (2023) reinforced this point by stating that ChatGPT can be utilized by students to enhance their experience in studying English for specific purposes, resulting in fast mastery and successful learning. Students with low achievement could receive immediate feedback on their tasks and exams that could be done using ChatGPT. It is an interactive, enjoyable tool that may increase students' positive interactions and participation in enhancing learners' different language skills (Koraishi, 2023).

Furthermore, one of the positive things that ChatGPT could present for learners is that it can provide different learning styles and preferences for EFL learners, and this will facilitate the learning process by providing them with authentic, useful, and meaningful language tasks and activities to meet the learners' needs, moving them from a traditional environment to an interactive, authentic context. Many educators and specialists believe that integrating AI and its applications positively influences the learning of English as a foreign or second language. Using ChatGPT as an application could achieve this purpose.

One could assume that the use of AI technologies and their applications, such as ChatGPT, can foster and develop the learning process, shifting from the traditional atmosphere into a modern interactive platform to develop and improve the students' English language skills (Sirichokcharoenkun *et al.*, 2023; Strzelecki, 2023; & Malkawi *et al.*, 2023).

In conclusion, investigating EFL students' perceptions and attitudes toward ChatGPT and its impact on the development of English language competencies represents an exciting new frontier in the field of language education. By critically examining both the potential benefits and drawbacks of using ChatGPT, identifying key stakeholders and influential industry figures, analyzing diverse perspectives on the technology, and considering potential future developments, educators and researchers can gain invaluable insights that can inform and enhance language learning and educational practices.

2. Statement of the Problem

Students in different educational institutions all over the world face many difficulties in mastering English as a foreign language and its four language skills. The situation is the same for Jordanian students as they suffer a lot in learning English, and they get poor grades in the national and international exams such as TOEFL and IELTS (Al-Khuwaili and Al-Shoumali, 2000; Rababah, 2003; Al-Khataybeh, 2005; Ta'amneh, 2013; Al-Ghazo, & Taamneh, 2018; Ta'amneh *et al.*, 2024, & Al-Qeyam *et al.*, 2024). Moreover, the majority of Jordanian students show negative attitudes towards learning English, with their ultimate goal being to pass the exams, especially at the Al-Tawjihi stage (Al-Sawalha & Chow, 2012). Consequently, teachers need to look for alternative modern methods to encourage their students to learn the language enjoyably and interactively.

3. Purpose of the Study

The study tries to explore the students' perceptions toward the effectiveness of using ChatGPT in learning English as a foreign language. Moreover, it tries to investigate the skills that ChatGPT can improve more than other English language skills.

The present study tries to find answers to the following two questions:

- 1) What are the students' perceptions toward using ChatGPT in EFL learning?
- 2) Which English language skill can ChatGPT improve more effectively than others?

4. Significance of the Study

Exploring EFL students' perceptions toward ChatGPT and its impact on developing English language skills represents an exciting frontier in language education. By critically examining the positive and negative aspects of using ChatGPT, identifying influential individuals in the field, analyzing various perspectives, and considering potential future developments, educators and researchers can gain valuable insights into how AI can support language learners in their quest for language proficiency. As the field of language learning continues to evolve, the integration of AI technologies like ChatGPT offers new possibilities for engaging, interactive, and personalized language learning experiences that cater to the diverse needs and preferences of EFL students. Its significance also lies in the fact that this study is among the few that investigate the use of AI applications, particularly ChatGPT, in EFL teaching at the university level.

5. Literature Review

5.1 Theoretical Background

Language learning, teaching, and assessment are now all influenced by technology, with various portable devices serving as digital assistants for teachers and students (Moqbel & Al-Kadi, 2023). Utilizing these technologies aligns with frameworks and ideas like

Computer-Assisted Language Learning (CALL), more recently, ChatGPT-based learning, and Mobile-Assisted Language Learning (MALL) (Bin-Hady *et al.* 2023).

