

# Incorporating ChatGPT in Saudi EFL Classrooms: Oscillating Between Expectations and Anxiety

Ahmed Alshehri

Department of English Language & Literature, College of Arts and Letters, University of Bisha, Saudi Arabia

Saddah Aldossary

English Department, College of Science and Humanities, Shaqra University, Saudi Arabia

Mohammad Jamshed\*

English Department, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, Saudi Arabia

Sameena Banu

English Department, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, Saudi Arabia

**Abstract**—AI-powered language instructions are being incorporated across educational institutions globally. Open AI's ChatGPT is being utilized for addressing multiple challenges and issues inadequately tackled by conventional methods of instruction. As today's tech-savvy young FL learners respond more actively to AI-powered instructions, this study aims to understand their expectations, EFL instructors' perspectives, and anxieties about ChatGPT's incorporation in EFL classrooms. A questionnaire with self-designed and carefully reproduced earlier research items was sent to randomly selected students and instructors using simple random selection. While descriptive statistics was utilized for quantitative data, thematic analysis was employed for qualitative responses. It was revealed that Saudi EFL learners were excited and positive about ChatGPT's incorporation into EFL classrooms. While the findings of the quantitative data of the language instructors supported and corroborated the perspectives of EFL students, the analysis of qualitative data revealed that they had serious reservations regarding the adverse impact of ChatGPT on students' creative and analytical skills. It was also revealed that they had anxieties about the detrimental impacts of using this tool without being guided or monitored, including disinformation, and incorrect data that could lead to detrimental methods of instruction. The study offers significant educational implications and teaching potential, which could assist language instructors and policymakers in fulfilling the requirements of young learners as well as overcoming ethical and academic challenges.

**Index Terms**—conventional methods of instruction, creative and analytical skills, instructors' perspectives and anxieties, multiple challenges and issues, uncritical consumers of knowledge

## I. INTRODUCTION

Technology and, particularly AI-powered tools, have not only penetrated human existence but also transformed it in ways never seen before. The swift advancement of artificial intelligence technology additionally brings profound implications for academic institutions and the educational environment. Since Open AI launched ChatGPT in November 2022, educational researchers as well as professionals from various disciplines have demonstrated amazing interest in technology-enhanced methods of instruction to promote the learning of languages (Xiao & Zhi, 2023). As a result, technology has made its way to educational institutions as it offers foreign language learners realistic and interactive instructional materials that enable them to engage with the language and develop language skills more fully and meaningfully (Marzuki et al., 2023; Loncar et al., 2021; Taj et al., 2017). Technology offers authentic and engaging resources for language learners to enhance their language competency in a more meaningful and immersive way. Students can take control of their learning through technology, resulting in greater motivation and autonomy. For instance, learners enjoy independence because they can receive immediate feedback and assistance, which accelerates the enhancement of their language skills (Marzuki et al., 2023).

Open AI's ChatGPT utilizes robust language models to generate human-like text and data, which could assist professionals, instructors, and learners (Bekou et al., 2024). It could improve language learning by facilitating text, research, and finding solutions, enhancing language skills, and offering customized exercise materials. Amin (2023) examined how AI and ChatGPT affected EFL training through customized language instruction, immediate time practice, and assessments. The study argued that AI enhanced student language comprehension by customizing lessons. Interactive AI-powered chatbots construct confidence while offering rapid language practice feedback. AI automated exam grading and feedback, optimizing speed, consistency, and security. The potential of ChatGPT and other artificial

---

\* Corresponding Author.

intelligence technologies to understand different patterns of language, offer instant feedback, personalize learning, address students' different expectations, and enhance language skills is increasingly being recognized (Law, 2024; Javaid et al., 2023).

As Saudi Arabia's overwhelming majority comprises the tech-savvy young generation, universities and educational institutions are equipped with the most advanced digital infrastructure to facilitate learning and teaching. Multiple studies (Aldowsari & Aljebreen, 2024; Jamshed et al., 2024; Algraini, 2024) have examined different aspects of AI-powered incorporation into Saudi EFL classrooms, highlighting the transforming nature of AI-powered tools. However, there are issues and certain aspects that need further exploration and examination.

#### A. Research Problem

Most of the existing studies exclusively focused on either learners' perspectives or those of the instructors while examining the implementation of ChatGPT into EFL classrooms. Unlike previous studies, this research investigates both the students' and teachers' perspectives while exploring the efficacy of ChatGPT to empower both the learners and instructors.

#### B. Research Purpose Statement

The study aims to examine the perspectives of language teachers and students, along with instructors' anxieties regarding the usage of ChatGPT in EFL classes.

