

Exploring EFL Libyan Students' Use of AI ChatGPT in English Language Learning

Amel M. Msimeer

Department of English- Faculty of Arts – Misurata University- Libya

a.msimeer@art.misuratau.edu.ly

Abstract

ChatGPT has attracted the attention of scholars, educators, teachers and students since its emergence in 2022. Many researcher papers have been written about the potential of employing this digital platform in the teaching and learning process. What makes this platform distinct is its ability to provide its users with a wide variety of textual corpus in different disciplines, yield various linguistic models that are similar to those produced by human beings' when interacting in real conversations. Therefore, due to its significant role in education and particularly in English language learning /teaching, this study aims to explore how EFL Libyan students use ChatGPT in English learning. The participants in this study are 71 Libyan university students whose major is English. They are undergraduate and postgraduate. They study at the Faculty of Arts, Faculty of Education, Faculty of Languages and Translation and the Libyan Academy in Misurata. Data for this study was collected by means of Google electronic forms. They included both closed and open-ended items. The collected data was analyzed automatically and results were displayed in charts with percentages. The findings of this study revealed that Libyan university students do use ChatGPT in their learning of English language. Furthermore, use of ChatGPT among these students began in 2022 which is the year in which this platform was released. Another finding is that ChatGPT can be a powerful and useful tool for learning English so as to it can assist them to perform many tasks which are related to their academic domain.

Key words: Artificial Intelligence, ChatGPT, English Learning

دراسة استخدام طلبة اللغة الإنجليزية في ليبيا لتطبيق ChatGPT في تعلم اللغة الملخص:

جذب ChatGPT انتباه العلماء والمعلمين والمتقنين والطلاب منذ ظهوره في عام 2022. حيث تمت كتابة العديد من الأوراق البحثية حول إمكانية توظيف هذه المنصة الرقمية في عملية التعليم والتعلم. فما يجعل هذه المنصة متميزة هو قدرتها على تزويد مستخدميها بمجموعة واسعة من النصوص في مختلف التخصصات، وإنتاج نماذج لغوية مختلفة تشبه تلك التي يستخدمها البشر عند التفاعل في محادثة حقيقية. ولهذا ونظرا لدورها المهم في التعليم وخصوصا في تعليم وتدريب اللغة الإنجليزية، فإن هذه الدراسة تهدف إلى التعرف على كيفية استخدام الطلبة الدارسين للغة الإنجليزية في ليبيا لتطبيق (تشات جي بي تي) في تعلم اللغة. تتكون عينة البحث من 71 طالب وطالبة ليبيين يدرسون تخصص اللغة الإنجليزية. هم طلبة في مرحلة الدراسة الجامعية ومرحلة الدراسات العليا. هؤلاء الطلبة يدرسون في كلية الآداب وكلية التربية وكلية اللغات والترجمة والأكاديمية الليبية. فرع مصراته. وقد تم تجميع البيانات لهذه الدراسة باستخدام نماذج قوقل والتي تضمنت نوعين من الأسئلة: مغلقة ومفتوحة. وبعد تحليل البيانات باستخدام تطبيق Google forms وعرضها في أشكال بيانية متضمنة لنسب مئوية، كانت نتائج الدراسة كالتالي: ان الطلبة في الكليات المستهدفة يقومون باستخدام تطبيق المحادثة (تشات جي بي تي) وان استخدامهم له بدأ منذ سنة إصداره: 2022. أيضا أوضحت النتائج أن تشات جي بي تي هو أداة مفيدة لتعلم اللغة الإنجليزية وأنها تساعد الطلبة في أداء العديد من الواجبات والتدريبات في مجال تخصصهم.
كلمات مفتاحية: الذكاء الاصطناعي، شات جي بي تي (ربوت محادثة)، تعلم اللغة الإنجليزية.

1. Introduction

Technology has been evolving rapidly in this century and it has affected the various facets of daily life. Many novel inventions including artificial intelligence (AI) and its applications has become a prominent feature of the 21st century. Many companies, institutions, and websites purchased this application in order to enhance their performance and provide high quality service to their customers. AI has also become an essential part in people's life so as to it has been one of components that constitutes smartphones, household equipment, electronic gadgets and other devices. Influence of this digital application extended to be employed in medicine, business, commerce, education and even language learning which is the main concern of this article. One of the AI applications that has gained an outstanding fame in the field of education and language learning is ChatGPT. It has attracted the attention

of scholars, educators, teachers and students since its emergence in 2022. Many researcher papers such as; [2], [15], [24], [32], [31], [19] have been written about the potential of employing this digital platform in the teaching and learning process. Furthermore, they studied the benefits and drawback of hedonic and pragmatic attributes of this machine. What makes this platform distinct is its ability to provide its users with a wide variety of textual corpus in different disciplines, yield various linguistic models that are similar to those produced by human beings' when interacting in real conversations. Therefore, due to all these factors and attributes, this study is conducted to explore the influence of this chatbot on Libyan university students who major in English and how it assists them in learning English.

1.2 Purpose of the Study

This study aims to investigate the influence of ChatGPT on EFL Libyan university students in terms of usefulness and benefits obtained from it and which might assist them in their English language learning.

1.3 Research Questions

The current study is conducted to address the following questions:

Do Libyan students use ChatGPT?

For what purposes do they use it?

Can ChatGPT be a useful tool for learning English Language?

1.4 Significance of the Study

The significance of this study stems from it is being the first study that examines Libyan students use of ChatGPT. Furthermore, it is the first study that explores how English -major students benefit from this novel chatbot to enhance their efficiency in English language learning. Another significance is that this study might be a foundation for further future studies about this topic in Libyan context.

