

# Assessing the Empowering Efficacy and Perceived Pedagogical Prospects of ChatGPT in the Saudi Arabian Context: A Mixed Method Study

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**Abstract**—Open AI's ChatGPT is getting a wider currency in educational institutions across the globe. It is immensely popular among learners and instructors due to its immense potential to generate different texts, answer questions, offer instant feedback, and be tailored to an individual's specific needs using advanced AI technology. However, the perspectives of EFL instructors on the efficacy of ChatGPT remain largely unexplored. Therefore, this study seeks to assess the potential of ChatGPT as an empowering tool and the perceived pedagogical prospects and educational opportunities in the specific context of Saudi Arabia. A questionnaire with self-designed items and partial adoption of modified items was sent to EFL instructors working in different universities in Saudi Arabia. While thematic analysis was used to analyze qualitative data, descriptive statistics was used to analyze quantitative data. The findings revealed that EFL instructors viewed ChatGPT as a potent resource for pedagogical opportunities and for delivering outstanding language instruction to their students. The study also found that ChatGPT contributed to instructors' professional development and fostered collaborative learning and innovative teaching practices. Respondents also believed technology-powered instruction undermined traditional learning resources and hampered analytical and creative skills. The findings also revealed that technologically driven education was quite unlikely to replace human instructors though it caused stress and anxiety among language learners. The study holds immense pedagogical implications and offers educational opportunities. The findings will help language instructors and policymakers reinvent themselves and integrate digital technologies to empower language learners.

**Index Terms**—empowering language learners, integrating digital technologies, offering quality education, reinventing teaching methods

## I. INTRODUCTION

Technology has revolutionized almost every aspect of life, especially since the outbreak of the pandemic. Notwithstanding strange and challenging circumstances, individuals worldwide continued to live their daily lives. People realized that AI-powered technologies might facilitate their lives in unanticipated ways (Jamshed et al., 2024). The tremendous advancements in the following years have not only made life easier but also contributed to the development of creative resources and techniques, particularly in the field of education (Sharples, 2023; Haleem et al., 2022). As a result, the use of technology has become a vital tool for conducting classroom activities, creating new experiences, and significant developments within the field of education. Today, educational institutions utilize technology and AI-powered tools for not only classroom teaching but also for homework assignments and feedback. The increasing popularity of artificial intelligence (AI) technologies, especially with the advent of ChatGPT, has recently generated attention in the field of language instruction (Teng, 2024).

EFL/ESL classrooms have a long history of technology adoption; however, conversational artificial intelligence offers unmatched possibilities and challenges (Al-khresh, 2024). English language instructors worldwide have been

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both excited and skeptical about the efficacy of ChatGPT in language acquisition and instruction since its introduction in November 2022. It is a generative artificial intelligence (AI), quite capable of producing infinite fresh content, a robust web-based large language model, and offers unconventional answers to user questions (Kostka & Toncelli, 2023; Javier & Moorhouse, 2023; Lambert & Stevens, 2023). OpenAI's robust conversational AI model, ChatGPT, to transform language instruction has been hailed by language teachers across the world. The capacity to replicate human conversation, offer immediate language feedback, and respond to different learning stages is exceptionally interesting (Rahman & Watanobe, 2023; Baskara, 2023). Educational professionals and research scholars in language studies are currently researching the application of ChatGPT technology in classrooms, highlighting both its positive aspects and challenges. While multiple studies (Godwin-Jones, 2022; Allen & Mizumoto, 2024; Mizumoto et al., 2024) have highlighted the advantageous aspect of ChatGPT, certain concerns and challenges have been explored by some studies (Kohnke et al., 2023; Teng, 2023).

In the Saudi Arabian context, technology-enabled and AI-powered education offers great prospects due to the advanced digital infrastructure and tech-savvy younger generation. As a result, multiple current studies have investigated the ChatGPT potential to empower Saudi EFL learners. For example, Algraini (2024) examined Saudi female EFL students' perspectives on ChatGPT's language enrichment, vocabulary-improving efficiency, advantages, and challenges. The findings revealed that ChatGPT was advantageous for enhancing vocabulary while offering explanations, examples, and descriptions. Alqahtani (2024) conducted a study to understand the perspectives of instructors and learners about the incorporation and integration of ChatGPT in Saudi Arabian writing courses and lectures. ChatGPT found that most respondents remained neutral or slightly positive about the tool. Participants stated ChatGPT enhanced imagination, comprehension, academic assistance, and productivity. Instructors were concerned more about ethics than students, citing plagiarism, inadequate individualization, and student anxiety. Aljabr (2023) evaluated the level of awareness and perspectives of Saudi EFL learners on their utilization of ChatGPT. Using a descriptive correlational method, this study explores the connection between learners' understanding and perception of ChatGPT use. The findings revealed a positive association between students' ChatGPT awareness and preference.