## II. LITERATURE REVIEW

Celik et al. (2025) assessed the speaking self-efficacy of EFL freshmen randomly recruited from Erbil's tertiary Advanced English classrooms. Students in the experimental group used ChatGPT as an oral language instructor to enhance their knowledge in class on topics supplied as per the course book, whereas students in the control group engaged in speaking sessions during class. It was found that ChatGPT offered the potential to enhance students' speaking self-efficacy as it provided a friendly environment for constructive feedback, numerous recordings, and suitable training. The study offers multiple pedagogical implications for those seeking to incorporate ChatGPT in their language classrooms. Yildiz (2024) studied ChatGPT's effect on EFL learners' confidence in speaking. The experimental group communicated using ChatGPT, whereas the control group utilized a standard EFL classroom. The EFL speaking self-efficacy measure and optional experimental group conversations were utilized to collect data. The covariance (ANCOVA) analysis revealed that experimental group learners' speaking self-efficacy enhanced significantly after ten intervention sessions. The findings hold educational prospects for language instructors and policymakers. Jamshed et al. (2024) explored Saudi EFL learners' perspectives, challenges, and ChatGPT's instructional prospects. 235 undergraduates from two Saudi universities responded to a privately developed questionnaire with changed queries. The data was examined using descriptive statistics. The results indicated that Saudi learners were extremely positive about ChatGPT as a valuable tool for language learning and instruction. Masoudi (2024) examined Saudi undergraduate learners' perspectives on ChatGPT and its effectiveness in enhancing English writing skills. Experimental pre-and post-tests, semi-structured interviews, and theme-analyzed open-ended questionnaires were utilized. During the interactive phase, ChatGPT offered writing tasks and comments. Pre- and post-intervention writing assessments were performed. It was revealed that ChatGPT enhanced English writing proficiency through personalized feedback and assistance. Polakova and Ivenz (2024) investigated the influence of ChatGPT suggestions on the proficiency of Generation Z students. Mixed methodologies were utilized to analyze the quantitative and qualitative interactions of foreign language learners with ChatGPT. Questionnaires, focus group interviews, and pre-and post-assessments assessed ChatGPT's feedback on students' writing. The analysis revealed that ChatGPT assisted Gen Z students in writing creatively. The study suggests that language learning must leverage AI to satisfy learners' requirements. Werdiningsih et al. (2024) investigated the utilization of ChatGPT by EFL students in academic writing. Three EFL students with differing skill levels were examined through qualitative case studies. The data was collected through partially structured interviews. The findings indicated that ChatGPT enhanced student creativity by alleviating doubts, elucidating language, and proposing material. The study suggests that future research should use larger, different samples and unbiased measurements. Chiu et al. (2023) used the concept of self-determination to explore how teacher assistance impacted student proficiency, needs fulfillment, and intrinsic drive to learn using AI technology. 123 Grade 10 students participated in an AI-based project using chatbots. It was found that teacher assistance and competence among students (autonomous learning as well as technological literacy) impacted intrinsic drive and chatbot skills. Teng (2024) examined the absence of research on EFL students' perspectives on ChatGPT writing experiences. A questionnaire and interview were used in this mixed-methods study following a writing course spanning a semester. It was found that AI-powered tools assisted in enhancing writing inspiration, self-confidence, involvement, and collaboration. The findings offer many pedagogical implications for ChatGPT incorporation into EFL classrooms.

Balcı (2024) carried out a web of science systematic review to assess if ChatGPT promoted EFL instruction and learning. The review compiled twenty-one webs of science papers to better understand ChatGPT's pros and cons in EFL instruction. It was found that despite the advantages it offered, students and instructors were apprehensive about ChatGPT due to its limitations and ethical issues. Zaiarna et al. (2024) assessed English language instructors'

knowledge of ChatGPT's foreign language teaching potential and AI-generated test assignment design. It was found that the respondents while acknowledging its potential, doubted ChatGPT-generated tasks' evaluation accuracy due to prejudice, inadequate task complexity, and careful proofreading. Celik et al. (2022) studied research studies on the instructors' data analysis using AI and machine learning. It was found that AI could support instructors design, execute, and assess their lessons by characterizing and familiarizing learners with their requirements. The findings revealed certain challenges such as unawareness, lack of infrastructure, and accessibility to technology and sometimes slow response also becomes a challenge. Baskara (2023) examined ChatGPT's benefits as well as disadvantages in teaching EFL writing. The study reviewed the pertinent material and found that ChatGPT could immensely help EFL writing students. However, the study revealed certain challenges and anxieties concerning planning, implementation, and ethical issues surrounding ChatGPT in language teaching. Hossain and Al Younus (2025) explored teachers' perspectives on ChatGPT's benefits, challenges, and successful pedagogical frameworks for EFL writing teaching. Data from phenomenological interviews with EFL instructors indicated an overwhelmingly positive view of ChatGPT for student engagement and writing improvement. However, the findings revealed certain challenges and anxieties including overreliance on AI, its potential impact on academic integrity, and maintenance of fundamental writing skills. Ma (2024) briefly examined chatbots in education, their technological facets, the advancement of education while interacting with chatbots, and potential education issues. The findings revealed that chatbots could improve learner awareness and engagement, learning activities' originality and efficiency, teaching quality and creativity, and educators' feedback. However, there were issues such as accuracy, fairness, and ethics that needed to be addressed. Bekou (2024) utilized a mixed-methods approach to investigate the benefits and disadvantages of utilizing ChatGPT to help Moroccan students learn the English language. After distributing a questionnaire, twelve interviews were conducted with sixty-two ELT instructors from Morocco. Besides benefits such as individualized learning, rapid feedback, professional advancement, and authentic resources via ChatGPT, certain issues related to accuracy, cultural appropriateness, and technological usage were also found.

