



## **The Role of Artificial Intelligence in Enhancing English language Skills among EFL learners: A Special Focus on Speaking Skill and ChatGPT**

Hanan Abdulhasan Kadhim

*Al-Shatrah University-College of Applied Medical Science*

### **Abstract in English**

The study explores The influence of artificial intelligence on English language skills and particularly speaking one. It is pedagogical , quantitative and qualitative study aimed at identifying the role of AI tools on the students' process to improve their English language speaking skill and in order to achieve this goal , The researcher designed a questionnaire composed of ten questions that are administrated to two hundred students from different academic stages in Medical physics department and pathological analysis department at applied medical sciences college/ Al-shatrah university. The analysis of the data is done by using percentages and chi-square test. The results show that there is a statistical significance in the respondents and that there is a correlation between student's language improvement and the using of AI tools like ChatGPT. It also asserts that the technological tools are advantageous in enhancing their English speaking skill. The study concludes that the students prefer the blended learning approach that combines the traditional teaching with AI tools and they consider that the presence of the teacher is indispensable.

### **Paper Info**

#### **Keywords**

*Keywords: Artificial Intelligence, ChatGPT, Technology, learning language tools.*

### **1. Introduction**

Artificial intelligence has a great deal of attention in the recent studies for the vital role it Plays because it changes the customary ways of learning language. The studies show that AI tools are considered as a challenge to language

teachers as well as a promise to offer a positive transformation in the domain of language learning (AlAqlobi et al., 2024). It becomes a very interesting subject for most scholars and researchers who are interested in language teaching and learning. ChatGPT is a crucial

instance that is used widely today by students. It is a significant tool that provides students with a lot of interactions with the topics they like and conversations they want to be engaged with (pan, 2024). Many researchers like Abusahyon et al. (2023), show the advantages of using artificial intelligence applications to improve language in contrast with the traditional ways of learning languages. They enhance learners with an authentic contact and automatic correction or feedback as well as the artificial intelligence is designed to suit the requirements of the learner. It checks the strengths and weaknesses of the user to offer him the most effective materials that meet his or her needs. The idea of the impact of AI on language improvement is not up to date subject but it has been the interest of researchers for so many years. They tried to detect the possibilities of computers on enhancing student's second language using some programs like PLATO. Artificial intelligence makes a revolution in the world of language learning for so many reasons, one of the prominent one is that AI applications offer the users extensive varieties of lessons that are customized to suit their personal concerns (Queirós et al., 2025). The previous studies try to explore the influence of AI tools and especially ChatGPT on Second language learning; however, most of these studies lack the quantitative aspect since they are mostly theoretical and descriptive. They describe the facilities and potentials that AI tools provide when learning the language without taking into the consideration the actual percentages and numbers of the preferences and concerns of the EFL in their process of language learning. The present study tries to address this gap by designing a

questionnaire that is distributed to two hundred students asking them directly about their attitudes and preferences toward using Artificial intelligence in their language learning. The researcher then, sets a statistical analysis through using chi-square and percentages to check the statistical significance of the students responses. The research questions of the study are: 1.What are the advantages and disadvantages of artificial intelligence on improving students' second language skills (speaking in particular) ? 2.Does ChatGPT have a statistically significant impact on the English language improvement of the students who regularly use it in their learning process ? 3.Are there any preferences and concerns on using AI tools to learn the language? The study aims at 1.Identifying the advantages and disadvantages of artificial intelligence on improving student's second language skills(speaking skill in particular). 2.Verifying whether ChatGPT has a statistically significant impact on the language improvement of the students who regularly use it in their learning process. 3.Exploring the concerns and preferences on using AI tools to learn the language?