Literature Review

The emergence of ChatGPT was mainly related to Artificial Intelligence (AI) which is a term first used by the researcher John McCarthy in 1956 when conducting his research study on artificial intelligence [22]. McCarthy and other researchers proposed that all facets of intelligence, including learning, could be so accurately defined that they could be stimulated by a machine [22]. Based on this, AI can be defined as the engineering and science that is concerned with creating intelligent machines, particularly computer programs [22]. Another definition of AI was suggested by Copeland [4] when described AI as 'the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings'. [30] demonstrated that AI is related to various fields; such as psychology, philosophy, linguistics, mathematics, computer sciences and others.

Marr [5] indicated that definitions of AI these days have varied based on the goals achieved by the employment of AI. For example, Amazon defined AI as "the field of computer science dedicated to solving cognitive problems commonly associated with human intelligence, such as learning, problem- solving, and pattern recognition." (cited in [5], para.10). It is obvious that formulation of this definition is mainly related to the nature of business run by this institution. It relies on machine-learning systems [5]. Google AI, as another example, prioritizes machine and deep learning, using its capabilities to "create smarter, more useful technology and help as many people as possible" in a variety of fields, including translation, healthcare, and smartphone technology (cited in [5], para. 12). After emergence of AI and integrating it in its setting and applications, Facebook AI Research aim became to improve the machine file and develop novel technologies that offer people efficient ways to interact (cited in [5], para. 12).

2.1 Use of Artificial Intelligence

AI has radically permeated every aspect of people's daily life. [21] affirmed, 'AI has become an integral part of our lives, playing a vital role in various aspects, both large and small' (p.28). He illustrated that AI abilities are extensive; it may be used to perform deep learning- based, enhanced medical diagnosis; as well as analyze works created by authors to create music, literature and art. Its capabilities are not only limited to these facets but they are extended to

ecology explorations, occupational safety monitoring and gaming [21]. In the academic realm, AI appears to play a significant role. These intelligent machines can offer the learners interface interactive platforms which can negotiate, interact and respond to the learners' questions so that they assist teachers to figure out problems related to motivation, individual special needs and differences [30]. Additionally, employment of AI can provide the learners with feedback on their performance which contribute to improve their level and enhance positive attitude towards the teaching and learning process [30]. [13] proposed that findings of studies in relation to the effect of AI driven personalized learning on learners reported a positive impact on the learners' motivation, involvement and outcomes. However, the findings also reported an urgent need for careful discussion of ethics related to its application. There are various types of AI which serve different purposes. Among these types is ChatGPT which has gained considerable increasing interest worldwide these days.

2.2 Overview of ChatGPT

ChatGPT is one form of natural language processing technology (NLP) which is originally a type of AI [1]. It is a chatbot which was launched in November 2022 [11]. Furthermore, it is one type of generative artificial intelligence (AI) which is a broad term that refers to technology that can generate unlimited amount of novel content [20]. It is generated by AI Open [11]. ChatGPT was defined in [8] as, 'a computer program created by Open AI that uses artificial intelligence to answer questions and carry out tasks given to it by people'. Thus, this digital platform can be described as a conversational computerized program that can stimulate human beings' conversations and reply to questions asked by their users [1]. The letters GPT stand for Generative Pre-trained Transformer which refers to a language processing algorithm trained on vast amounts of data to generate writing that accurately represents a person's [18]. According to Hu, the number of users has been increasing rapidly to 13 million daily users in 2023 with the potential to be (cited in [32], p.17).

2.3 Construction of ChatGPT

Typically, the basis of ChatGPT is the integration of reinforcement learning capabilities with both supervised and unsupervised learning approaches. It is predicated on a model that has been refined with the assistance of human evaluators [31]. These evaluators assess the chatbot performance by assigning it scores. These scores denote positive or negative performance based on whether the chatbot's responses sound realistic or not [31]. When the chatbot gained high scores, it was strengthened and improved [31]. About ChatGPT, [14] demonstrated that the current release of ChatGPT was constructed on GPT 3; therefore, it can be described as a sibling of InstructGPT, 3 [9]. This type of GPT is not well-known and it can create replies only to simple questions in a way stimulate a human being's manner [14]. [10] stated that ChatGPT is a system that utilizes transformer designs to interpret input data and yield relevant output. They added that this natural language system gathers large amounts of information from the World Wide Web to learn, record and store then various language structures. ChatGPT is mainly based on the top of 'Generative Pre-trained Transformer network architecture,' as mentioned by [10].

2.4 Work Process of ChatGPT

[20] in regard to ChatGPT construction, indicated that it is an online immense language model that can filter textual information and produce innovative answers to inquiries a user enters. Furthermore, prompts can be generated in a variety of ways to tailor answers to the users' level of language proficiency and the users' knowledge of content [20]. What is more, ChatGPT provides answers in the voices of famous historical figures or styles of certain rhetorical structures [20]. This language model can accomplish a myriad of actions and tasks, for example, it can create poems, stories and novels [29]. Having access to a wide, extensive variety of datasets and volumes has made it outstanding among other types of Artificial intelligence applications and its predecessors. Unlike other language models; such as BERT, RoBERTa, and XLNet, ChatGPT has the ability to predict precisely the following word in a structure [28]. Furthermore, Liu, Mittal, Yang and Bruckman added that ChatGPT can solve complex questions (cited in [27], p.3). Another thing is that ChatGPT -4 which was introduced in March 2023 can handle queries related to reasoning and conciseness in comparison to its predecessors [27]. What makes ChatGPT different from search engines; such as Google or Bing, is its ability to yield texts; such as, conversational replies and descriptive texts of a particular image in

human-like language [17]. Conversely, search engines provide their users answers to their queries by allowing them access to datasets by conducting online search [2].