#### *A. Research Problem*

As the tech-savvy young generation of Saudi Arabia is quick to adapt and actively respond to technology-enabled instruction, institutions of higher learning are well-equipped with digital infrastructure. The teachers are encouraged to utilize technology and AI-powered tools for effective and efficient delivery of instructions. Many studies have investigated the effectiveness of AI tools from students' and teachers' perspectives. As there is insufficient research dealing with EFL teachers' experiences and perspectives on ChatGPT's empowering efficacy for both language learners and instructors, this study is aimed at bridging this gap in literature.

#### *B. Research Purpose Statement*

This study seeks to analyze the perspectives of English language instructors on the empowering efficacy of ChatGPT and its perceived pedagogical prospects for language acquisition and instruction in the Saudi Arabian context.

## II. LITERATURE REVIEW

Xiao and Zhi (2023) assessed ChatGPT users' language acquisition perspectives and experiences. Interviews with semi-structured questions were undertaken with five students from a renowned Chinese international university. The qualitative analysis revealed that ChatGPT could be an effective educational tool to assist them with language-related activities. The study offers pedagogical implications regarding incorporating ChatGPT in English language education. As the data size is small, the study suggests expanding the size of study participants for further studies. Dizon (2024) explored language learners' perspectives, ChatGPT's efficacy in EFL acquisitions outside the class, and how demographics affected their attitudes. The study utilized mixed methods. The data was collected from social media. The respondents were 101. Content analysis inference and descriptive statistics were used for quantitative and qualitative data. It was found that EFL learners used AI chatbots to learn vocabulary and develop their conversation skills. This study highlights AI chatbot's potential for FL learning and how age and language could shape learners' perspectives. Mohamed (2024) examined the perspectives of EFL instructors on the efficacy of ChatGPT as a language acquisition tool at a Saudi university. In-depth faculty interviews were utilized to collect data for the study. It was found that instructors had divergent views on ChatGPT's efficacy. Some staff members appreciated ChatGPT's rapid and precise responses to inquiries, while others feared it could hinder students' critical thinking and perpetuate biases and misinformation. While the study offers multiple educational implications, it suggests further research to assess its usefulness. Karataş et al. (2024) evaluated both the benefits and drawbacks of AI on foreign language acquisition in everyday situations utilizing qualitative analysis. The study comprised 13 Turkish university EFL students. Over four weeks, the language instructor researcher introduced ChatGPT to the study participants. The data was thematically analyzed. It was found that ChatGPT's accessibility and adaptability enhanced students' grammar, vocabulary, and writing, and encouraged them. The study offers multiple pedagogical implications. The study offers multiple pedagogical implications understanding ChatGPT's positive and negative aspects in foreign language acquisition would help researchers and teachers to develop efficient methods of instruction and curriculum. Solak (2024) examined

language learners' and instructors' ChatGPT use during language education and learning. This qualitative study utilized phenomenological design. The research comprised three English teachers of different expertise and eight English learners. The interview was used to gather data from the participants chosen using purposive sampling.

Yuan and Sawaengdist (2024) analyzed ChatGPT's effect on EFL students' English writing skills. Semi-structured and open-ended conversations were employed to gather qualitative data in this study. Thematic analysis showed that EFL students utilize ChatGPT for academic English writing because of its convenience and applicability. The study offers many pedagogical implications as it offers insights into ChatGPT's ability to streamline writing. As the current study is context-specific, future studies should incorporate multiple scenarios and learners. Teng (2024) examined the ChatGPT impact on EFL writing through an in-depth review of twenty relevant studies. PRISMA guidelines regulate reference acceptance and rejection. The findings revealed that integrating AI into teaching was a continuous process that enhanced EFL students' writing skills. The study has many pedagogical implications as it brings out the transformative nature of ChatGPT for language learning and instruction. Punar Özçelik and Yangın Ekşi (2024) assessed how ChatGPT, an AI chatbot, impacts writing register knowledge. The study used a single-case pre-experimental method selecting 11 interested participants by convenience sampling. It was revealed that ChatGPT could be helpful for formal register knowledge yet insufficient for casual writing. However, the participants challenged ChatGPT's neutral register instructional efficiency. The study has many educational implications as it explored AI-generated chatbots' impact on register learning during writing, emphasizing their potential as educational tools. It proposes additional studies on AI's language acquisition implications and applications. Xu and Jumaat (2024) examined the current and future use, limitations, and consequences of ChatGPT in academic writing for EFL students who encounter analytical thinking, material organization, and linguistic proficiency issues. Using a mixed-method approach to analyse the data collected from 60 Chinese university students, the study examined students' experiences and how ChatGPT promoted academic writing strategies. It was revealed that ChatGPT helped students comprehend research designs, write outlines, enhance writing, integrate literature, and enhance papers. However, the study found certain legitimate concerns such as plagiarism, incorrect outcomes, absence of citations, and technical divide between users and non-users. Future studies should focus on ChatGPT's lasting impact on educational integrity, ethical AI application in education, and EFL critical thinking and writing pedagogies.