### III. METHODOLOGY

#### A. Research Questions

1. How do Saudi learners perceive ChatGPT usage for EFL instruction?
2. What are instructors' perspectives on ChatGPT as a language learning tool?
3. What are instructors' fears and anxiety regarding ChatGPT usage?

#### B. Research Design

This section discusses the research method employed for carrying out this study. It chose to utilize a mixed-methods study (Figure 1) as recommended by Creswell et al. (2003). Only the quantitative data were collected from the learners through a questionnaire. However, both qualitative and quantitative data were collected from Saudi EFL instructors through a questionnaire containing both closed and open-ended questions.

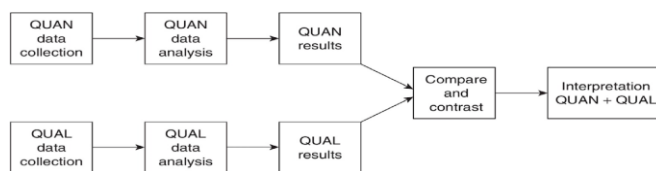


Figure 1. Research Study Design (Alammari, 2024)

#### C. Study Participants

Nineteen English language teachers from varied educational backgrounds participated in the study. These instructors from different regions of Saudi Arabia possessed varying teaching experience, exposures, ranks, academic degrees, and ChatGPT expertise in EFL classes, which accounted for a distinctive blend of perspectives and experiences. The broad spectrum of talents that freshmen and experienced instructors contributed to diverse opinions. Because of their Asian and African backgrounds, these EFL professors at Saudi Arabian institutions speak and utilize English as a foreign/second language. They additionally offer students of all ages, resulting in distinct viewpoints and life experiences. The following Table 1 below shows the respondents' demography.

TABLE 1

Variables	Frequency	Percentage
<b>students</b>		
male	120	56.60%
female	89	42%
other	3	1.40%
<b>instructors</b>		
male	11	57.90%
female	8	42.10%
<b>Academic rank</b>		
Assistant professor	11	57.90%
Lecturer	8	42.10%
Other	0	0%
<b>Experience with AI tools</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>Utilization/Acquaintance with ChatGPT</b>		
0-1 years	4	21.10%
1-2 years	12	63.20%
2-3 years	3	15.80%

#### D. Data Collection

An extensive literature review and a detailed assessment of existing studies were carried out to develop the items of the questionnaire. A questionnaire was developed using modified items from previous studies (Barrot, 2023; Xiao & Zhi, 2023; Al-khresheh, 2024; Zaiarna et al., 2024). While the first part of the questionnaire dealt with the respondents' demography, the first 9 items of the second section of the questionnaire examined Saudi EFL students' perspectives on the incorporation of ChatGPT in EFL instruction. The next 6 items deal with language instructors' opinions, and the last six open-ended items deal with teachers' perspectives. While the students rated their opinions on a five-point Likert scale ranging from five for strong agreement to one for strong disagreement, the teachers expressed their opinions in written responses to qualitative items. They felt comfortable sharing their opinions since they were guaranteed that the material would only be utilized for academic studies and kept confidential.

#### E. Validity

A thorough analysis of the questionnaire items was carried out by ChatGPT users, academics, and ELT instructors. Many experts' inputs and opinions aided in the revision process and made sure that the questions appropriately captured ChatGPT's challenging features in ELT. In the second phase, six EFL teachers expressed their thoughts and observations. The suggestions and comments from the professionals were included in the initial questionnaire.

#### F. Data Analysis and Interpretation

Researchers employed mixed methods design to examine Saudi EFL learners' and instructors' perspectives on ChatGPT incorporation and later concerns and anxieties. Once enough responses were received, the Google Form was downloaded and uploaded to Excel for quantitative evaluation. The data, then, was transferred to SPSS using numerical values (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree). The closed-ended questions/items were analyzed statistically. Mean, frequency and standard deviation were calculated. A rigorous qualitative analysis was performed on open-ended questionnaire data. For explanation, initial responses were collected and modified multiple times. Rigorous coding revealed the preferences and apprehensions of the language teachers. A thematic examination of qualitative responses to the open-ended question highlighted instructors' perspectives and anxieties concerning ChatGPT implementation in EFL classrooms. The following criteria displayed in Table 2 were utilized for evaluating the level or perspectives of the respondents.

