

استكشاف مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه برنامج ChatGPT

كأداة محتوى قائمة على التبسيط في تعلم اللغة الانجليزية

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Exploring EFL Students' Attitudes Towards ChatGPT as a Simplification-Based Content Tool in English Language Learning

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Abstract

AI technologies are being increasingly incorporated into the field of education. Many educators and researchers focus their attention on ChatGPT, an artificial intelligence tool designed to assist learners by providing simplified explanations of language concepts and helping them in completing various language-related tasks. This research aimed to investigate how EFL students view ChatGPT as a content tool based upon simplification within English language learning. A twenty-item structured questionnaire was employed to collect data from a sample of students enrolled in the English Department at the Libyan Academy, Western Coast Branch. The findings obtained revealed that a significant majority of the participants expressed a positive attitude towards the use of ChatGPT, particularly regarding its capability to simplify complex language content and enhance learner comprehension. Additionally, the findings indicated that many students regarded ChatGPT as a valuable tool for improving their overall experience as language learners. However, several concerns were raised regarding the risk of over-reliance on AI tools. These findings underscore the potential of ChatGPT as an effective learning aid, while also stressing the necessity for responsible usage and guidance within an educational context.

Keywords: ChatGPT, Artificial Intelligence, EFL Learning, Language Technology

ملخص البحث

يتزايد دمج تقنيات الذكاء الاصطناعي في مجال التعليم بشكل مطرد؛ حيث يُركز العديد من التربويين والباحثين اهتمامهم على أداة "ChatGPT"، وهي أداة ذكاء اصطناعي قادرة على المساعدة في تزويد المتعلمين بشروحات مبسطة للمفاهيم اللغوية، فضلاً عن مساعدتهم في إنجاز العديد من المهام المتنوعة ذات الصلة باللغة. وقد هدفت هذه الدراسة البحثية إلى استقصاء كيفية نظر طلاب اللغة الإنجليزية كلغة أجنبية (EFL) إلى أداة "ChatGPT" باعتبارها أداة محتوى قائمة على مبدأ التبسيط في سياق تعلم اللغة الإنجليزية. ولجمع البيانات،

اعتمدت الدراسة على منهجية كمية تمثلت في إجراء استبيان شمل عينة من الطلاب الملتحقين بقسم اللغة الإنجليزية بالأكاديمية الليبية فرع الساحل الغربي. وقد كشفت النتائج المتوصل إليها أن غالبية المشاركين قد أعربوا عن مواقف إيجابية تجاه استخدام "ChatGPT"، ولا سيما لدوره في المساعدة على تبسيط المحتوى اللغوي المعقد وتعزيز استيعاب المتعلمين. وعلاوة على ذلك، أشارت النتائج إلى أن العديد من الطلاب ينظرون إلى "ChatGPT" كأداة مفيدة من شأنها إثراء تجربتهم الشاملة كمتعلمين للغة. وفي المقابل، أثبتت عدة مخاوف تتعلق بالإفراط في الاعتماد على أدوات الذكاء الاصطناعي. وتُبرز هذه النتائج إمكانية توظيف "ChatGPT" كأداة مساعدة في عملية التعلم، غير أنها تؤكد في الوقت ذاته على ضرورة استخدامها بمسؤولية وتحت التوجيه والإرشاد ضمن السياق التعليمي

الكلمات المفتاحية: ChatGPT، الذكاء الاصطناعي، تعلم اللغة الإنجليزية كلغة أجنبية، تقنيات تعلم/معالجة اللغة

Introduction

Artificial intelligence (AI) technologies have influenced educational practices and learning environments significantly since their emergence as an educational tool. The integration of AI-based educational tools has also opened up new avenues for supporting students' learning processes and accessing information. Researchers are now also beginning to emphasize the fact that AI applications can be used to support personalized learning, provide immediate feedback, and create interactive educational experiences in higher education (Ifenthaler & Zawacki-Richter, 2019).

One of the most recent developments in AI is the emergence of generative AI systems. Among these innovations is ChatGPT, which was developed by Open AI. ChatGPT is a large language model that designed to produce human-like responses, assisting users in a variety of tasks, including writing, translating, clarifying concepts, and solving problems. Due to its capabilities, ChatGPT has generated considerable attention within the educational context. Relevant research indicated that ChatGPT could aid students in grasping complex academic content by providing straightforward explanations and engaging responses (Kasneci et al., 2023). Similarly, Dwivedi et al. (2023) stated that generative AI tools possess the potential to revolutionize educational methodologies, allowing learners to swiftly access information and receive tailored assistance.