Almanea (2024) evaluated the efficiency of ChatGPT for EFL learning and its implications for integrity in education from the perspectives of university instructors and EFL learners. Following a training session, 24 teachers received open-ended questions and semi-structured interviews while 135 learners were given close-ended questions. It was revealed that both instructors and students enjoyed utilizing AI in EFL, especially for writing. However, learners stated they could conceal ChatGPT use from teachers. The study discussed certain challenges such as customizing responses within a word limit and responding to similar questions multiple times. The study also suggests practical ramifications and solutions to prevent AI-facilitated plagiarism. Li et al. (2024) examined ChatGPT-based language learning research from November 2022 to November 2023, encompassing article categories, methods used, publishing journals, significant study patterns, as well as interesting topics, and literature deficiencies. Using the PRISMA framework, 36 papers that met the selection criteria were chosen among the most recently published research. The findings showed that this field was mostly dominated by North American and Asian scholars, the variety in journal content demonstrated its multidisciplinary nature, and empirical research, especially that dealing with ethics and higher education, dominated the literature. Future studies should focus on different scopes, longitudinal research, stakeholder viewpoints, and feedback evaluations of quality are research gaps. Al-Sofi (2024) examined ChatGPT's potential for enhancing Saudi EFL undergraduates' writing skills, constraints, and effective instructional approaches. The sequential mixed-methods study collected student data using questionnaires and semi-structured interviews with eight learners and six instructors. It was found that students liked ChatGPT for enhancing and promoting academic writing. However, they criticized it for plagiarism, excessive reliance, insufficient documentation, academic integrity challenges, and misrepresentation. The study holds immense implications as ChatGPT's efficient classroom installation could enhance students' writing and research skills. Klimova et al. (2024) analyzed how ChatGPT for foreign language acquisition impacts learners. A survey questionnaire based on university students' direct experience was utilized for this qualitative investigation. It was revealed that, despite some apprehension, students found this technology intriguing, pleasant, and engaging. The study offers many pedagogical implications and the educational significance of ChatGPT, including specific tasks. Al-khresheh (2024) examined English language instructors' perspectives on ChatGPT's ELT advantages and challenges and identified technological enhancements. 46 English language instructors from multiple countries received an open-ended questionnaire. The responses were analysed thematically. The findings revealed that instructors believed ChatGPT could promote dynamic and personalized educational exchanges but were concerned with its accuracy, reliance, and creativity impairment. The study offers implications for instructors, curriculum designers, policymakers, and educational technologies. Future research ought to strive for a more expanded representation of global educational perspectives, as this study has particular constraints related to the respondents.

### III. METHODOLOGY

#### A. *Research Questions*

1. How do EFL instructors perceive the empowering efficacy of ChatGPT for language acquisition and instruction?
2. Does ChatGPT contribute to instructors’ professional development and foster collaborative learning and innovative teaching practices?
3. Does ChatGPT utilization undermine traditional learning resources and replace human instructors resulting in unemployment?
4. Does ChatGPT usage hamper analytical and creative skills and cause stress and anxiety among language learners?

**B. Research Design**

This section describes the study’s proposed methodology. This mixed-method study utilized quantitative and qualitative questionnaire data to collect information from Saudi instructors. The triangulation technique design (Figure. 1) should be utilized for research methodology incorporation (Creswell et al., 2003). As the study sought to examine the perspectives and experiences of Saudi EFL teachers, it used both closed and open-ended questions for analyzing the EFL instructors’ observations to address the research questions effectively.