ChatGPT could be used to facilitate learning English as a foreign language. It could work as a valuable tool for students and teachers if it is used in the right way, as it has many applications that could provide learners with different services to improve their English language skills through the different and multiple exercises that are available online to develop the students' linguistic abilities. Using ChatGPT could help in the following aspects:

- **Language Practice:** You may practice speaking, listening, and writing in English by using ChatGPT as a conversation partner. Users may converse back and forth, ask the AI to rewrite their sentences, and receive grammatical and vocabulary corrections. In this case, learners can improve three of the most important skills in learning English. When they practice doing such online exercises and tasks, it is expected to improve their skills
- **Building Vocabulary:** By elucidating word definitions, offering synonyms and antonyms, and utilizing the terms in example sentences, ChatGPT may assist learners in expanding their vocabulary in English. Building vocabulary is a necessary skill for mastering English.
- **Grammar Help:** Students may use ChatGPT to ask questions to learn new English grammar rules, receive answers, and practice using the rules in exercises and writing assignments.
- **Writing Improvement:** ChatGPT may offer feedback on students' written work, identify mistakes, and recommend changes to help them become better English writers. In this case, students can discover their mistakes, revise, and later on modify their writing according to the feedback that they receive from ChatGPT. By following this method, students are able to make gradual and continuous progress through the performance of a variety of written assignments.

5.2 Empirical Studies

Pham *et al.* (2021) conducted a study to evaluate the expected benefits of using GPT to develop EFL learners' reading and writing skills. The findings of the study pointed out that the application of GPT was an effective and useful strategy in developing the participants' two English skills: reading and writing.

Three researchers from Tsinghua University and Peking University in China (Zhu, Huang & Qin, 2021) investigated the use of BERT (a language model similar to GPT-3) to provide feedback and assistance on English writing tasks for Chinese learners. The study findings indicated that the feedback Chinese learners received from AI helped improve their writing skills.

Jiang *et al.* (2022) examined the expected outcomes of using GPT in presenting English lessons and preparing different lessons and tasks for their students. Two groups were used to conduct the study: control and experimental groups. The findings revealed that the learners in the experimental group demonstrated significant improvements in

grammar, vocabulary, and reading comprehension skills compared to those in the control group.

Sharma *et al.* (2022) from the Indian Institute of Technology Kharagpur conducted a study to investigate the potential advantages of using GPT-3 to generate personalized English lessons and practice exercises for learners in India. The study reported significant improvements in learners' grammar, vocabulary, and reading comprehension skills.

Müller *et al.* (2022) examined using ChatGPT as a conversational partner for German students learning English. The study found that the AI-based practice sessions improved speaking fluency and confidence among the learners.

Ali (2023) investigated the teaching staff members' attitudes about the advantages and difficulties of using ChatGPT in the teaching process. The sample of the study consisted of 58 teaching staff members from the University of Bisha in KSA. The findings indicated that the majority of the participants held a positive view of using ChatGPT in teaching English as a foreign language. However, the results also showed that some teachers had concerns about students' reliance on ChatGPT with minimal effort from the students in their English learning process.

Meniado (2023) studied the impact of using ChatGPT on English language teaching, learning, and assessment. The findings revealed that using ChatGPT could help and enhance learners' mastery of English by providing them with the necessary input and assistance to learn the language. Furthermore, it can support and enhance English language learning by providing meaning-focused input and assisting language learners with feedback on the accuracy of their language output. Moreover, the findings showed that ChatGPT could assist teachers in easily and effectively designing lessons and developing instructional material for their students.

Moraes *et al.* (2023) carried out a study to encourage students to use ChatGPT to perform different tasks, such as practicing conversing, getting feedback on their writing tasks on different topics, and learning new vocabulary. The results of the study reported that the confidence as well as the motivation of the learners increased due to the use of AI and its applications, such as ChatGPT.

Sirichokcharoenkun *et al.* (2023) conducted a study to examine the function of OpenAI's ChatGPT advanced language model in the context of English instruction and learning in Vietnamese high schools. The results of the study showed that ChatGPT may be able to assist educators and learners in English instruction and learning.