Students learning English as a foreign language (EFL) face numerous challenges when it comes to mastering intricate grammar rules, academic vocabulary, and complex texts. The difficulties encountered by students in these areas may negatively affect their motivation and overall learning outcomes. AI-based tools, such as ChatGPT, have the potential to assist students in addressing some of these challenges by offering simplified explanations and additional learning support (Xiao & Zhi, 2023). Despite the growing interest in using AI as an educational tool for language learning,

there has been limited research examining students' views of ChatGPT as a simplification-based content tool in English language learning. Understanding how students view these types of technology is crucial for assessing their effectiveness and exploring their potential applications in educational environments.

This study therefore sought to investigate the attitudes of EFL students towards ChatGPT as a simplification-based content tool and to assess the extent to which students consider ChatGPT to be a supportive and influential tool in their English language learning.

Research Questions

The research questions to be answered are:

1. What are EFL students' attitudes toward ChatGPT as a simplification-based content tool in English language learning?
2. How do EFL students view the role of ChatGPT in supporting and facilitating their English language learning?

Literature Review

The application of artificial intelligence (AI) technology in the field of language education has grown rapidly, with one of the most recently developed and discussed AI tools is ChatGPT. developed by openAI, ChatGPT is a conversational AI system based on a large language model capable of generating human-like texts and assisting students with various language-related tasks, thereby enhancing learner engagement and language proficiency. ChatGPT has emerged as a dynamic tool that can support and simplify linguistic learning (Yu et al., 2025).

A significant amount of recent research concerning AI in EFL learning environments has focused on the function of ChatGPT. For example, Xiao and Zhi (2023), in an exploratory study regarding how EFL learners employ ChatGPT in completing language learning assignments, identified several significant methods through which the students were employing ChatGPT. Specifically, they discovered that students employed ChatGPT to generate writing prompts, to clarify grammatical structures, and to simplify challenging learning materials. The findings from this research showed that ChatGPT assisted the learners' understanding through supplying simplified definitions and immediate answers to their language-related questions. Similar to Xiao and Zhi's (2023) research, Alsalem (2024) examined EFL students' view of using

ChatGPT as a method for enhancing their English-speaking skills in a Saudi university environment. Through a questionnaire distributed among the university students, Alsalem's investigation revealed that a significant majority of participants exhibited positive views towards ChatGPT. The students reported that the tool assisted them in practicing their speaking, expanding their vocabulary, and increasing their self-confidence in communication in English.

Beyond the emphasis on the role of ChatGPT in enhancing speaking skills, research has also explored its impact on helping EFL learners develop their academic writing skills. For example, Kasneci and her colleagues (2023) investigated both the possibilities and limitations of large language models within educational frameworks. The researchers concluded that tools like ChatGPT could assist students in generating ideas, structuring their writing, and explaining complex topics. Furthermore, they emphasized the importance of responsible usage and raised concerns regarding issues related to academic integrity and reliance on AI systems.

Additionally, there are studies published in journals such as *Computers and Education: Artificial Intelligence* that have investigated students' experiences of utilizing ChatGPT for writing feedback. The findings indicated that learners view ChatGPT as a helpful tool for receiving instant feedback and producing high-quality writing products. Moreover, the research showed that ChatGPT increases learners' motivation and interest in completing writing tasks. Brown et al. (2020) illustrated the abilities of large language models in performing a range of natural language processing activities using little to no training data. Their research established the theoretical basis for AI tools such as ChatGPT and indicated that these types of tools could be beneficial to learners who require assistance with language processing and text generation.

AI tools dramatically improve academic writing and idea generation while saving researchers significant time and effort. According to Ibrahim et al. (2025), applications like ChatGPT boost output quality and credibility by fostering creativity and critical thinking. Despite these clear advantages, researchers must use AI ethically and responsibly. Maintaining human oversight is essential to safeguard originality and uphold academic integrity.

There is also a great deal of research being conducted that examines the larger implications of AI-assisted learning tools in education. For example, research that was published in the journal *Learning and Individual Differences* indicated that AI-based educational technologies may provide support for individualized learning by offering explanations that are adapted to each learner's

needs, as well as providing feedback that is tailored to the needs of the learner. These characteristics are what make tools like ChatGPT especially beneficial for making complex learning materials easier to understand for language learners.