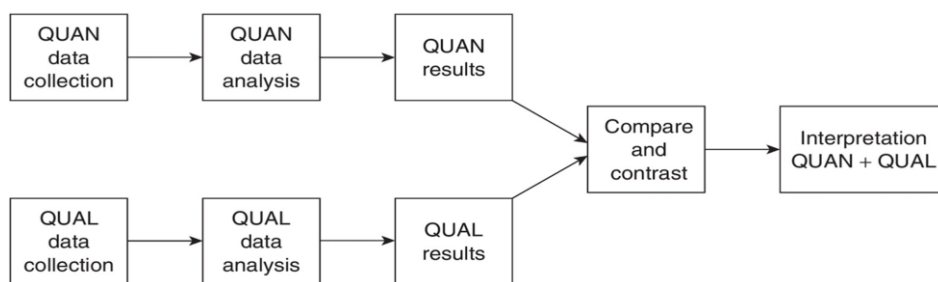


Figure 1. Data Analysis Design (Alammari, 2024)

**C. Study Participants**

The study carefully chose 19 English language instructors from different pedagogical backgrounds. Considering their varied teaching tenures and exposures, teaching ranks, academic qualifications, and familiarity and experience with ChatGPT usage in EFL classrooms, these instructors from different parts of the Kingdom of Saudi Arabia offered an interesting combination of experiences and perspectives. The diverse skills of new teachers and experienced teachers ensured an extensive mix of insights. As these EFL instructors working in different universities in Saudi Arabia represent different regions of Asia and Africa, they use and speak English as a second/foreign language. They also offer different age groups thereby offering rich and varied experiences and observations. The following table presents the demographic details of the respondents.

TABLE 1  
DEMOGRAPHIC DESCRIPTION

Variables	Frequency	Percentage
<b>Gender</b>		
male	11	57.90%
female	8	42.10%
<b>Place of teaching/work</b>		
Prince Sattam Bin Abdulaziz University	15	78.90%
Umm al Qura University	2	10.50%
University of Prince Murgin	1	5.30%
Shaqra University	1	5.30%
<b>Academic rank</b>		
Assistant Professor	11	57.90%
Lecturer	8	42.10%
Other	0	0%
<b>AI-powered tools experience</b>		
1-3 years	9	47.40%
3-6 years	8	42.10%
6-9 years	2	10.50%
9-12 years	0	0.00%
<b>Use/Familiarity with ChatGPT</b>		
0-1 year	4	21.10%
1-2 year	12	63.20%
2-3 year	3	15.80%

**D. Data Collection Tool**

Before designing the questionnaire, an in-depth analysis of the earlier studies was carried out. While some elements were self-designed, the remaining ones were adopted from earlier studies (Yan, 2023; Xiao & Zhi, 2023; Zaiarna et al., 2024). The first 8 elements collect quantitative data wherein the study participants were requested to express their

opinions on a 5-point Likert scale (5 = highly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = severely disagree). The last six elements deal with qualitative data wherein respondents were asked to express their opinions through open-ended questions. As they were assured of strict confidentiality and only academic use of the data, they felt free to express their opinions.

#### E. Validity

To verify questionnaire content, a rigorous and thorough validation process was carried out. The questionnaire was evaluated at first by experienced ELT teachers, advanced research scholars, and ChatGPT users. This expert group with varied experiences offered important insights that prompted changes and ensured the questionnaire accurately addressed the complicated nature of including ChatGPT in ELT. Having incorporated the feedback and suggestions, an additional pilot study with different 6 English language instructors was undertaken. Their feedback led to an improvement in the questionnaire's content quality.

#### F. Data Analysis and Interpretation

The researchers used a mixed-method approach to investigate how language professionals viewed ChatGPT for both acquisition and instruction. To interpret the quantitative data, the Google Form was downloaded and transferred to Excel once sufficient responses were received. Having assigned the numeric codes (5= strongly agree, 4= agree, 3= neutral, 2=disagree, and 1= strongly disagree), the data was uploaded to SPSS. The data was collected and analyzed quantitatively. The latest SPSS version was used for statistical analysis. The mean, frequency, and standard deviations were calculated statistically. A thorough qualitative analysis was carried out using the data from the open-ended questionnaire. To guarantee comprehension, initial responses were collected and edited several times. Rigorous coding revealed instructors' fundamental trends and experiences. After coding, a thematic analysis of qualitative responses to the open-ended question revealed instructors' perspectives on ChatGPT's efficiency and the perceived pedagogical prospects for language instruction.