2.5 ChatGPT in Education

Since its release in November 2022, ChatGPT has gained widespread adoption in the Education sector. The wide variety of operations that this language model can perform have attracted the attention of teachers, students, researchers, course designers and administrators. [27] stated, 'The wide variety of applications offered by large language models, such as ChatGPT, has made them literally a juggernaut in higher education sector' (p.4). Furthermore, many researchers; such as, [2], [15], [31], [27], [29], and [19] wrote about the benefits and negative implications of this AI chatbot in the learning/ teaching process.

As far as teaching practices are concerned, ChatGPT can improve instructional strategies. It is a valuable tool that can provide teachers with insights into the aspects that students need to improve [15]. Furthermore, with its capabilities to produce automated responses, ChatGPT can assist teachers in constructing efficient lesson plans, creating tests, quizzes and learning materials [27]. Additionally, ChatGPT is able to create open-ended or multiple-choice comprehension and expansion questions to go along with reading assignments, for instance [19]. Another merit of ChatGPT is its ability to highlight aspects which might be challenging for some learners and provide them with specific resources which enable them to succeed [2]. Thus, it saves much of the teacher's time inside the classroom and increases the opportunity for more teacher and student interaction [2].

In regard to research writing, [11] mentioned that ChatGPT can assist researchers compose papers that are correct, thorough, systematic, and efficient [11]. Furthermore, ChatGPT and other AI tools can assist researchers with data analysis and interpretation, scenario creation, and findings communication [1]. What is more, ChatGPT has the capabilities to aid the students write a research paper by generating some ideas [27], employing prompts to compose abstracts, condensing long research papers, highlighting significant results from the literature [26]. Additionally, [25] stated, 'some researchers use ChatGPT to analyze large volumes of text to gain deeper insights and knowledge, which is particularly useful in qualitative research and in writing literature reviews' (p.1929). it can deliver citations in several reference styles [25]. ChatGPT can also help students by checking their work for grammatical and structural errors and offering insightful feedback to help them write better. Personalized feedback based on writing style is another option available to students, helping them to identify and focus on areas that require improvement [18]. Additionally, with ChatGPT, students could experiment with a variety of tasks, including writing essays, creating computer programs, and resolving mathematical puzzles [18]. However, [29] pointed out, 'although ChatGPT is a powerful tool in education, it still needs to be used with more caution, and more guidelines about how to use it safely in education should be established' (p.22).

2.6 ChatGPT and English Language Learning

ChatGPT has played a significant role in English Language learning despite the drawbacks and critical issues raised by some researchers. Concerning the benefits of ChatGPT, it can assist students improve the quality of their writing, particularly in the areas of organization and content [23]. Also, they affirmed that the use of AI writing tools among which ChatGPT can improve the writing abilities of English as a Foreign Language (EFL) students. In this sense, ChatGPT also has the ability to create coherent and textually proper texts [13]. [11] demonstrated that ChatGPT can translate language, summarize texts, answer questions, write poems, stories. Furthermore, Health mentioned that ChatGPT can explain oral and written requests made by people and yield human-like replies in reports, essays, letters and emails format (cited in [24], 2023, p.4).

Other merits are that ChatGPT can help students improve their language proficiency by scaffolding the learning process by giving them feedback on how they use language and by partnering with them to practice language through suggested activities [3]. Additionally, [6] proposed that ChatGPT has the potential to be a tool for improving EFL students' English language competency. What is more, with its abilities it can be an effective instrument for upgrading and supplanting conventional EFL teaching techniques [6]. In this sense also, [19]

mentioned that ChatGPT is a useful and adaptable tool that has a lot of potential to support dynamic and interesting language learning. They added, 'Students can use ChatGPT to obtain dictionary definitions and examples' (p.3).

ChatGPT can support and enhance English language learning by providing meaning- focused inputs, offering scaffolding during the production of meaning-focused outputs, giving feedback on the accuracy of learners' language outputs, and facilitating fluency development through extensive language practice [24]. ChatGPT can also be used to generate several text genres related to the same topic or to construct dialogue. The dialogue's complexity can then be changed by ChatGPT to better suit beginning or experienced students. To create vocabulary notes in the target and primary languages, utilize ChatGPT [19].

2.7 Limitations of ChatGPT

With all the capabilities and operations that it can perform in promptly and which make it a powerful and valuable learning tool, ChatGPT still does have some limitations. Some limitations which were declared by Open AI [7] include the possibility of providing incorrect or absurd words and sentences. The second limitation was its overuse of the phrase 'it is a language model trained by AI Open'. The possibility of producing biased replies or unsafe content was considered as another limitation of this chatbot. Additionally, the information provided by ChatGPT about events which happened after 2021 is extremely little. Eventually, Adjusting the input wording or answering the same prompt more than once can cause ChatGPT to become unresponsive. More limitations were reported by [16] when they stated that ChatGPT is not able to handle instances which it was not trained on or included in its program. Another limitation is its incapability to understand human beings' emotions and experiences although it can simulate their language and deliver responses in a way similar to what people do. Being programmed to yield automated replies without resolution is also regarded as another limitation [16]. [31] in this sense, postulated that ChatGPT may not be able to understand and reply to slang, informal colloquial language, consequently chatbot users should be precise when writing their prompts.

Regarding academia milieu and the Education sector, ChatGPT may encounter difficulty in producing responses to complex or abstract prompts. Also, its answers to prompts might be incoherent [31]. Another limitation is its inability to perform subtle thinking or appealingly complex analysis which is required at advanced learning levels [2]. Another concern with ChatGPT use in education is the possibility that students would use it to cheat on exams because it can produce human-like answers [15]. This in turn represents a threat to academic integrity [15]. The potential of being biased is also another issue about use of ChatGPT in education. For instance, if the chatbot was programed to provide information related to a particular race or gender, in this case it may deliver biased responses [15].