Despite the increasing number of studies focused on the application of ChatGPT in language education, many of the previous studies have primarily targeted specific language skills, such as writing or speaking. There is relatively little research that investigates ChatGPT as a simplification-based content tool, particularly concerning how students view it as a tool that can assist in simplifying complex linguistic input and enhance comprehension in English language learning.

Consequently, the present study sought to address the previously identified research gap by researching EFL students' attitudes towards ChatGPT as a simplification-based content tool and by identifying whether students view ChatGPT as a supportive and influential tool in their English language learning journey.

The Methodology Adopted

The research methodology is defined as "a collective term for the structured process of conducting research. There are different methodologies used in various types of research, and the term is usually considered to include research design, data gathering, and data analysis" (Gounder, 2012, p.12). Therefore, this research utilized a purely quantitative research design to investigate EFL students' attitudes toward the use of ChatGPT as a simplification-based content tool in English language learning. Quantitative research is widely used in educational studies to examine participants' views and attitudes through structured data collection instruments such as questionnaires. Creswell (2014) noted that one of the benefits of quantitative research is that this methodology provides a precise approach for measuring the variables under investigation. He also mentioned that employing statistical methods for data analysis enables comparisons of results across different populations and contexts.

The Research Participants

The participants involved in this study were all students from the Department of English at the Libyan Academy for Postgraduate Studies, Western Coast Branch. In total, there were 53 participants. Each participant was invited to voluntarily take part in this study, provided they met the criteria of being familiar with digital learning technologies such as ChatGPT. Additionally, as

postgraduate students would be the most experienced users of ChatGPT, the findings of this study would likely be reliable. The participants were assured that their participation in the study would remain anonymous and confidential to ensure honest and genuine responses.

The Research Instrument

The data collection instrument used in this study was a structured questionnaire consisting of 20 statements, specifically designed to explore students' attitudes towards using the ChatGPT program as a simplification-based content tool. Each statement within the questionnaire was evaluated using a five-point Likert scale. The Likert scale is a widely recognized rating scale commonly employed in research to assess attitudes and opinions of individuals (Likert, 1932).

In the questionnaire of this study, the participants were requested to select the statement that best represented their views from the following options:

- Strongly Agree = SA
- Agree = A
- Neutral = N
- Disagree = D
- Strongly Disagree = SD

The questionnaire was administered to students via Google Forms. It was available to students on the internet, enabling them to respond to the statements online.

Data Collection Procedures

The questionnaire was sent to all postgraduate students within the English Department at the Libyan Academy for Postgraduate Studies. A link was shared with students via online communication platforms. They were requested to fill out the questionnaire online. The data collection process lasted for a week, during which students could finish and submit their responses. In total, 53 students completed and submitted the questionnaire. The data gathered were carefully reviewed and then analyzed using descriptive statistics, which included frequency counts and percentages. This analysis enabled the researchers to gain valuable insights into students' perceptions of the ChatGPT program as a simplification-based content tool.

The Findings Obtained

This section presents the findings derived from the analysis of quantitative data. The structured questionnaire included 20 items that examined students' perceptions regarding the use of ChatGPT as a simplification-based content tool in English language learning.

The participants' responses were analyzed using descriptive statistics (percentages) based on a five-point Likert scale, which ranged from strongly disagree to strongly agree (see table 1).

Table 1 Participants' Responses

No.	Items					
A	Content Comprehension	SD	D	N	A	SA
1	ChatGPT helps me understand the main ideas of complex English texts	0%	1.9%	1.9%	47.2%	49.1%
2	ChatGPT simplifies grammar explanations according to my proficiency level	0%	0%	17%	56.6%	26.4%
3	Using ChatGPT reduces confusion when dealing with difficult English content	0%	0%	3.8%	50.9%	45.4%
4	ChatGPT makes complex English concepts clearer and easier to follow	0%	1.9%	7.5%	47.2%	43.4%
B	Cognitive Processing & Retention	SD	D	N	A	SA
5	ChatGPT helps me remember new vocabulary through simplified explanations	0%	15.1%	18.9%	43.4%	22.6%
6	Examples provided by ChatGPT make English concepts easier to recall	0%	18.9%	18.9%	49.1%	26.4%
7	Simplified content from ChatGPT helps me process information effectively	0%	1.9%	13.2%	52.8%	32.1%
C	Skill Application	SD	D	N	A	SA
8	ChatGPT helps me apply simplified grammar rules in my writing	1.9%	9.4%	17%	47.2%	24.5%
9	ChatGPT helps me produce clearer and more accurate sentences	0%	3.8%	15.1%	50.9%	30.2%