### IV. RESULTS AND FINDINGS

Results are organized for a clear understanding of the study findings. After dealing with the university EFL instructors' demographic details, experiences, and perspectives, this explanation highlights the study's main finding. The quantitative analysis shows that Saudi EFL teachers have positive experiences and perspectives on the efficacy of ChatGPT as an important for language acquisition and instruction. The first four items deal with the positive aspects of ChatGPT for language acquisition in EFL classrooms. It was found that an overwhelming majority held positive perspectives on the use of ChatGPT in EFL classrooms. The cumulative mean score for all these items is 4.13 which is classed as high. The last four items sought the respondents' opinions regarding the perceived negative aspects of ChatGPT. The response analysis shows that a large number of respondents rejected the opinion as they viewed ChatGPT as an effective language learning and teaching tool. The mean score for the last four items is 2.8, which is thought of as moderate. Similarly, the qualitative findings make it clear that ChatGPT is considered an efficient and effective tool for learning by Saudi EFL instructors. Though they expressed certain reservations regarding overreliance, all of them advocated it as an important thing that can help students enhance their language skills.

TABLE 2

Questions/Items	SA+A	Mean
1. ChatGPT offers many pedagogical advantages.	89.50%	4.42
2. ChatGPT fosters student engagement and participation.	78.90%	4.05
3. ChatGPT enhances learners' language skills.	73.60%	3.84
4. Using ChatGPT contributes to teachers' professional development.	89.40%	4.21
5. ChatGPT undermines traditional learning resources.	57.90%	3.36
6. ChatGPT will substitute teachers and cause unemployment.	5.30%	2.21
7. ChatGPT increases anxiety and stress among learners and teachers.	15.80%	2.42
8. ChatGPT hampers students' analytical and creative skills.	47.30%	3.21
Overall means		3.46

SA= strongly agree, A= agree

#### ***Theme one: Analysis of the respondents' perspectives on the educational opportunities and pedagogical implications of ChatGPT incorporation***

These eight items illustrate the Saudi EFL university instructors' experiences and perspectives on the efficacy of ChatGPT's efficacy as an effective alternative instrument for language acquisition and instruction. In response to the first item, a substantial majority of 89.50% said that it offered many pedagogical advantages and opportunities for language learning and instruction. The mean score is 4.42, which is thought of as high as the given criteria in the methodology section. The responses of the respondents to item no. 2 revealed that 78.90% of the university EFL instructors believed that ChatGPT fostered student engagement and participation. The mean score is 4.05 which is also classed high. Regarding item no. 3, an overwhelming majority of 73.60% believed that ChatGPT enhanced learners' language skills and proficiency. The mean score is 73.60% which also lies within the limits of high. The mean score is 3.84 which is considered high. The responses to item no. 4 showed that 89.40% of the teacher participants believed that

ChatGPT contributed to their professional development and teaching capabilities. The mean score is 4.21 which counts as high. Concerning item no. 5, 57.90% of the respondents agreed that ChatGPT undermined traditional learning resources. The mean is a score of 3.36 which counts as high. This shows that ChatGPT, despite its advantages, is a source of anxiety and worry among some participants as they have certain reservations about it. In response to item no. 6, 73.7% of the respondents strongly opposed the statement that ChatGPT would substitute for teachers and cause unemployment. The mean is 2.21 which lies within the range of moderate. This shows that a minority of the respondents accepted that ChatGPT could replace human teachers and cause unemployment. About item no. 7, only 15.80% of the respondents believed that ChatGPT increased anxiety and stress among learners and teachers. The mean score is 2.42 which also is classed as high. This also shows that Saudi university teachers hold a positive outlook on the use of AI-powered technology. In response to the last item of this quantitative data, 47.30% of the study respondents believed that ChatGPT hampered students' analytical and creative skills. The mean is 3.21, which also counts as high. The overall mean is 3.46, which is also classed as high. This shows that Saudi EFL instructors held positive experiences and perspectives on the efficacy of ChatGPT as an efficient and effective instrument for language learning and instruction.