TABLE 2

Mean square	Level
3.1-4.50	High
1.51-3.00	Moderate
1.00-1.50	Low

## IV. RESULTS AND FINDINGS

TABLE 3

DESCRIPTIVE ANALYSIS OF SAUDI EFL LEARNERS' AND INSTRUCTORS' PERSPECTIVE ON CHATGPT EFFICACY

Statements	Overall means
1. Students' perspectives on ChatGPT usage for language instruction	3.9
2. Saudi EFL instructors' perspectives on ChatGPT usage for language instruction	3.85

The statistical analysis of the quantitative data from both teachers and students is highly encouraging and positive. It was revealed, as displayed in Table 3, that Saudi EFL students had highly favourable perspectives on the incorporation of ChatGPT for both language learning and instruction. This positive perspective of students regarding ChatGPT's efficacy as an empowering tool is further corroborated and supported by the highly positive perspectives of English language instructors. Similarly, the thematic analysis of the qualitative data shows that ChatGPT is considered a highly efficient tool for language learning and instruction.

TABLE 4  
DESCRIPTIVE STATISTICS OF STUDENTS' PERSPECTIVES ON CHATGPT UTILIZATION FOR LANGUAGE LEARNING

Statements	SA	A	N	D	SD	Mean	Level
1	83(39.2%)	82 (38.7%)	38(17.9%)	6(2.8%)	3(1.4%)	4.11	High
2	71(33.5%)	97(45.8%)	34(16%)	7(3.3%)	3(1.4%)	4.06	High
3	54(25.5%)	94(44.3%)	50(23.6%)	9(4.2%)	5(2.4%)	3.86	High
4	46(21.7%)	92(43.4)	59(27.8%)	12(5.7%)	3(1.4)	3.78	High
5	56(26.4%)	88(41.5%)	52(24.5%)	11(5.2%)	5(2.4%)	3.84	High
6	62(29.2%)	81(38.2%)	60(28.3%)	6(2.8%)	3(1.4%)	3.91	High
7	76(35.8%)	60(28.3%)	54(25.5%)	15(7.1%)	7(3.3%)	3.84	High
8	58(27.4%)	84(39.6%)	52(24.5%)	17(8%)	1(0.5%)	3.85	High
Overall						3.9	High

A. Quantitative Evaluation of Saudi EFL Learners' Perspectives on ChatGPT's Language Instruction Efficacy

Table 4 shows the statistical analysis of Saudi EFL students' perspectives on ChatGPT's empowering efficacy as a language learning and teaching tool. In the first item of this category, an overwhelming majority, 165(77.9%), stated that they felt comfortable using ChatGPT for learning purposes. While 38 (17.9%) expressed no opinion, 9 (4.2%) of the participants rejected the opinion. The mean is 4.11. In the next item, no. 2, 168 (79.3%) believed that ChatGPT streamlines learning procedures. 34(16%) of the respondents remained neutral, and 10 (4.7%) disagreed with the opinion. The mean score is 4.06. Concerning item no. 3, 148 (69.8%) agreed that ChatGPT adapted to the specific requirements of learners. 50(23.6%) of the respondents remained neutral, which shows the lack of awareness regarding ChatGPT's adaptability to the specific needs and requirements of language learners. 15 (6.6%) of respondents differed with the opinion. The mean score is 3.86. About item no. 4, 138 (65.1%) of the respondents stated that they intended to utilize ChatGPT to achieve their learning goals. 59(27.8%) of the participants had no opinion, highlighting their unfamiliarity with the advantages ChatGPT offered. 15 (7.1%) of the respondents disapproved of the notion. The mean score is 3.78. Regarding item no 5, 144 (67.9%) of the respondents stated that they utilized ChatGPT to summarize and analyze instructional content. 52(24.5%) of the participants stayed neutral and 16(7.6%) resisted the assertion. The mean is 3.84. About item no. 6, 143(67.4%) of the respondents said that they advised their friends to utilize ChatGPT as a learning tool. While 60 (28.3%) of the participants maintained neutrality, 9(4.2%) of the respondents expressed rejection. The mean is 3.91. In item no. 7, 136(64.1%) of the participants believed that ChatGPT utilization impacted learners' analytical and problem-solving skills. 54(25.5%) of the partisans expressed no opinion, and 22(10.4%) of the respondents differed with the assertion. The mean score is 3.84. In item no. 8, which is the last item of this category, 142 (67%) of the study participants accepted that ChatGPT improved language learning but could not simulate human emotions. 52(24.5%) of the participants stayed neutral and 18(8.5%) of the respondents disagreed with the assertion. The overall mean of the item under this category is 3.9, which is classed as high as per the criteria established in the methodology section of this study. This analysis addresses the first research question of this study.