About research paper writing, [25] pointed out some limitations including a deficiency in specialized knowledge, originality and analytical abilities that are essential to generate high-quality paper. Additionally, using this AI model in research writing might affect ethical and privacy issues so as to ChatGPT might yield sensitive or personal information [25]. Discussion of reached results and prior literature is an essential part of research paper which ChatGPT cannot do [25]. Lastly, Else argues that this revolutionary AI model lacks the ability to offer sources for the data it delivers (cited in [25], p. 1929). There is a potential that ChatGPT creates untrue research problems and questions; besides, it may not be able to make up literature and create quotations and references [25].

2.7 Related studies

The first related study is conducted by [24]. It was entitled 'The Impact of ChatGPT on English Language Teaching, Learning and Assessment: A Rapid Review of Literature'. The researcher aimed to investigate the effect of ChatGPT on English language learning, teaching and assessment. The entire study was based on a revision of literature written about the implementation of ChatGPT in English language learning, assessment and teaching. A Rapid

Review Approach was adopted as a methodology for the study. This Rapid Review Approach was directed by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis which was developed by Page et. al. (2021). The researcher here conducted three-month online research for papers written during the period from May 15 to 22 August, 2023. The collected data was manually analysed adopting both inductive and deductive approaches.

The findings of the study revealed that ChatGPT can support and augment English language learning and teaching. In terms of English learning, ChatGPT is able to give the learners meaning-focused input, support them in creating meaning-focused outputs, offer them feedback on how accurate their language outputs are, and encourage the development of the development of fluency through prolonged language practice. The results also revealed that ChatGPT can assist teachers in constructing lesson plans, ease language learning in and outside the classroom, creating learning material, evaluating learning of second language and providing immediate feedback for each individual learner. Despite all these merits and valuable support that this intelligent machine can provide, it is surrounded by many critical issues. These are: production of incorrect replies, plagiarism, simple replies, declining skills, innate prejudices, breaches of data privacy, technological constraints, lack of emotion, disparities in educational opportunities and threats to employment confidentiality. The researcher ensured setting policies that the determine use and employment of ChatGPT in English teaching and learning. Furthermore, these policies should be based on research studies.

'The Impact of ChatGPT on Student Learning/Performing' was another study conducted by [2]. The purpose of this study was to investigate the influence of ChatGPT on student involvement, skills of critical thinking and problem-solving, as well as, how likely it can develop writing skills and offer personalized learning experiences. The participants in this study were teaching staff members who work at the Faculty of Informatics and Computer Sciences at the British University in Egypt. A survey which consisted of a set of items was employed to gather data about several issues including: integration of ChatGPT into undergraduate studies level, investigation of benefits, obstacles and ethical concerns related to utilization of this intelligent machine in educational contexts. The findings of the study reported effectiveness of AI instrument in the classroom. Additionally, while ChatGPT can assist with tasks like writing essays and answering easy questions, it cannot replace the sophisticated reasoning and analysis required for advanced learning. Students still need to think critically about the world, contribute to discussions and arguments, and generate their own ideas.

In 2023 [31] conducted a research study in which they attempted to examine ChatGPT's potential as a tool to help non-native English speakers improve their language skills. The title of this study was 'ChatGPT: A Viable Tool for English Language Learning and Teaching?'. The two researchers in this study reviewed some studies conducted about the use of ChatGPT in the academic realm and what opportunities it can offer to learners and teachers to improve their language skills. Based on the reviewed studies, the findings of the study revealed that ChatGPT can be an effective tool for non-native English speakers looking to develop their language proficiency. However, ChatGPT is an intelligent system rather than a chatbot. It can accomplish human beings' tasks quickly and cheaply. Another finding is that ChatGPT is a useful tool for students who want to improve their English language skills.

The three above -stated studies appear to share the same aim of the current study that is to know how ChatGPT can influence English language learning. However, the context where the current study is different; besides, the recruited participants are university students whose major is English. Furthermore, the current study employs a questionnaire to investigate how Libyan university students use ChatGPT in their academic realm.

3. Methodology

3.1 Study design

[33] stated that when there is a little literature about the investigated phenomenon or the topic is novel, a qualitative approach is recommended. However, the current study employed quantitative research design in order to investigate Libyan university students' use of ChatGPT

in their English language learning. The reasons behind this choice are initially the intent to approach a large number of participants and the other reason was the difficulty to conduct interviews with the students because they were busy doing their midterm examinations. Another reason was the short time limit offered by the scientific conference committee to submit the complete research paper.

3.2 Participants and Setting

The participants of this study are EFL Libyan university students who major in English. They are 71 students. They were enrolled in undergraduate and postgraduate academic level. They were 63 females and 9 males. They study at the Faculty of Arts, Faculty of Education, Faculty of Languages and Translation and the Libyan Academy in Misurata. These four institutions are located in Misurata, Libya. Both the Faculty of Arts and the Libyan Academy reward a Master of Arts (MA) degree in English while The Faculty of Education, Faculty of Languages and Translations and The Faculty of Arts offer a Bachelor of Arts (BA) degree. The participants were all Libyans and their native language is Arabic. The study was conducted in the second semester of 2024.

3.4 The Instrument and Data collection

To accomplish the purpose of the study and obtain answers to the research questions, The data collection process involved distributing a link of an electronic questionnaire which was designed by using Google forms application. The link of this questionnaire was uploaded on the webpage of postgraduate studies in the Department of English in both the Faculty of Arts and the Libyan Academy. Additionally, the same link was uploaded on the Admission and Registration webpage for undergraduate students. The participants were informed about the purpose of the study, voluntary of participation, confidentiality of their answers.