10	ChatGPT supports me in using simplified content in learning tasks	0%	3.8%	17%	50.9%	28.8%
11	ChatGPT helps me apply simplified content in different contexts	0%	3.7%	13.2%	58.5%	22.6%
D	Learning Motivation	SD	D	N	A	SA
12	Using ChatGPT increases my interest in learning English	3.8%	13.2%	22.6%	39.6%	20.8%
13	ChatGPT encourages me to practice English more frequently	1.9%	18.9%	26.4%	26.4%	26.4%
14	Learning through simplified content makes learning less stressful	1.9%	2.3%	11.3%	56.6%	26.4%
E	Critical Use & Dependency	SD	D	N	A	SA
15	I critically evaluate ChatGPT responses before using them	3.8%	13.2%	22.6%	39.6%	28.3%
16	I sometimes rely too heavily on ChatGPT when learning English	5.7%	20.8%	22.6%	34%	17%
17	Excessive use of ChatGPT may reduce independent learning skills	5.7%	3.8%	18.9%	39.6%	32.1%
F	Overall Attitudes Toward ChatGPT	SD	D	N	A	SA
18	ChatGPT is an effective tool for simplifying English learning content	1.9%	0%	9.4%	62.3%	26.4%
19	My overall experience using ChatGPT for English learning is positive	1.9%	1.9%	17%	65.6%	22.6%
20	I would recommend ChatGPT as a supportive learning tool	5.7%	0%	15.1%	52.8%	26.4%

Content Comprehension

A close examination of Table 1 shows that ChatGPT is perceived as a valuable resource for helping students in enhancing their comprehension of English materials. Moreover, the findings suggest that a significant majority of respondents agreed that ChatGPT facilitates their understanding of key concepts in English materials and assists them in understanding how to explain grammar based

on their personal proficiency level. Furthermore, almost all students involved in the study, with a significant percentage of 50.9%, reported that using ChatGPT alleviates their anxiety when reading or writing about intricate English topics while also providing improved clarity and ease in understanding complex English terminology. Therefore, this study provides evidence that ChatGPT can assist students in grasping challenging English materials.

Cognitive Processing and Retention

In addition to the data concerning the role of ChatGPT in assisting students to achieve a better understanding of their English coursework, analyzing the quantitative data revealed the potential of ChatGPT in supporting the cognitive processes and memory associated with learning a second language. Numerous students, with a notable percentage of 52.8%, expressed their belief that ChatGPT's simplified explanations of English terms assisted them in remembering new vocabulary and enabled them to learn and retain new language concepts through improved organization and sequencing of language. Additionally, many students reported their strong belief that the examples provided by ChatGPT were beneficial in allowing them to better recall the English terms and concepts they had studied. Consequently, this research demonstrates the value that ChatGPT may offer in supporting students' ability to learn and remember new English terms and concepts.

Skill Application

According to Table 1, the findings gained revealed that students perceive ChatGPT as a valuable resource for applying the English language knowledge they have learned in their classes. The majority of students, with a percentage of 50.9%, reported that ChatGPT was helpful in helping them apply grammatical rules in their writing and in formulating clearer sentences than they would have been able to without the assistance of ChatGPT. Additionally, numerous students reported that ChatGPT enabled them to utilize simplified versions of course material in their academic tasks (such as assignments and tests). These findings reinforce the notion that ChatGPT could provide students a means to effectively apply their English language knowledge across different educational settings.

Learning Motivation

Regarding learning motivation, the findings indicate a moderately positive impact of ChatGPT on students' engagement in English language learning. Many participants reported that using ChatGPT increases their enthusiasm for learning English and encourages them to practice the

language more frequently. Additionally, 56% of the participants reported that simplified explanations provided by ChatGPT alleviate the stress associated with the learning process. These findings imply that ChatGPT has the potential to enhance students' motivation and engagement in language learning.

Critical Use and Dependency

Additionally, the study identified that students exhibited a degree of critical thinking while using ChatGPT. Many students reported that they evaluated the information provided by ChatGPT prior to its application; however, some students, specifically 39.6%, admitted that they relied heavily on ChatGPT for learning English. Finally, a significant number of students agreed that overuse of ChatGPT may negatively affect students' independent learning abilities. As a result, these findings emphasize the necessity of fostering a responsible and balanced use of AI tools among students throughout the instructional process.