TABLE 5  
DESCRIPTIVE STATISTICS OF SAUDI EFL INSTRUCTORS' PERSPECTIVES ON CHATGPT UTILIZATION FOR LANGUAGE INSTRUCTION

statements	SA	A	N	D	SD	Mean	Level
9	11(57.9%)	6(31.6%)	1(5.3%)	1(5.3%)	0(0%)	4.36	High
10	7(36.8%)	8(42.1%)	2(10.5%)	2(10.5%)	0(0%)	4.05	High
11	7(36.8%)	7(36.8%)	2(10.5%)	3(15.8%)	0(0%)	3.94	High
12	7(36.8%)	10(52.6%)	1(5.3%)	1(5.3%)	0(0%)	4.21	High
13	2(10.5%)	7(36.8%)	3(15.8%)	7(36.8%)	0(0%)	3.21	High
14	2(10.5%)	9(47.4%)	2(10.5%)	6(31.6%)	0(0%)	3.36	High
Overall						3.85	High

B. Analyzing Saudi Language Instructors' Perspectives on ChatGPT's Language Instruction Efficacy

Table 5 shows the statistical analysis of the Saudi EFL instructors' responses to the quantitative data of the questionnaire. In the first item of this category, 17 (89.5%) of the respondents believed that ChatGPT offered many pedagogical advantages. Out of the total respondents, 1 (5.3%) stayed neutral, and 1(5.3%) respondent disagreed. The mean is 4.36. In the next item no. 10, 15 (78.9%) of the respondents believed that ChatGPT stimulated student engagement and participation in language learning. While 2(10.5%) expressed no opinion, 2(10.5%) opposed the notion. The mean score is 4.05. Concerning item no. 11, 14(73.6%) of the respondents accepted that ChatGPT fostered expertise in the language. 2 (10.5%) respondents had no opinion, and 3(15.8%) rejected the assertion. The mean is 3.94. Concerning item no. 12, 17 (89.4%) of the respondents accepted that ChatGPT promoted instructors' employment

prospects. 1(5.3%) stayed neutral and 1(5.3%) opposed the opinion. The mean is 4.21. The overall mean of the items dealing with the positive perceptions is 4.14, which is ranked as high according to the criteria described in the methods part of the article.

The qualitative analysis of the responses supports and corroborates the findings of the quantitative analysis. An overwhelming majority hailed ChatGPT as a powerful language learning and instruction technology that could transform language instruction. According to the analysis, ChatGPT offered multiple advantages such as customized feedback, specific language practice, concentrated skill development, speaking skills and emotional intelligence, immediate feedback, analytical understanding, innovation, easy assessment, and educational materials. One EFL instructor said that *ChatGPT provided rapid lesson ideas, teaching tools, and linguistic trends to assist teachers in improving*. Another EFL teacher said that *ChatGPT helped prepare lesson plans, assign ability-level assignments, and explain challenging concepts*. The commonality of the majority of EFL teachers revolves around *ChatGPT's potential to provide teachers with examples and feedback to improve, new tech incentives for instructors to enhance digital skills and classroom independence*. They also stated ChatGPT helped instructors' careers. Both quantitative and qualitative analyses highlight the efficacy of ChatGPT as a tool that could transform EFL classrooms. This analysis addresses the second research question of this study.

### C. Analyzing Saudi Language Instructors' ChatGPT Anxieties for Language Instruction

In the next item, no. 13, 9 (47.3%) of the participants thought that ChatGPT inhibited learners' imaginative and analytical skills. While 3(15.8%) stayed neutral, 7(36.8%) differed with the assertion. The mean is 3.21. This shows that regarding these aspects of ChatGPT, teachers are equally divided. In the last item of this category, 11(57.9%) of the respondents believed that ChatGPT impaired reliable conventional learning tools. 2(10.5%) stayed neutral and 6(31.6%) opposed the notion. The mean score is 3.36. The qualitative analysis supports and corroborates these findings of the quantitative evaluation. Even most of those who hailed ChatGPT as an empowering tool expressed certain anxieties and apprehensions regarding the unregulated and unguided use of this tool. While they appreciated its usage, they called for human supervision and monitoring. They were concerned with the adverse effects of ChatGPT on critical and analytical skills, accuracy, originality, and creativity. One EFL teacher said that *misinformation, wrong data, and algorithmic biases could create an unhealthy teaching pattern in the classroom*. One EFL instructor said that *algorithmic biases, incomplete information, and misinformation could trigger detrimental instructional practices*. Thus, the analysis of both quantitative and qualitative data confirms that there are fears and anxieties regarding the unregulated and uncontrolled usage of ChatGPT for language acquisition and instruction. This analysis addresses the third research question of the study.