The layout of the constructed questionnaire consisted of four sections. The first section gathers personal information about the participants. The second part was devoted to investigate the viewpoints of Libyan students about implementation of technology in English language learning. The third section explores Libyan students' usability of ChatGPT in their learning process. Eventually, an open-ended question is added to allow the students latitude to provide any comments or suggestions.

The collected data from the questionnaire were quantitatively analyzed to draw meaningful insights and conclusions regarding the students' use of ChatGPT. Numerical data was represented into charts which depicts descriptive frequencies.

Data analysis and Study findings

As it has been mentioned above, the participants' responses were automatically analyzed by Google Forms application and the obtained results were displayed in graphical format. To begin with the first section of the questionnaire which was constructed to collect data about the students' utilization of ChatGPT. The first item in this section investigated the students' use of AI powered chatbots in English language learning. Figure 1 shows that 81% of the students do use AI chatbots while 20% of them do not.

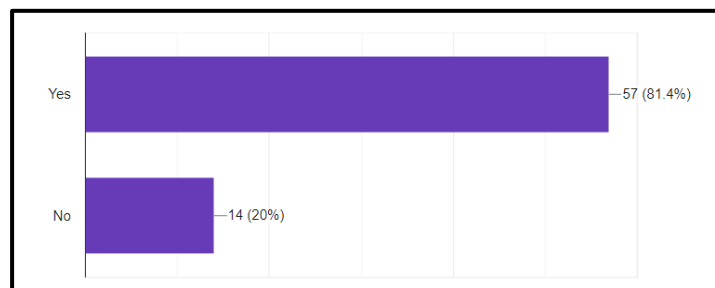


Figure 1.1: Students' Use of AI

The next item in this section was concerned with the frequency of using AI by these students in English learning. As indicated in figure 1.2, the students' replies to this item varied. Approximately half of them reported that they sometimes use AI chatbots, 22% of them mentioned that they often use it while only 5 students never use it (see figure 1.2 below).

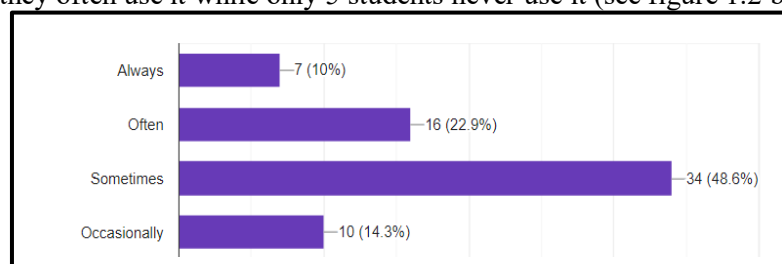


Figure1. 2: Frequency use of AI Chatbots

Item 3 was included in the questionnaire to find out if these students have used ChatGPT. The data analysis showed that majority of students do use ChatGPT. However, inelible number of them have not yet (see figure 1.3).

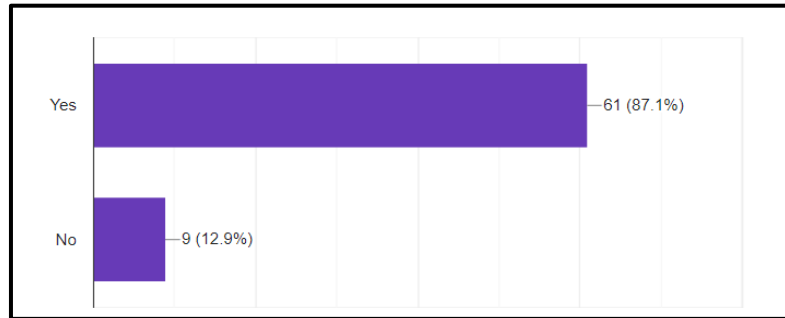


Figure 1.3: Students' Use of ChatGPT

An inquiry about the year in which these students began using this language model was made by item 4. According to the dataset of this item, more than half of the students began using ChatGPT in 2023. Also, 23% of them first used ChatGPT in 2022 while 16% of the students started in 2024. The following item was set to ask about the devices which these students use to work with ChatGPT. Large number of the students reported use of smartphone whereas 8% of them indicated use of computers and few students employ iPad.

The sixth item in this tool was designed to gather information about the purposes for which these students use ChatGPT. The students' answers indicated that 21 out of the surveyed students reported usage of ChatGPT to get answers to their questions, 20% of them use ChatGPT to translate text and 11% of them utilize it to summarize long texts. Also, the collected data showed that equal number of the students i.e 7% employ ChatGPT to improve their grammar, practice conversation with virtual peer and generate ideas about a particular topic. Still 9% of the students use ChatGPT to edit their writing while a few students reported use of ChatGPT to get immediate feedback on their work and performance and to paraphrase texts'.

The second section of the questionnaire was devoted to know the students' views about the use of ChatGPT. The first item here investigated their opinion of ChatGPT effectiveness as a learning tool. 59 students reported positive views about efficiency of ChatGPT as a learning tool while 12 of them did not recommend it (see the figure 2.1).