Karataş *et al.* (2024) conducted a study to examine the effect of ChatGPT on foreign language learners. The sample of the study consisted of 13 preparatory class students in Turkey, who were exposed to the ChatGPT experience over a 4-week period. The results showed that the use of ChatGPT had a positive effect on the learners, particularly in writing, grammar, and vocabulary acquisition.

Ho (2024) performed a study to explore the students' attitudes, habits, and perceptions toward using ChatGPT. The study sample consisted of 120 students in Vietnam. The data were collected through two instruments: a questionnaire and structured interviews. The results showed that the use of ChatGPT positively impacted

the participants' vocabulary acquisition, translation, and grammar as the application helped the learners by providing them with instant solutions for the difficulties they faced. These results confirm that ChatGPT is a new form of artificial intelligence that is increasingly used in education and other fields of life.

To examine the potential opportunities of how ChatGPT could support student learning and teaching, Wang & Fan (2025) analyzed, in a meta-analysis research, 51 research studies published between November 2022 and February 2025. The findings of the meta-analysis showed that ChatGPT has a strong positive effect on students' learning performance and a moderate positive effect on their learning perceptions and higher-order thinking skills. Furthermore, the results demonstrate that the duration of ChatGPT use mainly influenced learning perception, while course type and ChatGPT's role affected higher-order thinking.

Khampusaen (2025) conducted a mixed-method strategy to examine how ChatGPT could affect the improvement of argumentative essay writing among third-year English EFL majors. The study tried to measure the impact of ChatGPT use in the following three aspects: quality of writing, student perceptions, and patterns of AI tool usage in an experiment that lasted for 16 weeks. To collect the needed data, both pre and post-tests were presented to the participants. Moreover, a questionnaire of 17 items was used too. The results of the study showed a clear development in the participants' writing performance by using ChatGPT as an AI-assisted tool in the process of writing argumentative essays.

Ho *et al.* (2025) carried out a study to investigate the effect of ChatGPT on the English writing skills of 11th-grade Vietnamese students. A mixed-method was used to conduct the study. Seventy EFL students participated in the study. Both an experimental and a control group were used. The experimental group received supportive writing feedback through ChatGPT, while the other group received traditional teacher feedback. The findings of the analysis pointed out that students who used ChatGPT achieved greater improvement in writing performance. As for the participants' perceptions in the experimental group toward using ChatGPT in developing their writing, the students emphasize that ChatGPT was a great support for them, as it provided them with immediate feedback, and it increased their engagement.

Artificial intelligence (AI) is increasingly used in higher education, especially to support and to develop students' linguistic performance in learning English as a second language (ESL) or as a foreign language (EFL). ChatGPT, as an assisted AI tool, helps students in different educational stages by providing personalized and interactive language support. In the same context, Deep *et al.* (2025) reviewed published studies between 2023 and 2025 on the use of ChatGPT in ESL learning at the university level. The sample of the study consisted of 29 peer-reviewed articles that were published in EBSCOhost, ERIC, and JSTOR databases. The findings of the study indicated that ChatGPT helps ESL students improve their writing, grammar, and speaking skills, while also increasing engagement through accessible and individualized feedback.

These studies, conducted by scientists in China, Germany, Vietnam, Singapore, Turkey, Thailand, and India, show how interest in and research into the possible advantages of employing ChatGPT and other AI language models to help English language acquisition in a variety of educational situations is spreading around the world. These findings from different studies in different countries suggest that ChatGPT can be a helpful and inclusive tool for improving English writing and supporting learner-centered language education.

The studies reviewed above demonstrate the growing global interest in examining the potential advantages of using various AI applications, particularly ChatGPT, in language teaching. Thus, in the current study, the researchers explore the potential effectiveness of using ChatGPT in developing Jordanian EFL learners' language skills.

6. Methodology of the Study

6.1 The Participants

The study involved (200) EFL students at Isra University who study English language and literature and English language and translation, during the first semester of the academic year 2025/2026. The participants were in their second and third academic years and were enrolled in courses provided by their departments that specialized in teaching the four language skills and grammar.