## V. DISCUSSION AND ANALYSIS

The research studied the expectations and anxieties among the Saudi learning and teaching community regarding ChatGPT's efficacy as a transforming tool. The study chose a mixed-method study, which examined the perspectives of both learners and instructors. It was discovered that EFL learners held highly positive perspectives on the transforming efficacy of ChatGPT. Monib et al. (2025) revealed that the learners held a positive perception of ChatGPT as an important language learning emphasizing customized interactive education, linguistic assistance, research and writing support, and task and concept clarity. There are multiple studies (Phosa, 2024; Al-Raimi et al., 2024; Baqir & Nayab, 2024; Par et al., 2024) that found highly positive opinions about ChatGPT among EFL learners in different regions and contexts. Pokrivcakova (2023) reported immense excitement and curiosity about the efficacy and the way it could transform English language classrooms. This positive perspective of learners about ChatGPT is supported and corroborated by the instructors' quantitative and qualitative findings. It was found that an overwhelming majority of Saudi EFL learners supported the utilization of ChatGPT in EFL classrooms. These positive perceptions are in line with the findings of many existing studies (Sumakul et al., 2023; Boudouris et al., 2024; Balci, 2024). Tarannum et al. (2025) found that EFL teachers held positive opinions about ChatGPT, demonstrating how they used it for generating practice activities, quizzes, and exams and getting automated feedback. The study highlighted certain aspects of ChatGPT, such as time savings, endless resources, and simple accessibility. However, there are important studies (Monib et al., 2025; Kohnke et al., 2023; Fitria & Li, 2023) that held that unlimited access to these tools risks the danger of reducing learners into uncritical receivers of prepackaged material. Tarannum et al. (2025) also cautioned that overreliance on ChatGPT entailed issues of plagiarism, misconstrued instruction, incorrect information, and repeated structure and language. Jimoyiannis and Komis (2007) found that language instructors were skeptical about ICT integration in education. Yousfi (2024) found that EFL instructors resisted the incorporation of ChatGPT in EFL classrooms as it would eliminate collaborative, passionate, and cultural aspects of learning skills. Adel et al. (2024) found that the utilization of ChatGPT brought forth ethical challenges as well as answers for the incorporation of AI technology. Therefore, the study suggests that ChatGPT's positive aspects outweigh its disadvantages, and a regulated and monitored usage of ChatGPT could transform language instruction and facilitate language learning in multiple ways.

## VI. CONCLUSION

The study was carried out to examine Saudi EFL learners' excitement and anxiety and EFL instructors' perspectives on ChatGPT's potential to transform EFL classrooms. It also investigated certain challenges and ethical issues arising from its use and incorporation in EFL classrooms. The analysis of EFL students' responses revealed that they had highly positive perspectives on the empowering efficacy of ChatGPT. This finding is supported and corroborated by the positive perceptions of language instructors who also hailed its implementation in EFL classrooms. However, it was found that teachers had serious concerns regarding their impact on students' analytical and creative skills. The thematic analysis of teachers' open-ended questions noted that they had serious apprehensions and anxieties related to the adverse effects of ChatGPT's accuracy, originality, and creativity. They also expressed some concerns about the detrimental effects of unregulated and unguided use of this tool, misinformation, wrong data, and algorithmic biases, which could create an unhealthy teaching pattern in the classrooms, reducing the learners to a body of uncritical consumers of knowledge and information. The instructors suggested human supervision and monitoring as its uncontrolled usage would negatively impact the interactive, enthusiastic, and cultural aspects of classrooms. The study offers significant instructional implications and teaching potential, which would assist language instructors and policymakers in addressing the requirements of the younger and assist the teachers overcome different kinds of ethical considerations and academic challenges. Future studies could prove of greater importance if they incorporate more diverse regions and include a larger sample size.

## ACKNOWLEDGEMENTS

This study is supported via funding from Prince Sattam Bin Abdulaziz University project number (PSAU/2025/R/1446).