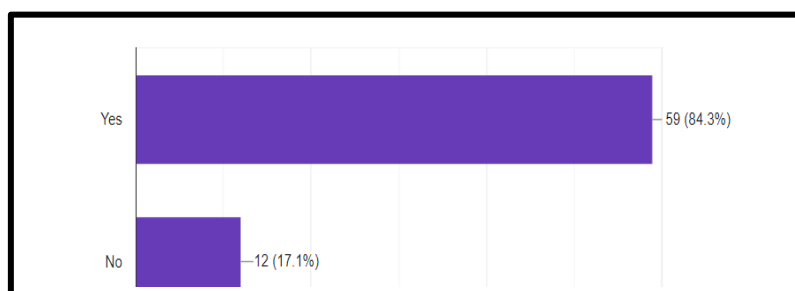


Figure 2.1: Students' views about Efficiency ChatGPT as a Learning Tool

Item 2 in this section inquired about the students' opinion if ChatGPT can help them enhance their English language learning. 87% of them replied yes to this item whereas 12% reported no. Whether ChatGPT can be more motivating than traditional language learning materials was the third item in this part of the questionnaire. In reply to this item, more than three quarters of the students provided a positive viewpoint whereas 20% of them hold a negative attitude. The last item in this section explored to what extent can ChatGPT make English language learning enjoyable. 73% of the students agreed that ChatGPT has made English learning enjoyable while 27% of them did not agree with this statement. On the other hand, nearly a quarter of the students reported a neutral position.

The last but not least part of the questionnaire was designed to allow the students latitude to write their comments or provide any suggestion. In response to this section, the students stated some interesting comments and suggestions in which they expressed their positive attitude towards employment of technology in English language learning besides use of ChatGPT. Some examples of these are:

- 'I hope teacher use more technology in teaching because it will help motivate students more then [than] traditional ways'.
- 'ChatGPT very easily and flexible and help me for answer questions in short time'.
- 'Chatgpt [GPT] can learn me [can assist me learn] English more easily...
- 'ChatGPT for me the most important application to learn English Because [because] it does not takes [take] along [long] time and also [it is] free for [to] use'

In this section, the students also stated some important issues which are related to being careful when using ChatGPT and not to rely heavily on it to accomplish all tasks. One student commented, 'yes, [Yes] jut I would saying [say] we should be careful where and when we use these programs because if we used [use them] in everything will [, we will] lose our skills'. Furthermore, they presented some critical points related to its capability to perform some tasks. For example, a student mentioned, 'ChatGPT cannot provide an accurate translation when translating from English to Arabic, particularly long texts. It is weak'.

1. Discussion of the Results

This research set out to explore Libyan university students' use of ChatGPT in English Language learning. The results from the participants generally showed that Libyan students at the Faculty of Arts, Faculty of Education and the Libyan Academy do use Artificial Intelligence chatbots for English language learning. However, these students do not entirely rely on them to enhance their English language proficiency. Instead, they tend to utilize AI chatbots occasionally. Thus, this finding indicates that Libyan university students utilize ChatGPT as a supportive tool.

In reply to the question about Libyan university usage of the natural language model: ChatGPT, the findings of the current study revealed that Libyan students do use ChatGPT and that they have been using it since 2022. Also, it is interesting to note here that the number of users has speedily increased in 2023. This finding supports Hu's statement that the number of ChatGPT users has been increasing rapidly to be 13 million of daily users in 2023 (cited in [32], p19). Another finding in this study is that Libyan students at the Faculty of Arts, Faculty of Education, Faculty of Languages and Translation and the Libyan Academy had downloaded ChatGPT application on various devices including: smartphones, computers, and other devices, such as tablets, iPads and laptops. This finding has further strengthened the fact that ChatGPT has become popular in the academic realm in Libya particularly among university students.

The purposes for which Libyan university students employ ChatGPT were also of main concern in the current study. In responses to this question, the results obtained from the students indicated that Libyan university students employ ChatGPT to fulfill different purposes. They use it seek answers for their questions, translate texts and summarize long texts. This finding is in line with [12]'s results. Improving their English grammar is another purpose for which Libyan university students use ChatGPT. This confirms [18]'s results that ChatGPT can help students by highlighting grammatical errors in their work. Additionally, Libyan university students employ this chatbot to practice conversation with virtual peer and get feedback on their performance. This concurs well with previous findings of [24] that ChatGPT can encourage the learners' language fluency through prolonged language practice. Also, it is consistent with [19]'s findings that construct dialogue and that the dialogue's complexity can then be changed by ChatGPT to better suit beginning or experienced students. In support to this finding, [6]'s states that ChatGPT can assist EFL students improve their English language competency.

Another purpose for which Libyan university students use ChatGPT is to generate ideas about a specific topic. This is in a good agreement with [27]'s findings when stated that ChatGPT has the capabilities to aid the students write a research paper by generating some ideas and further supports [19]'s results that ChatGPT can be used to generate several text genres related to a same topic. The findings of the current study revealed that Libyan students use ChatGPT to edit their writing, get feedback on it and paraphrase texts. This concurs well with earlier findings of [18] that ChatGPT provides learners insightful feedback in an effort to help them write better. Also, it fits [11]'s results that this chatbot can assist researchers compose papers that are correct, thorough, systematic and efficient. Furthermore, this result agrees with [13]'s finding that ChatGPT has the ability to yield a coherent and textually proper texts.

Being a useful tool for learning English Language is another finding which is reported by university Libyan students in this study. This finding adds a supportive literature to earlier results, such as [31], that ChatGPT can be an effective tool for non-native students to improve their English language proficiency and further supports [2]'s finding that ChatGPT can be useful to aid language learning inside the classroom. Furthermore, the results of the study demonstrated that ChatGPT can assist Libyan students ameliorate their English language proficiency.

Libyan university students believe that learning English with ChatGPT is highly motivating than learning via traditional language learning materials. The Libyan university students' views also revealed that use of ChatGPT has made English Language learning more enjoyable. This finding agrees with [19]'s findings that ChatGPT is a useful and adaptable tool that has a lot of potential to support dynamic and interesting language learning.