6.2 Instrumentation and Data Collection

An attitudinal questionnaire was designed by the researchers for data collection purposes. The questionnaire comprised 25 items to investigate the participants' perceptions of ChatGPT on developing English language competencies (see Appendix, p.12). The responses to the questionnaire were graded according to the Likert Scale. The validity of the questionnaire was established by asking a jury of university professors of TEFL, linguistics, and applied linguistics to evaluate the appropriateness of its items to the purpose of the study. The comments of the jury were taken into consideration to improve the quality of the instrument. The reliability was also ensured by measuring the Internal Consistency to assess the consistency of results across the given items within the questionnaire. To achieve this purpose, Cronbach's Alpha, which is considered the famous method in these studies, was used to measure the average correlation between the 25 items in the questionnaire. It was calculated and found to be 0.84, which is considered an acceptable result to start applying the study.

7. Results and discussion

7.1 Findings Related to the First Research Question

To answer the first question, "What are students' perceptions toward using ChatGPT in EFL learning?", means and standard deviations were calculated to explore the participants' views toward using ChatGPT in learning English as a foreign language.

Table 1: Means and Standard Deviations for the Participants' Responses toward Using ChatGPT in Learning the English Language as a Foreign Language

Sent. No.	Mean	Std. Deviation	Degree
Reading			
s1	4.24	.726	High
s2	4.21	.782	High
s3	4.19	.748	High
s4	4.05	.716	High
s5	3.94	.789	High
Total Mean	4.126	0.7522	High
Writing			
s6	4.11	.815	High
s7	4.09	.842	High
s8	3.95	.925	High
s9	3.91	.842	High
s10	3.90	.870	High
Total Mean	3.992	0.8588	High
Listening			
s11	3.56	.662	Moderate
s12	3.34	.884	Moderate
s13	3.34	.714	Moderate
s14	3.17	.777	Moderate
s15	3.21	.735	Moderate
Total Mean	3.324	0.7544	Moderate
Speaking			
s16	3.69	.558	High
s17	3.60	.656	Moderate
s18	3.56	.787	Moderate
s19	3.47	.730	Moderate
s20	3.52	.593	Moderate
Total Mean	3.568	0.6648	Moderate
Grammar			
s21	4.05	.744	High
s22	4.03	.771	High
s23	4.00	.725	High
s24	3.99	.785	High
s25	3.98	.853	High
Total Mean	4.01	0.775	High
Total Perspective	3.80	0.788	High

Table 1 shows that the participants' total perspective toward using ChatGPT in EFL learning is high (3.80) according to the degree of agreement, which shows that the participants looked at ChatGPT positively as it helped them improve their EFL learning. The participants indicated that *"using ChatGPT has improved my vocabulary comprehension in English."* as appears in the first sentence of the first section (Reading), comes in the first rank and with a mean of (4.24). This result is supported by another sentence, when the participants showed high agreement with the second sentence, *"ChatGPT has enabled me*

to read English in a good way” as it came in the second rank and with a mean of (4.21). The table shows that the participants looked at ChatGPT as a facilitator in learning grammar. Sentence number 21, “using ChatGPT enabled me to understand English grammar more easily,” got the highest rank in the section of grammar, with a mean of 4.05. Furthermore, the participants responded by saying, “ChatGPT has assisted me in overcoming grammatical obstacles as I study English”. Many students may be reluctant to speak in English because of the fear of making grammatical mistakes while communicating with others. They believe that ChatGPT could play an important role in reducing the number of grammatical mistakes through practice and the number of grammar tasks and exercises that the application could present. The vast use of ChatGPT has opened up many opportunities for students to engage in and enjoy various online tasks and exams, allowing them to evaluate their proficiency in English and its four skills. These results go in complete harmony with the results of other researchers such as Pham *et al.*, (2021); Meniado (2023); Moraes *et al.*, (2023); Sirichokcharoenkun *et al.*, (2023); Ali (2023); and Karataş *et al.* (2024); Wang & Fan (2025); as the results of these studies in different contexts showed that the use of ChatGPT had a positive effect from the learners’ point of views because of the useful choices it could provide to the learners while learning English at schools.