## **2. Literature Review**

### **2.1 Artificial Intelligence as a New Era in the Domain of Language Learning**

Artificial intelligence is a part of "computer science" that are mainly used to carry out some tasks like learning, problem-solving, decision making and communicating with humans. It can do many diverse activities that facilitate life; however, technology is not considered as a substitution to human's mind but it helps them to reconsider and manage their tasks. Many researchers

like Merg-Yue et al. (2020) believed that the use of technology in education is not that enough because the technology has two opposing effects, negative and positive. The scholars on the field are trying to explore the advantages and disadvantages of Technology in education and since the subject is new, the positivities and negativities of AI tools are yet to be found (Liando, 2025). Fitria (2021) pointed out that making any transformation in the field of language teaching is a very good step to change the ongoing techniques of training languages. Lots of studies based on a comparison between the traditional way of learning and the new way of learning to clear out the positive and negative side of AI tools. One of these studies are done by Mamatha et al. (2024) who make a distinguish between Gen z and Gen Alpha, Gen Alpha includes those persons who are born after 2012. They describe them as those who are influenced by the revolution of AI technology and they prefer personalized learning more than gen z (people who are born between 1997-2021). The study shows that the emergence of Artificial intelligence has so many changes on the way students learn new ideas.

Researchers believed that AI technology make a new era in the methods of language learning. Several technical apps are used today so the learners can get an immediate response and personal notes as well as varieties of language tests, the new technology provide them with many various presentations of language activities and assessment (Betal, 2023). One of the basic advantages of artificial intelligence used to enhance language is that ASR which is an abbreviation of "automatic speech recognition". It is a valuable technique

used to check out the improvement of the learner's spoken language. It shows the notable progression of the speaking skill. Traditionally, learning speaking was problematic for most teachers; however, with AI, it is not very effortful to be carried out. The conventional ways of language testing takes long time and it is quite biased in contrast with AI technology testing which is not partial and is qualified. It provides automatic correction of the structure and the lexical items as well as the overall consistence of the composition.

## **2.2 The Advantages of Using Artificial Intelligence in Language Learning**

The using of artificial intelligence in learning languages has so many advantages as it will be mentiomed:

### **2.2.1 Vocabulary Enhancement**

The applications of artificial intelligence assist learners to have an extensive exposure to numerous input and output vocabularies. The learners can keep them in his or her long term memory so they can have a good range of vocabulary and expand their words . These vocabularies are learnt in an interactive way using a communicative situation. Students can make a real conversation with chatbot and this will help them acquire many written and spoken words through making questions and answers with the bots (Vyas et al., 2023). This way of learning vocabularies is still a problematic one because it assumes the learner to be at a high level of language mastery (AlAqlobi et al., 2024).

### **2.2.2 Pronunciation Improvement**

Artificial intelligence tools like ChatGPT has a crucial role to enhance learner's ability to speak like native. The bots are programmed automatically to talk about the subjects the learners

prefer. This way will encourage students to speak more and speaking daily with bots will boost their pronunciation (AlAqlobi et al., 2024).

### **2.2.3 Personalized Learning**

The growing of AI technology has a unique effect on language learning . it makes it more personal and effective . it is designed to meet the requirements and choices of the learner. (AlAqlobi et al., 2024). The learners can get the positive and negative feedback according to the achievement they have (Banerjee et al., 2024). Traditionally, teachers schemes their lectures according to their personal understanding of the past lessons regardless of their student's needs and preferences in contrast with today learning, students can study the same subject but the materials are not the same from one student to another (Yu and Lu, 2021)

### **2.2.4 The Capability of Understanding Human Language**

Chatbots use realistic text and need the learner to get into many videos and audios that are created in a smart way to be considered as a natural language (AlAqlobi et al., 2024).