Despite the fact that ChatGPT can be a powerful learning tool that can aid Libyan university students advance their English language proficiency and provide a less stressful learning environment, ChatGPT is not able to provide correct answers particularly when it is required to translate words or texts into Arabic language. What is more, Libyan students warned that students should not rely heavily on ChatGPT in doing their tasks because this might result in regress of their English language learning progress; as well as, it can affect their learning skills.

2. Limitations of the Study

The limitations of this study are as follows:

1. The findings of the study are applicable only to the study sample: Libyan university students who study at the Faculty of Arts, Faculty of Education, Faculty of Languages and Translation and the Libyan Academy in Misurata.
2. As the findings of this study are applicable only to the recruited participants, generalization of the study results might not be possible.

However, despite of all these limitations, the findings of this study might arouse the interest of some researchers to investigate in depth this topic and touch on other issues which were not studied here. Additionally, it is possible that some findings of this study serve the intentions of particular audience.

3. Conclusion

As stated at the beginning of this paper that the purpose of this study is to explore EFL Libyan university students' use of ChatGPT in English Language learning. The study employed a quantitative research design to achieve its purpose. Also, the researcher utilized a quantitative instrument: questionnaire to collect information. The target respondents in this study were EFL Libyan university students from the Faculty of Art, Faculty of Education, Faculty of Languages and Translation and the Libyan Academy. After collecting data and analyzing it statistically, the obtained results were depicted on charts which indicated frequency percentages. The current study has provided some important findings in relation to Libyan university students' implementation of ChatGPT in English Language learning. The first finding is that EFL Libyan students have used ChatGPT in learning English language. Another finding is that ChatGPT is an effective learning application that can contribute in improving EFL students' language learning and proficiency. Also, the findings showed that EFL Libyan students who major in English can employ this chatbot to do a set of various tasks; such as, obtaining answers for their inquiries, translating texts, summarizing long texts, editing their writing, practicing conversations with virtual peer, improving their English grammar and creating ideas about a particular topic, paraphrasing sentences or texts, getting feedback on their writing and performance. Nevertheless, the findings of the study reported some warnings associated with the EFL Libyan university students' use of ChatGPT. The first warning is that the potential that excessive dependency on ChatGPT might affect development of EFL Libyan university students' learning skills which in turn is possible to influence their learning progress. Thus, Libyan students need to be cautious when using ChatGPT. Another critical point which is related to this issue is that ChatGPT is not capable to provide appropriate Arabic translation of words and sentences.

To sum up, ChatGPT appears to be a valuable learning tool which can be used by EFL students to assist them improve their English Language learning. It can undoubtedly support them fulfill different tasks related to their study and promote them practice English language in an entertaining environment. However, EFL students are required not to over depend on ChatGPT; moreover, they should be careful when translating words or sentence to Arabic Language.

Further future research suggestions might be made here which are to investigate how undergraduate students employ ChatGPT in fulfilling their graduation projects. Another suggestion is to study the merits and demerits of ChatGPT in EFL classroom. Eventually, a suggestion can be to explore in depth how ChatGPT can assist English language learners improve their language skills by utilizing other data collection tools that provide in-depth details and rich data.

References

- 1- Alshater, M., M. (2022). Exploring the Role of Artificial Intelligence in Enhancing Academic Performance: A Case Study of ChatGPT. Retrieved from <https://ssrn.com/abstract=4312358>
- 2- Ayman, S., E., Nagaty, K., A, El-Seoud, S., A., and Karam, O. (2023). The Impact of ChatGPT on Student Learning/Performing. Preprints. <https://doi.org/10.13140/RG.2.2.28890.11205>
- 3- Bin-Hady, W., R., Al-Kadi, A., Hazaea, A., and Ali, J., K., M. (2023). Exploring the Dimensions of ChatGPT in English Language Learning: A Global Perspective. Library Hi Tech. Advanced publication online. <https://doi.org/10.56297/BKAM1691/WIEO1749>
- 4- Copeland.B., J. (n.d). ChatGPT. In Britannica Encyclopedia. Retrieved on 1-1- 2024 from <https://www.britannica.com/technology/artificial-intelligence>
- 5- Marr. B. (n.d). The Key Definitions of Artificial Intelligence (AI) That Explain Its Importance. Retrived on 3-2-2024 from. <https://bernardmarr.com/the-key-definitions-of-artificial-intelligence-ai-that-explain-its-importance/>.
- 6- Mohamed, A., M. (2023). Exploring the Potential of an AI-based Chatbot (ChatGPT) in Enhancing English as a Foreign Language (EFL) Teaching: Perceptions of EFL Faculty Members. Education and Information Technologies.Online Retrieved from: <https://link.springer.com/article/10.007/s10639-023-11917-z> or