7.2 Findings Related to the Second Research Question

To answer the second question, “Which English language skill and sub-skill could ChatGPT improve more effectively than others?”, means and standard deviations were calculated to explore the participants' views toward the skill that ChatGPT can improve more than other English language skills.

Table 2: Means and Standard Deviations for the Participants' Responses toward the Skill that the ChatGPT Could Improve More than Other English Language Skills/ Sub-skill

Rank	Skill	Mean	Std. Deviation	Degree of Agreement
1	Reading	4.12	0.752	High
2	Grammar	4.01	0.775	High
3	Writing	3.99	0.858	High
4	Speaking	3.56	0.664	Moderate
5	Listening	3.32	0.754	Moderate
Language Skills/Sub-skill		3.80	0.788	High

The analysis of the participants’ responses regarding which English skill ChatGPT can improve the most shows that they believe that ChatGPT could significantly help them improve their reading skills as Table 2 shows that “Reading” obtained the highest mean (4.12). Writing comes in the third rank with a mean of 3.99. Khampusaen (2025) and Ho *et al.* (2025) showed in their studies that ChatGPT could help a lot in developing the learners’ writing performance while learning English as a foreign language. Moreover, the participants believed that ChatGPT could play a lesser role in developing their listening skills, as the table above illustrates that “Listening” ranked last with a mean of

3.32. The table also revealed that the total mean for the five skills/sub-skills was 3.80, which is considered high according to the degree of agreement. Participants believe that ChatGPT has highly improved their grammar, as "Grammar" came second with a mean of (4.01). Additionally, the results showed that ChatGPT has a lesser effect on oral skills (viz., listening and speaking), which can be attributed to the difficulty of the skill and the type of practice and feedback students use in their learning process. Students usually consider oral skills to be challenging. These studies were supported by other studies that indicated that using ChatGPT has a good effect on developing students' linguistic performance by improving their skills in learning English as a foreign language such as Pham *et al.*, (2021); Jiang *et al.*, (2022); Zhu *et al.*, (2021); and Müller *et al.*, (2022) who all agreed that using such an application in the learning process may lead to obvious progress for the students in the four skills. It could also help students to develop their grammar competencies and translation output, as in the studies that were conducted by Sharma *et al.* (2022), Karataş *et al.* (2024), and Ho (2024).

8. Conclusion

This study aimed to investigate students' perceptions of utilizing ChatGPT for EFL learning. Additionally, the study attempted to explore which English language skill ChatGPT can enhance more than the others from the participants' points of view. The results indicated that the participants had a positive attitude toward using ChatGPT in learning English as a foreign language. Furthermore, the results indicated that the participants viewed ChatGPT as a valuable and useful application to improve their reading skills more than the other three skills: writing, speaking, and listening. Reading came in the first rank with a mean of (4.12). The researchers recommended using AI and its different applications in teaching, as it could work effectively in improving the learners' language skills. Further research on using ChatGPT in different fields concerning language teaching and translation is also recommended.

8.1 Pedagogical Implications

The use of ChatGPT in education can lead to several pedagogical implications:

- 1) **Personalized Learning:** ChatGPT could offer a unique learning experience based on the student's needs in different authentic contexts.
- 2) **Immediate Feedback:** ChatGPT could present immediate feedback on students' tasks and exams, which enables them recognize their mistakes and correct them.
- 3) **Enhanced Engagement:** Interactive and conversational learning with ChatGPT can make learning more engaging and enjoyable for students, potentially increasing their motivation and interest in the subject matter.
- 4) **Support for Diverse Learning Styles:** One of the most important things that ChatGPT could offer for learners is its ability to deal with students of different learning styles and interests (Visual learners or auditory learners)

- 5) **Encouraging Critical Thinking:** When students start using ChatGPT, it is expected to improve their critical thinking because they are asked to analyze, think, and give responses to the different topics raised.
- 6) **Language and Writing Support:** One of the most important positive things that ChatGPT could present for its learners is that it helps them improve their writing skill because it offers grammar and style suggestions. In this case, students are expected to build and increase their vocabulary reservoir.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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