### ***Qualitative analysis of the instructors' perspectives on the educational opportunities and pedagogical implications of ChatGPT incorporation***

The quantitative analysis of the first close-ended questions dealing with different pedagogical implications and educational opportunities revealed that an overwhelming majority of the respondents held a highly positive perspective on the empowering efficacy of ChatGPT. The mean score for the first four elements is 4.13, which counts as high based on the standards set out in the research methodology. As for the qualitative analysis of the responses, sixteen out of nineteen respondents hailed ChatGPT as an important instrument for language acquisition and instruction holding immense potential for transforming language learning. The responses of all the research participants elaborate on how ChatGPT offered personalized feedback and tailored language practice, facilitated targeted skill development, assisted students develop speaking skills and emotional intelligence, provided them with instant feedback, enhanced analytical understanding, brought innovation, easy assessment, and created educational items. The incorporation of ChatGPT in EFL classrooms *"offers multiple instructional advantages for EFL lessons. Offering immediate feedback on vocabulary, grammar, and language usage encourages independent learning and language exposure outside of class. ChatGPT fosters customized instruction by tailoring responses and promoting interactive practice. Teachers need to educate students on proper and efficient applications of AI to ensure it supports language learning rather than eliminating human touch and critical thinking."* EFL 5 said that ChatGPT increased EFL students' social and emotional learning by developing conversation skills, regulating their emotional intelligence, offering feedback, and lowering anxiety. However, some of the respondents offered different perspectives. For example, EFL 13 said that ChatGPT offered both advantages and disadvantages. EFL 16 offered a more pessimistic note by saying that ChatGPT-generated text was unreliable, and its usage impeded resolving issues, critical thought, creativity, and research skills.

Regarding how EFL instructors viewed the utilization of ChatGPT in EFL classrooms, the analysis of the responses of respondents revealed that thirteen EFL instructors held positive attitudes towards ChatGPT utilization for language acquisition and instruction. They said that ChatGPT offered language learning opportunities and challenges. ChatGPT enabled students to get personalized and rapid feedback and promote lifelong learning, tailored coaching, and technology-enabled language support as innovative teaching methods. EFL instructor 19 said that *"ChatGPT enhanced EFL student and teacher language practice, immediate feedback, conversational practice, and vocabulary building facilitate and engage students in learning a new language. ChatGPT enabled teachers to develop, customize, and organize lessons, freeing up time for student-centered activities. ChatGPT ought to promote classroom discussion and critical thinking."* The analysis makes it clear that ChatGPT fosters tech awareness in a digital-driven environment by offering educational resources. Visual aids make teaching and learning more engaging. However, some of the respondents expressed negative views. Five EFL instructors appreciated its positive aspects but cautioned against overreliance. EFL instructor 6 expressed certain serious concerns about its usage in EFL classrooms. This analysis addresses the first research question.

### ***Theme two: Qualitative analysis of instructors' perspectives on ChatGPT's contribution to professional development and fostering of collaborative learning and innovative teaching practices***

The quantitative analysis of teacher respondents' responses to the closed-ended questions revealed that 89.40% of them believed ChatGPT streamlined their professional development and instructional skills. The mean score of 4.21 is thought of as high. The qualitative analysis of the responses also supports the findings and results of the quantitative analysis. The second item in this qualitative component of this study dealt with ChatGPT's contribution to instructors' professional development. Fifteen out of nineteen EFL instructors said that ChatGPT usage could immensely help teachers in multiple ways. They said that ChatGPT helped instructors experiment with new teaching methods. It helped them create more dynamic and engaging technology-powered learning activities. They could use it for investigating and implementing novel methods of instruction. One of the respondents said that *"ChatGPT provides teachers with quick access to lesson plans, instructional resources, and language trends, promoting professional growth. It aids lesson planning, assigns skill-level tasks, and clarifies difficult themes. ChatGPT gives teachers educational examples and feedback to improve. This encourages teachers to use new tech, enhancing digital literacy"*

and classroom flexibility.” An overwhelming majority of the respondents viewed ChatGPT as an important tool that immensely contributed to teachers’ professional development. While EFL instructors 6 and 15 did not hold positive attitudes toward it, they appreciated its positive role but cautioned against its excessive usage in EFL classrooms.

Regarding the qualitative analysis of the open-ended questions, sixteen respondents also expressed positive opinions about ChatGPT’s role in promoting innovative teaching experiences and fostering collaborative learning by offering new techniques and methods. It facilitates multitasking along with rapid innovation. One of the respondents almost reflected them all by saying that “*ChatGPT enables learners to contemplate, compose, and peer edit with the AI, fostering collaborative learning. This enables instructors to develop dynamic, engaging lessons, emulate real-life conversations, and personalize knowledge to meet varied learning needs, promoting new teaching approaches. By having students assess and criticize ChatGPT’s feedback collectively, it promotes critical thinking and teamwork. This technology-driven approach makes learning more interesting and flexible, encouraging classroom creativity and experimentation.*” This shows that an overwhelming majority thought ChatGPT fostered innovation and collaboration by encouraging self-management, communication, leadership, student involvement, and easy access to innovative ideas. This analysis addresses the second research question.