### **2.2.5 Customized Educational Experience**

The learners can get the style they like when learning as well as they can choose according to their preferences and learning experiences. This way of learning is more effective than the traditional methods that has no care about the preferences of the students. (Banerjee et al., 2024)

### **2.2.6 Self-directed Learning**

The student can create the most suitable curriculum by choosing the righteous contents and needs they want to explore. The AI automatically adapt the methods of learning to the learners on

accordance to their preferred choices (Banerjee et al., 2024)

### **2.2.7 Automatic Correction**

It becomes not a must for teachers to correct students' mistake since AI technology makes the job so quickly, effectively and automatically. The correction is based on the goals of the exam, so no need to use a non-automatic correction to the grammatical or writing mistakes like before (Liando et al., 2025)

### **2.2.8 Predictive Analytics**

AI tools predict learner's achievement According to their past information , this way of learning is more effective than the conventional techniques that are fulfilled by teachers. Teachers do not have that level of accuracy when teaching their students (Banerjee et al., 2024).

### **2.2.9 Real Time Chatbot**

The students can ask as many questions as they want which is a positive feature of AI technology. Students may feel embarrassed asking questions when the teacher is present but with AI technology, they can make an interruption at any time they want and make questions (Kurni et al., 2023)

## **2.3 The Disadvantages of Using Artificial Intelligence in Second Language Learning**

Regardless of the many advantages of using artificial intelligence in learning language, there are some disadvantages:

### **2.3.1 Limited Vocabulary**

The language of AI is quite standard and formal. The language of the written test is more accurate and structured language. The learner can easily make a distinction between the human language and the language of the robot. (AlAqlobi et al., 2024).

### **2.3.2 Careful Interaction**

Despite the fact that artificial intelligence has a crucial impact on language proficiency, it still needs cautious contact to keep on the high level of interaction. (AlAqlobi et al., 2024).

### 2.3.3 Independent Learning

Yuan (2021) explains that artificial intelligent tools are very beneficial but still they are not enough for the learner. The learner needs a teacher to guide him and choose the most significant aspects of language that the learner needs to focus on; however, within AI technology the students are lost as they lose the adviser or in other words the teacher.

### 2.3.4 High Degree of Accuracy

One of the prominent characteristics of AI technology is that, it is super accurate in terms of language and the type of test it offers. So it is good when the form of the test is objective like MCQ but when the test is essay writing, the AI score is not that reliable. The presence of the teacher in this case is very essential. Researcher asserts that AI is in its way to develop the subjective forms of test (Liando, 2025).

### 2.3.5 Unreliable Evaluation

The evaluation of AI tool is not accurate because it is subconsciously amplify biases that are already present in the training data. For this reason, the presence of the teachers is indispensable to evaluate learners (Queirós et al., 2025).

## 2.4 Some Instances of Language Learning Tools

Rebolledo font De la vall and Araya enlist (2022) five learning tools with their basic features

1. **Chat GPT** is one of the most significant tools that can be asked many question by the learners.it can be asked to correct the grammatical errors as well as

many questions that are related to the target language that the students want to learn.

2. **Duolingo** is a very well-known app used by many learners, it is easy to use and it has varieties of lessons and lots of interactive exercises.
3. **ELSA (English Language Speech Assistant)** is very helpful to improve learner's pronunciation and it has the feature of speech recognition. Speech recognition allows the learner to recognize their advancement in speaking the target language.
4. **Rosetta** offers numerous customized directions and customized responses.
5. **Google Translation** is a translation tool that converts languages to another. It is widely used by people.
6. **Glossika** has novel sentences to get the learners to learn the language as well as many personalized learning experiences adopted to the user's needs and goals.
7. **Deep L Translator** translates countless texts and words in a matter of seconds. It is so easy and smooth and more precise Than the traditional apps of translation.
8. **Quillbot** is a paraphrasing and summarizing tool that is used by many students and learners to help them save their time and expand their mentality.
9. **GrammarlyGo** is a combination between chatGPT and grammarly. It helps the learner with a lot of features like rewriting and automatic

correction to the grammatical and pronunciation mistakes. It can also produce numerous ideas and information to help you enhance your writing (Banerjee, 2024).