## REFERENCES

- [1] Adel, A., Ahsan, A., & Davison, C. (2024). ChatGPT Promises and Challenges in Education: Computational and Ethical Perspectives. *Education Sciences*, 14(8), 814. <https://doi.org/10.3390/educsci14080814>
- [2] Alammari, A. (2024). Evaluating generative AI integration in Saudi Arabian education: a mixed-methods study. *PeerJ Computer Science*, 10, e1879. <https://doi.org/10.7717/peerj-cs.1879>
- [3] Aldowsari, B. I., & Aljebreen, S. G. (2024). The Impact of Using a ChatGPT-based application to Enhance Saudi Students' EFL Vocabulary Learning. *International Journal of Language and Literary Studies*, 6(4), 380-397. <https://doi.org/10.36892/ijlls.v6i4.1955>
- [4] Algraini, F. N. (2024). Saudi Female EFL Learners' Perceptions of the Impact of ChatGPT on Vocabulary Improvement. *Theory and Practice in Language Studies*, 14(8), 2563-2573. <https://doi.org/10.17507/tpls.1408.29>
- [5] Al-khreshah, M. H. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, 6, 100218. <https://doi.org/10.1016/j.caeai.2024.100218>
- [6] Al-Raimi, M., Mudhsh, B. A., Al-Yafaei, Y., & Al-Maashani, S. (2024). Utilizing artificial intelligence tools for improving writing skills: Exploring Omani EFL learners' perspectives. *Forum for Linguistic Studies*, 6(2). <https://doi.org/10.59400/fls.v6i2.1177>
- [7] Amin, M. Y. M. (2023). AI and Chat GPT in Language Teaching: Enhancing EFL Classroom Support and Transforming Assessment Techniques. *International Journal of Higher Education Pedagogies*, 4(4), 1-15. <https://doi.org/10.33422/ijhep.v4i4.554>
- [8] Balcı, Ö. (2024). The role of ChatGPT in English as a foreign language (EFL) learning and teaching: A systematic review. *International Journal of Current Educational Studies*, 3(1). <https://doi.org/10.5281/zenodo.12544675>
- [9] Baqir, M., & Nayab, D. E. (2024). Exploring Students' Attitudes towards Using ChatGPT in English Language Classroom at University Level. *Pakistan Social Sciences Review*, 8(3), 389-399. [https://doi.org/10.35484/psr.2024\(8-III\)29](https://doi.org/10.35484/psr.2024(8-III)29)
- [10] Baskara, F. R. (2023). Integrating ChatGPT into EFL writing instruction: Benefits and challenges. *International Journal of Education and Learning*, 5(1), 44-55. <https://doi.org/10.31763/ijelev.v5i1.858>
- [11] Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- [12] Bekou, A., Ben Mhamed, M., & Assissou, K. (2024). Exploring opportunities and challenges of using ChatGPT in English language teaching (ELT) in Morocco. *Focus on ELT Journal*, 6(1), 87-106. <https://doi.org/10.14744/felt.6.1.7>
- [13] Boudouaia, A., Mouas, S., & Kouider, B. (2024). A Study on ChatGPT-4 as an Innovative Approach to Enhancing English as a Foreign Language Writing Learning. *Journal of Educational Computing Research*, 62(6), 1509-1537. <https://doi.org/10.1177/07356331241247465>
- [14] Celik, B., Yildiz, Y., & Kara, S. (2025). Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy. *Australian Journal of Applied Linguistics*, 8(1), 102418-102418. <https://doi.org/10.29140/ajal.v8n1.102418>
- [15] Celik, I., Dindar, M., Muukkonen, H., & Järvelä, S. (2022). The promises and challenges of artificial intelligence for teachers: A systematic review of research. *TechTrends*, 66(4), 616-630. <https://doi.org/10.1007/s11528-022-00715-y>
- [16] Chiu, T. K. F., Moorhouse, B. L., Chai, C. S., & Ismailov, M. (2023). Teacher support and student motivation to learn with Artificial Intelligence (AI) based chatbot. *Interactive Learning Environments*, 32(7), 3240-3256. <https://doi.org/10.1080/10494820.2023.2172044>
- [17] Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed. *Handbook of mixed methods in social & behavioral research*, 209, 209-240.