**Theme three: Qualitative analysis of instructors’ perspectives on ChatGPT undermining traditional learning resources and replacing human instructors**

The quantitative analysis of the two items dealing with ChatGPT undermining traditional learning resources and replacing human teachers showed that respondents had mixed feelings about it. The percentage of those feeling that ChatGPT undermines traditional resources is 57.90% compared to those feeling that ChatGPT will replace human instructors thereby causing unemployment is 5.30%. The qualitative analysis also reveals the same findings. Seventeen out of nineteen respondents said that any technology could ever replace human beings in the near and distant future. The immense potential of technology, notably AI-powered instruments, cannot be denied. The analysis of their responses revealed that ChatGPT cannot provide human touch, empathy, understanding, and essential individual interaction and guidance which are crucial to the philosophy of education. Language acquisition needs interactive, dynamic communication, including non-verbal cues, cultural nuances, and emotional intelligence, they are best done through physical activity. One of the EFL teachers said that “*ChatGPT is unlikely to replace language teachers. It is amazing for rehearsing conversations, delivering fast feedback, and improving learning materials; however, it doesn’t comprehend cultural idiosyncrasies, emotional intelligence, or personalized training like human teachers. Instructors’ critical thinking, interpersonal skills, and capacity to adapt to each student cannot be substituted with AI. ChatGPT can let teachers focus on more advanced language education by addressing tedious duties.*” The analysis shows that EFL instructors in Saudi Arabia viewed ChatGPT as an important tool for language learning and instruction without overestimating it. The language teachers will always be there as language learning is a human activity that cannot be undertaken with the help of machines including AI-powered ones. This analysis addresses the third research question.

**Theme four: Qualitative Analysis of respondents’ perspectives on ChatGPT hampering analytical and creative skills and causing stress and anxiety among language learners**

The quantitative analysis of the last two items dealing with ChatGPT hampering students’ creative skills and causing anxiety among learners revealed that only 15.80% of the respondents believed that ChatGPT raised anxiety and stress compared to 47.30% who felt that ChatGPT impeded students’ analytical and creative talents. The qualitative analysis also revealed that EFL teachers held certain reservations regarding ChatGPT’s uncontrolled and unguided usage of language learning and instructions. Out of 19 respondents, twelve respondents, while acknowledging ChatGPT’s empowering efficacy, suggested it’s guided and controlled usage. Their responses contained concerns such as academic integrity, issues of accuracy, and originality, impeding creative and analytical skills, and causing anxiety and stress among learners due to a lack of empathy which is not possible without human intervention. One of the respondents said that “*misinformation, wrong data, and algorithmic biases could create an unhealthy teaching pattern in the classroom*”. EFL instructor 11 said that “*the capacity of the currently researched version of ChatGPT to deliver immediate responses in flawless English makes it a potentially useful aid for fostering language development in EFL classrooms. But educators need to keep a close eye on how it’s being used, and we need to keep assessing the advantages and disadvantages of ChatGPT.*” The findings of both these analyses show that ChatGPT, like any technology, holds its share of weaknesses and strengths with the latter surpassing the former. This has immense potential to empower EFL/ESL learners in multiple if used under the guidance of experts and teachers. This analysis addresses the fourth research question.

## V. DISCUSSION AND ANALYSIS

This was carried out to understand the efficacy of ChatGPT as an effective and efficient tool for both language learning and instruction particularly within Saudi Arabia’s specific context. The study chose EFL teachers working in different universities in Saudi Arabia as respondents to understand the empowering efficacy and perceived pedagogical prospects of ChatGPT in the Saudi Arabian context. The qualitative findings also support and confirm the findings of the quantitative analysis. The first four questions in this qualitative survey dealt with ChatGPT’s instructional advantages and educational prospects for EFL learners and instructors. Sixteen of nineteen respondents acknowledged ChatGPT as an efficient instrument for language learning and instruction. These findings revealed that EFL instructors