## 2.5 Challenges and Limitations

**a. Non- human contact:** One of the basic drawbacks of artificial intelligence usage is that there is no guidance to be followed by the learners, the learner guides himself by himself. so, there is no specific plan to be customized to suit the learner's progress.

**b. The Absence of Contextual and Cultural Awareness:** There are lots of things missing when using AI tools, one of them is that the learners feel the situation is highly formal because of the lack of the use of colloquial words, vernacular or slang.

**c. No Creativity:** The language of artificial language has no productivity or creativity because of the absence of poetic or metaphorical language.

**d. Poor Correction:** AI language learning tools can not ,by any means, be interchangeable to role of teachers in the class. The way they correct errors is not flawlessly accurate as in the case of teachers when correcting mistakes of their students (Font de la vall and Araya, 2022)

**e. Data Privacy and Security:** Since the style of learning is more personalized, students present their personal information to the educational institution. It becomes necessary to protect their personal information so that students' confidence with artificial intelligence will be enhanced. (Swargiary, 2023)

**f. Ethical Consideration:** As we have mentioned earlier, the standards of AI tools based on the previous data, so their correction will be biased according to

the input data. For this reason, the presence of the teacher is really salient. (Swargiary, 2023)

**g. Training and Education:** Student should have a complete realization of the prejudices and limits of AI data. (Banerjee et al., 2024)

## 3. Method

The method of the study is based on questionnaire survey in order to check the effectiveness of artificial intelligence especially ChatGPT on English speaking skill. The researcher uses the questionnaire instead of other methods of collecting data (like observation or interviews) for some reasons. One of these reasons is that it is not a time-consuming, you can collect many responses in a matter of second. Secondly, with questionnaire, you can have a large sample size of data that can be analyzed statistically using some test like chi-square test. The questionnaire is designed to collect quantitative data by setting close-ended questions and the type of questions are multiple choice ones. The questionnaire is composed of ten questions asked to two hundred students from different stages of medical physics and pathological analysis department at college of applied medical science/AI-shatrah university. The responses of the questions are analyzed quantitatively using percentages and chi-square test to check if there is any statistical significance in the responses of the students.

## 4. Results

### 4.1 Percentages

The researcher calculates the number of the answers of each option of the questions and then sets the percentages.

**Q1: 1. Do you use Artificial Intelligence like ChatGPT in learning English?**

Options	Number of answers	Percentages
Always	75	37.5%
Sometimes	60	30%
Rarely	40	20%
Never	25	12%

**Q2: What is your favorite way of learning English?**

Options	Number of answers	Percentages
Teacher and classroom	44	22%
ChatGPT	34	17%
Both	122	61%

**Q3: Do you think learning with ChatGPT is better than learning with a teacher?**

Options	Number of answers	Percentages
Strongly agree	41	20.5%
Agree	63	31.5%
Indecisive	32	16%
Disagree	64	32%

**Q4: Does AI help you improve your way of learning English?**

Options	Number of answers	Percentages
Strongly agree	55	27.5%
Agree	70	35%
Indecisive	45	22.5%
Disagree	30	15%

**Q5: Do you think that Duolingo is better than traditional way of learning English language?**

Options	Number	Percentages
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	of answers	
Strongly agree	35	17.5%
Agree	88	44%
Indecisive	27	13.5%
Disagree	50	25%

**Q6: Do you feel free when learning speaking by talking to ChatGPT?**

Options	Number of answers	Percentages
Strongly agree	150	75%
Agree	35	17.5%
Indecisive	10	5%
Disagree	5	2.5%

**Q7: Do you think that the presence of language teacher is indispensable ?**

Options	Number of answers	Percentages
Agree	102	51%
Indecisive	70	35%
Disagree	28	14%

**Q8: Do you have problems using ChatGPT?**

Options	Number of answers	Percentages
Always	40	20%
Sometimes	73	36.5%
Rarely	33	16.5%
Never	54	27%