Overall Attitude

Finally, the findings of the study indicate that students generally possess a positive attitude towards the utilization of ChatGPT in English language instruction. A significant percentage of the students, precisely 65.6%, agreed that ChatGPT serves as an effective resource for enhancing the accessibility of English learning materials and elevating the overall quality of their learning experience. Notably, a considerable number of students, specifically 52.8%, expressed their willingness to endorse ChatGPT as a beneficial learning aid for their colleagues.

Discussion

This study demonstrated that the majority of postgraduate EFL students at the Libyan Academy, Western Branch, hold a positive attitude towards using ChatGPT as a tool for learning through simplification. Many of the respondents to the questionnaire indicated their belief that ChatGPT assists them in comprehending intricate learning materials and aids in clarifying complex grammar structures.

These conclusions align with the study conducted by Xiao & Zhi (2023) regarding the utilization of ChatGPT by EFL students in their language learning endeavors. The authors noted that a significant number of students employed ChatGPT to clarify grammatical errors, find definitions of unfamiliar vocabulary, and seek assistance with writing tasks. Consequently, the researchers

concluded that students view ChatGPT as a valuable learning resource to support their language studies.

In a comparable manner, Liu and Ma (2023) found that university students maintained positive views regarding the use of ChatGPT in their English language learning. In particular, the students stated that ChatGPT is capable of delivering prompts and easily comprehensible responses to the questions they posed concerning difficult English language concepts.

The present research findings are consistent with the arguments made by Kasneci et al. (2023) regarding the potential of large language models, such as ChatGPT, to enhance learning through the provision of simplified explanations and tailored support based on the unique requirements of each student. This is due to ChatGPT's ability to respond to a learner's inquiries in a manner that takes into account the specific needs of that learner.

While there are numerous advantages to using ChatGPT as a resource for simplifying learning content, certain concerns have been raised in various studies regarding the excessive dependence on AI tools within the educational sphere. For example, Cotton et al. (2023) contended that an over-reliance on AI tools, including generative AI technologies, may negatively affect students' capacity to independently complete academic tasks and uphold academic integrity. Therefore, even though the findings of this study highlighted the potential of ChatGPT to help in simplifying learning materials, it is essential to integrate these types of technologies into educational settings in a responsible and judicious manner.

Conclusion

The purpose of this study was to investigate the attitude of EFL students regarding the use of ChatGPT as a tool grounded in the principle of simplification to aid their English Language Learning. The research findings indicated that the majority of the postgraduate students hold a positive attitude regarding the use of ChatGPT as a tool for supporting their learning processes.

The research findings showed that ChatGPT plays a crucial role in enhancing the readability of English texts, clarifying grammar concepts for students, and minimizing confusion associated with reading and writing complex English materials. Additionally, the research participants reported that ChatGPT assisted them in implementing grammar rules, creating more coherent sentences, and utilizing simplified versions of their assignment content in their academic tasks.

Additionally, the findings gained revealed that ChatGPT has the potential to enhance students' motivation and engagement in learning English. Several participants noted a reduction in stress levels and found it easier to access information due to the clarity offered by the simplified content provided to aid their learning.

On the other hand, the present research identified certain concerns related to students becoming overly dependent on AI technology. The majority of the participants expressed that excessive reliance on ChatGPT might diminish their self-directed learning abilities. As such, while ChatGPT can provide numerous valuable educational benefits, it is essential to integrate it into students' learning environments in a way that ensures the ongoing development of critical thinking and independence in their learning process.

In conclusion, the present research determined that ChatGPT can serve effectively as a supportive resource for simplifying English language learning materials, thereby providing students improved learning experiences when utilized appropriately.

Pedagogical Implications

This research presents several implications for instructors and institutions involved in language education. Firstly, instructors could incorporate AI technologies (e.g., ChatGPT) to assist students struggling to comprehend complex linguistic materials, as these models have the potential to generate simplified explanations, thereby aiding them in dealing with challenging grammatical rules and/or lengthy texts. Secondly, ChatGPT can serve as a supplementary resource in the educational process, enabling students to receive immediate feedback on their responses and further explanation after class; it could also promote student autonomy and encourage the development of independent learning practices. Thirdly, instructors should teach students how to use AI technologies responsibly in their academic studies; students should learn to critically assess the information provided by AI tools and refrain from excessive dependence on them. Finally, educational institutions might consider implementing digital literacy courses to ensure that students are highly prepared to utilize new technology in their studies.

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