viewed AI-powered tools and ChatGPT as important empowering tools with immense pedagogical implications and educational prospects. This finding is consistent with multiple studies (Boudouaia et al., 2024; Jamshed et al., 2024; Mohamed, 2024; Balci, 2024). However, Balci (2024) noted certain concerns regarding ethical issues. These findings are supported by a study carried out by Al-khresheh (2024) which found that ChatGPT offered instant feedback to enhance understanding. It was found that the perspectives of both learners and instructors underscored ChatGPT's real-time, adaptive input to learners, delivering immediate amendments and explanations. Alqahtani (2024) investigated instructors' and students' perspectives of ChatGPT in Saudi Arabian writing courses and lectures. ChatGPT found that most respondents were either indifferent or slightly positive about the tool. It was found that ChatGPT improved creativity, understanding, and productivity. However, instructors worried more about ethics than students due to plagiarism, poor individualization, and nervousness. The efficacy and utility of the technology, particularly AI-powered tools such as ChatGPT, was underscored by all these studies. However, there are studies (Kohnke et al., 2023; Fitria, 2023; Li et al., 2023) that cautioned against over-integrating technology in educational environments, arguing that uncritical unlimited and unrestricted utilization of these tools might transform students into uncritical consumers of prepackaged information. True learning by nature is dynamic as well as collaborative, therefore excessively employing technologies like ChatGPT could upset the delicate balance between directed learning and independent exploration, resulting in decreased language competency. In the same way, Klimova and de Campos (2024) underscored ChatGPT's increasing significance as an academic instrument but also highlighted worries regarding its constraints and misuse. The study also revealed that there were certain challenges related to ethics, and accuracy, hampering analytical and creative skills, and undermining traditional learning resources. The most significant problem was prejudiced information, inaccuracy, and a lack of human interaction. This finding is corroborated by multiple studies (Alsaedi, 2024; ElSary, 2024; Limna et al., 2023; Teng, 2024). The analysis of the responses to the open-ended questions showed that ChatGPT contributed to instructors' professional development and fostered collaborative learning and innovative teaching practices. Multiple studies (Ming & Mansor, 2023; Nikoçeviq-Kurti & Bërdynaj-Syla, 2024; Alrishan, 2023) have revealed that using AI-driven applications including ChatGPT positively contributes to instructors' professional development and promoting innovative teaching practices and collaborative learning among scholars. In addition, Siminto et al. (2023) found that ChatGPT promoted the professional development of teachers by offering quick access to substances, recommendations for training, and even collaboration in planning lessons. The study also found that 57.90% of the respondents believed that ChatGPT threatened traditional learning resources. However, the number of those who believed that ChatGPT would replace human instructors and cause unemployment is 5.30% which is insignificant compared to those viewing ChatGPT as a threat to traditional learning resources. This finding is supported by Chan and Tsi (2024) who found that while some participants believed generative AI could replace teachers, critical thinking and emotion made human teachers irreplaceable. Similarly, Ausat et al. (2023) found that technology was simply a tool and could not replace human language instructors. The findings also revealed that 15.80% asserted that ChatGPT caused stress and anxiety, while 47.30% believed it impeded students' analytical and creative skills. The finding that ChatGPT did not cause any significant stress and anxiety is corroborated by Toribio (2023) who found that academic anxiety decreases with AI-model self-regulated learning as AI-guided tailored learning lets students manage their education, fostering self-efficacy and progress. The finding regarding the adverse impact of AI-powered tools is confirmed by multiple studies (Lin & Chen, 2024; Saputra et al., 2023) which, though acknowledged AI-powered applications and ChatGPT's utility, expressed some apprehensions regarding its impact on the creative and analytical skills of language learners. Marrone et al. (2022) also found certain reservations about the impact of AI-driven tools on creative thinking among learners.

## VI. CONCLUSION

The study was conducted to understand the perspectives of EFL instructors on the empowering efficacy of ChatGPT, its pedagogical implications, and educational prospects in the specific context of Saudi Arabia. The research was also concerned with examining ChatGPT's contribution to the professional development of the instructors and fostering collaborative learning and innovative teaching practices. It was found that EFL teachers had profoundly favorable perspectives on ChatGPT's empowering capabilities, which helped tremendously in their professional development and offered excellent opportunities for teaching and learning the language. It was also found that technology-based training impeded EFL learners' intellectual and imaginative skills and undermined traditional learning resources. The findings also revealed that ChatGPT caused stress and anxiety among language learners. It was quite unlikely that human teachers would be replaced by it. With significant pedagogical implications and instructional potential, the study would help policymakers and language instructors adjust to the taste of the tech-savvy young generation. As the study is region-specific, future studies could expand the sample size and include more Arab regions to add credence to the findings of the study.

## ACKNOWLEDGEMENTS

The authors extend their appreciation to Prince Sattam Bin Abdulaziz University for funding this research work through project number (2024/02/31678).

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