- https://www.researchgate.net/publications/371701817_Exploring_the_potential_of_an_AI_based_ChatGPT_in_enhancing_English_as_a_foreign_language_EFL_teaching_perceptions_of_EFL_Faculty_members
- 7- OpenAI. (2023). ChatGPT: Optimizing language models for dialogue.
<https://openai.com/blo/chatgpt>
 - 8- Online Oxford Learners Dictionary (n.d) Retrieved on 9-2-2024 from
<https://www.oxfordlearnersdictionaries.com/definition/english/chatgpt?q=ChatGPT>
 - 9- Ouyang, L., Wu, J., Jiang, X., Almeida, D., Wainwright, C., L., Mishkin, P., Zhang, Agarwal, S., Slama, K., Ray, A., Schulman, J., Hilton, J., Kelton, F., Miller, L., Simens, M., Askell, A., Welinder, P., Christiano, P., Leike, J. and Lowe, R. (2022). Training Language Models to Follow Instructions with Human Feedback Preprints at arXiv. Retrieved on 18-1-2024 from
<https://doi.org/10.48550/ARXIV.2203.02155>.
 - 10- Sirichokcharoenkun, Y., Tipayavaravan, N and Cao, L. (2023). ChatGPT: A New Tool for English Language Teaching and Learning at Vietnamese High Schools. Preprint.
<https://dx.doi.org/10.35542/osf.io/m7k4y>
 - 11- Zhai, X. (2022). ChatGPT User Experience: Implications for Education. SSRN Electronic Journal. Preprints.
<https://doi.org/10.2139/ssrn.4312418>
 - 12- Adiguzel, T., Kaya, M.H., and Cansu, F., K. (2023). Revolutionizing Education with AI: Exploring the Transformative Potential of ChatGPT. Contemporary Educational Technology. 15 (3), ep429.
 - 13- Bonner, E., Lege, R., and Frazier, E. (2023). Large language Model-based Artificial Intelligence in the Language Classroom: Practical Ideas for Teaching. Teaching English with Technology. 23 (1), 23-41.
 - 14- Chatterjee, J. and Dethlefs, N. (2023). This New Conversational AI Model Can Be Your Friend, Philosopher, and Guide... and Even Your Worst Enemy. Patterns.4(1), 1-3.
 - 15- de Castro, C., A. (2023). A Discussion about the Impact of ChatGPT in Education: Benefits and Concerns. Journal of Business Theory and Practice. 11(2), 28-34
 - 16- Deng, J., and Lin, Y. (2022). The Benefits and Challenges of ChatGPT: An Overview. Frontiers in Computing and Intelligent Systems. 2 (2), 81-83.
 - 17- Gordijn, B., and ten Have, H. (2023). ChatGPT: Evolution or revolution? Medicine, Health Care and Philosophy. 26 (1), 1-2.
 - 18- Javaid, M., Haleem, A., Singh, R., P., Khan, S., Khan, I., H. (2023). Unlocking the Opportunities Through ChatGPT Tool towards Ameliorating the Education System. BenchCouncil Transactions on Benchmarks, Standards and Evaluation 3(1), 100115.
 - 19- Kohnke, L., Moorhouse, L., and Zou, D. (2023). ChatGPT for Language Teaching and Learning. RELC Journal. 54 (3), 1-14.
 - 20- Kostka, I., and Toncelli, R. (2023). Exploring Applications of ChatGPT to English Language Teaching: Opportunities and Recommendations. TESL-EJ. 27 (3), 119.
 - 21- Kumar, O. (2023). The Impact of Artificial Intelligence AI and Technology in English Language Learning. Advances in Social Behavior Research. 3 (1), 27- 36.
 - 22- McCarthy, M., Minsky, M., L., Rochester, N., and Shannon, C., E. (2006). A Proposal for Dartmouth Summer Research Project on Artificial Intelligence. AI Magazine. 27 (4), 12-14.
 - 23- Marzuki, Widiati, U., Rusdin, D., Darwin and Indrawati, I. (2023). The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective. Cogent Education. 10. 1-17.
 - 24- Meniado, J., C. (2023). The Impact of ChatGPT on English Language Teaching, Learning and Assessment: A Rapid Review of Literature. Arab World English Journal. 14 (4), 3-18.
 - 25- Osama, M. and Afridi, S. (2023). ChatGPT: A New Era in Research Writing Assistance. Journal of the Pakistan Medical Association. 73 (9), 1929-1930.

- 27- Rahman, M., M., Terano, H., J., R., Rahman, M., N., Salamzadeh, A., and Rahaman, M., S. (2023). ChatGPT and Academic Research: A Review and Recommendation Based on Practical Examples. *Journal of Education, Management and Development Studies*. 3 (1), 1-12.
- 28- Rasul, T., Kaledra, D., Nair, S., R., and Robin, M. (2023). The Role of ChatGPT In Higher Education: Benefits, Challenges, and Future Research Directions. *Journal of Applied Learning and Teaching*. 6 (1), 1-16.
- 29- Taecharunroj, V. (2023). "What can ChatGPT DO?" Analyzing Early Reactions to the Innovative AI Chatbot on Twitter. *Big Data and Cognitive Computing*. 7 (35), 2-10.
- 30- Tlili, A., Shehta, B., Adarkwah, M.A., Bozkurt, A., Hickey, D. T., Huang, R., and Agyemang, B. (2023). What is the Devil is my guardian angel: ChatGPT as a Case of Using Chatbots in Education. *Smart Learning Environments*, 10, 1-24.
- 31- Viktorivan, K., L., Oleksandrovych, V., A., Oleksandrivna, K., I., and Oleksandrivna, K., N. (2022). Artificial Intelligence in Language Learning: What Are We Afraid of. *Arab World English Journal*. (8), 262-273.
- 32- Aue, L.S. and Thadphoothon, J. (2023). ChatGPT: A Viable Tool for English Language Learning and Teaching? [Paper Presentation]. The 3rd International Conference 2023 (APHEIT-EDU 2023) "Collaboration for Future Educational Change". Pp. 56-70. Retrieved on 22-12-2023 from http://www.researchgate.net/publication/371874152_chatgpt-a-viable-tool-for-english-langauge-learning-and-teaching
- 33- Skjuve, M., Følstad, A. and Brandtzaeg, P. (2023). The User Experience of ChatGPT: Findings from a Questionnaire Study of Early Users. [Paper Presentation] Creative Commons Attribute International. Conference: CUI '23: ACM Conference on Conversational User Interfaces. Retrieved on 17-12-2023 From <https://doi.org/10.1145/3571884.3597144>
- 34- Cresswell, J., W. (2009). *Research Design: Qualitative, Quantitative, and Mixed*
- 35- *Methods Approaches*. Thousand Oaks: SAGE publications, Inc.