**Q9: Do you feel concerned when using ChatGPT?**

Options	Number of answers	Percentages
Always	83	41.5%

Sometimes	52	26%
Rarely	22	11%
Never	43	21.5%

**Q10: what do you prefer to correct your English speaking skill?**

Options	Number of answers	Percentages
ChatGPT	87	43.5%
Teacher	55	27.5%
Both are the same	58	29%

#### 4.2 Chi-Square Test

The chi-square "Goodness of-Fit analysis". The test verifies whether the response of the questionnaire are statistically significant or not or to put in other words, The test tries to figure out if the students have an obvious preference to use artificial intelligence tools like ChatGPT or not. The purpose of chi-square test is to check the validity and statistical significance of the student's responses. The test identifies if the answers of the students are random or there is a logical correlation among them. The researcher adopts the Goodness-of-Fit- test because the study tries to explore a distinguish between the "observed answers" with "the expected answers". The researcher prefers to state how the Goodness-of-Fit test is statistically done for the first question as an instance:

**Q1: Do you use artificial intelligence like ChatGPT in learning English?**

The answers for this question:

- a. Always = 75
- b. Sometimes = 60
- c. Rarely = 40
- d. Never = 25

Total = 200 students

The first stage is to calculate the expected frequencies.

$$\text{Expected frequency} = \frac{\text{total}}{\text{number of options}} = \frac{200}{4} = 50$$

So ,each option is expected to take fifty answers.

The next step is to do the chi-square formula which will be explained as follows :

$$\chi^2 = \sum \frac{(o - E)^2}{E}$$

O refers to the observed frequency while E refers to the expected frequency.

So,

$$\chi^2 = \frac{(75 - 50)^2}{50} + \frac{(60 - 50)^2}{50} + \frac{(40 - 50)^2}{50} + \frac{(25 - 50)^2}{50} = 29.00$$

And to make sure of the preciseness of the test, there should be a degree of freedom which is abbreviated as (df)

$$df = \text{number of options} - 1 = 4 - 1 = 3$$

the last stage is to discover the p-value using the Microsoft excel.

$\chi^2=29.0$  df=3 so, p-value is 0.0000 . p <0.05. The results are statistically significant.

Questions	Chi-square value ( $\chi^2$ )	p-value	significance
Q1	29.00	0.0000	Significant
Q2	69.64	0.0000	Significant
Q3	15.40	0.0015	Significant
Q4	17.00	0.0007	Significant
Q5	43.96		Significant



		0.000 0	
Q6	277.0 0	0.000 0	Significant
Q7	41.32	0.000 0	Significant
Q8	18.68	0.000 3	Significant
Q9	38.52	0.000 0	Significant
Q10	9.37	0.009 2	Significant

## 5. Discussion

The results of the statistical analysis, percentages and chi-square test show that there is a strong correlation between the usage of ChatGPT and the improvement of second language skills. The findings are highly important for those who are engaged with language learning and teaching. The p-value of chi-square test is statistically significant since all of values are  $p < 0.05$ . This means that there is a positive association among the responses of the questions, for example in question six, "Do you feel free when learning English language?", the  $\chi^2 = 277.00$  and  $p < 0.05$ . This value reveals that most of the students choose "strongly agree" instead of the other options and this clear out that there is a significant statistical connection between the using of ChatGPT and their feeling of freedom. In question two "What is your favorite way of learning English?" the respondents show that the students prefer the blended approach that combines between teachers and ChatGPT. The answers highlight the fact that the students prefer the flexible and the positive feelings that AI tools

provide them, but they still can not ignore the indispensable role that the teachers play when teaching them. The answers of question three "Do you think learning with ChatGpt is better than learning with a teacher", percentages are not quite different between "agree" and "disagree", the learners can not neglect the facilitative features of ChatGPT but that does not mean they do not value the conventional approach of teaching language. The p-value of the chi-square test phrases that the expected answers are similar to the observed ones and also the value proves that the responses are not random or chosen by chance but clearly, they are highly significant. The preference of the students to choose AI tools in their learning over the traditional techniques of learning the language (the presence of the teacher) is obviously shown in the results.

The statistical analysis of the questionnaire conveys that emergence of AI tools is a positive transition and a profitable addition in the field of methodology, the study supports the previous studies that hold similar goals. It also provides those studies, that are uncertain about the effectiveness of ChatGPT in improving language, with statistical and numerical findings. The study still has some limitations and challenges that should be cared about in the future studies. One of these limitations is that some students are unfamiliar with the AI tools but they still choose the section that indicates the positive impact of them. In addition to that, some students misjudge the role of AI tools, either they underestimate the value of AI tools in their response or highly overrate them. These issues can be avoided by using other ways of collecting data like observation or interviews. The observation is more

challenging and effortful but it is more reliable than the questionnaire.

## **6. Conclusions and Recommendations**

The study concludes the following key points:

1. AI tools hold a very salient position in student's language learning.
2. There is a strong association between language skills improvements and the using of artificial intelligence tools.
3. ChatGPT is mostly utilized by learners. The EFL learners of the English language prefer using it in their learning process.
4. The EFL learners prefer the blended method over the one single method. They prefer to combine between AI tools and teachers.
5. The presence of the teacher is indispensable when learning the language. The guidance of the teacher is very significant.
6. The EFL learners have a positive feeling when learning language by ChatGPT. They feel free and less insecure.
7. There are some concerns and certain worries of using AI tools because the interaction is with non-human being.

The recommendations are as follows:

1. Language teachers should introduce artificial intelligence tools into their lessons. This will enhance the intense exposure to the language.
2. Language teachers should advise students to use ChatGPT in an effective and ethical way so they can get more benefits concerning learning language skills.

3. Teachers have to limit the worries and concerns of the learners when using ChatGPT tools. It would be good if they guide the students to exploit the educational AI tools that help them improve their English language.
4. The study recommends the researchers in the field to use other ways of collecting data like interviews or observation so they can get more reliable results.
5. The present study does not take gender, age or background knowledge differences into consideration. It recommends researchers to consider these variables in the future study.

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### Abstract in Arabic

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تحاول هذه الدراسة الكشف عن تأثير الذكاء الاصطناعي على مهارات اللغة الإنجليزية وخاصة مهارة التحدث. إنها دراسة تربوية، كمية ونوعية، تهدف إلى تحديد دور أدوات الذكاء الاصطناعي في عملية تحسين مهارة التحدث لدى الطلاب في اللغة الإنجليزية، ومن أجل تحقيق هذا الهدف، صممت الباحثة استبياناً مكوناً من عشرة

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أسئلة تم توزيعه على مئتي طالب من مراحل أكاديمية مختلفة في قسمي الفيزياء الطبية والتحليلات المرضية في كلية العلوم الطبية التطبيقية/جامعة الشطرة. تم تحليل البيانات باستخدام النسب المئوية واختبار مربع كاي. أظهرت النتائج وجود دلالة إحصائية في إجابات المشاركين، كما بينت وجود علاقة بين تحسين الطلاب لمهاراتهم اللغوية واستخدام أدوات الذكاء الاصطناعي مثل ChatGPT. كما تؤكد النتائج أن الأدوات التكنولوجية مفيدة في تعزيز مهارة التحدث لديهم. وتخلص الدراسة إلى أن الطلاب يفضلون أسلوب التعلم المدمج الذي يجمع بين التعليم التقليدي وأدوات الذكاء الاصطناعي، كما يرون أن وجود المعلم لا يمكن الاستغناء عنه. الكلمات المفتاحية: الذكاء الاصطناعي، ChatGPT، التكنولوجيا، أدوات تعلم اللغة.

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