- [18] Fitria, T. N. (2023). Artificial intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay. *ELT Forum: Journal of English Language Teaching*, 12(1), 44-58. <https://doi.org/10.15294/elt.v12i1.64069>
- [19] Hossain, M. K., & Al Younus, M. A. (2025). Teachers' perspectives on integrating ChatGPT into EFL writing instruction. *TESOL Communications*, 4(1), 41-60. <https://doi.org/10.58304/tc.20250103>
- [20] Jamshed, M., Alqahtani, N., Albedah, F., & Banu, S. (2024). Empowering Saudi EFL Learners Using ChatGPT: An Analysis of Challenges and Educational Opportunities. *Forum for Linguistic Studies*, 6(6), 516-527. DOI: <https://doi.org/10.30564/fls.v6i6.7426>
- [21] Jamshed, M., Allehyani, B., Albedah, F., & Banu, S. (2024). Analyzing ChatGPT's Sustainability as a Language Learning Tool: Saudi EFL Learners' Perspectives, Problems and Pedagogical Prospects. *Theory and Practice in Language Studies*, 14(12), 3836-3844. <https://doi.org/10.17507/tpls.1412.18>
- [22] Javid, M., Haleem, A., Singh, R. P., Khan, S., & Khan, I. H. (2023). Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system. *Benchmark Transactions on Benchmarks, Standards and Evaluations*, 3(2), 100115. <https://doi.org/10.1016/j.tbench.2023.100115>
- [23] Jimoyiannis, A., & Komis, V. (2007). Examining teachers' beliefs about ICT in education: implications of a teacher preparation programme. *Teacher Development*, 11(2), 149-173. <https://doi.org/10.1080/13664530701414779>
- [24] Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, 54(2), 537-550. <https://doi.org/10.1177/00336882231162868>
- [25] Law, L. (2024). Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review. *Computers and Education Open*, 100174. <https://doi.org/10.1016/j.caeo.2024.100174>
- [26] Loncar, M., Schams, W., & Liang, J. S. (2021). Multiple technologies, multiple sources: trends and analyses of the literature on technology-mediated feedback for L2 English writing published from 2015-2019. *Computer Assisted Language Learning*, 36(4), 722-784. <https://doi.org/10.1080/09588221.2021.1943452>
- [27] Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2236469>
- [28] Masoudi, H. (2024). Effectiveness of ChatGPT in improving English writing proficiency among Non-native English speakers. *International Journal of Educational Sciences and Arts*, 3(4), 62-84. <https://doi.org/10.59992/IJESA.2024.v3n4p2>
- [29] Ma, Y. (2024, May). A Systematic Review of Chatbots in Education: Benefits and Threats. In *International Conference on Artificial Intelligence for Society* (pp. 123-130). Cham: Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-69457-8\\_12](https://doi.org/10.1007/978-3-031-69457-8_12)
- [30] Monib, W. K., Qazi, A., & Mahmud, M. M. (2025). Exploring learners' experiences and perceptions of ChatGPT as a learning tool in higher education. *Education and information technologies*, 30(1), 917-939. <https://doi.org/10.1007/s10639-024-13065-4>
- [31] Par, L., Anung, M. S., Taluk, S. S., Erfano, F., & Tatuk, C. I. S. (2024). Exploring the Use of ChatGPT in ELT: The EFL Students Voices. *English Language Education Journal (ELEJ)*, 3(1), 1-21.
- [32] Phosa, S. (2024). The study of EFL students' attitudes and behaviors toward using ChatGPT in English language learning. *Journal of English Language and Linguistics*, 5(3), 332-344. <https://doi.org/10.62819/jel.2024.656>
- [33] Pokrivcakova, S. (2023). Pre-service teachers' attitudes towards artificial intelligence and its integration into EFL teaching and learning. *Journal of Language and Cultural Education*, 11(3), 100-114. [10.2478/jolace-2023-0031](https://doi.org/10.2478/jolace-2023-0031)
- [34] Polakova, P., & Ivenz, P. (2024). The impact of ChatGPT feedback on the development of EFL students' writing skills. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2410101>
- [35] Sumakul, D. T. Y., Hamied, F. A., & Sukyadi, D. (2022). Artificial intelligence in EFL classrooms: Friend or foe?. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232-256.
- [36] Taj, I. H., Ali, F., Sipra, M. A., & Ahmad, W. (2017). Effect of technology enhanced language learning on vocabulary acquisition of EFL learners. *International Journal of Applied Linguistics and English Literature*, 6(3), 262-272. <http://dx.doi.org/10.7575/aiac.ijalel.v.6n.3p.262>
- [37] Teng, M. F. (2024). "ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. *Computers and Education: Artificial Intelligence*, 7, 100270. <https://doi.org/10.1016/j.caeai.2024.100270>
- [38] Tarannum, T., Ahmed, R., Seraj, P. M. I., & Khan, T. S. (2025). ELT Teachers' perception and usage of ChatGPT as a teaching tool in the Bangladeshi EFL context. *Education and Information Technologies*, 1-27. <https://doi.org/10.1007/s10639-025-13515-7>
- [39] Werdiningsih, I., Marzuki, & Rusdin, D. (2024). Balancing AI and authenticity: EFL students' experiences with ChatGPT in academic writing. *Cogent Arts & Humanities*, 11(1). <https://doi.org/10.1080/23311983.2024.2392388>
- [40] Xiao, Y., & Zhi, Y. (2023). An exploratory study of EFL learners' use of ChatGPT for language learning tasks: Experience and perceptions. *Languages*, 8(3), 212. <https://doi.org/10.3390/languages8030212>
- [41] Yildiz, C. (2024). ChatGPT integration in EFL education: A path to improved speaking self-efficacy. *Novitas-ROYAL (Research on Youth and Language)*, 18(2), 167-182. <https://doi.org/10.5281/zenodo.13861137>
- [42] Yousfi, N. (2024). Teachers' Attitudes about the Feasibility of Using ChatGPT in English Classes: The Case Study of EFL Teachers at Khenchela University. *ATRAS journal*, 5(3), 586-598. <https://doi.org/10.70091/atras/AI.37>
- [43] Zaiarna, I., Zhyhadlo, O., & Dunaievska, O. (2024). ChatGPT in foreign language teaching and assessment: Exploring EFL instructors' experience. *Information Technologies and Learning Tools*, 4(102), 176-191.
- [44] Zulkarnain, N. S., & Yunus, M. M. (2023). Primary teachers' perspectives on using artificial intelligence technology in English as a second language teaching and learning: a systematic review. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 861-875. <http://dx.doi.org/10.6007/IJARPEd/v12-i2/17119>

**Ahmed Alshehri** is currently working as an Assistant Professor at the Department of English Language & Literature, College of Arts and Letters, University of Bisha, Saudi Arabia. He earned the Master of Arts in Linguistics from Essex and the Doctor of Philosophy in Applied Linguistics from the University of York. He teaches EFL classes. His area of interest includes applied linguistics and he has made significant contributions to this field over many years. He publishes in renowned Scopus-indexed journals.

**Saddah Aldossary** is currently working as an Assistant Professor in the Department of English at the College of Science and Humanities, Shaqra University, Saudi Arabia. He earned his Master's degree in Applied Linguistics and his Ph.D. in TESOL. His areas of interest include educational research, particularly TESOL and TEFL. He is passionate about teaching English by integrating traditional and innovative methods through blended and e-learning. He also focuses on second language acquisition, applied linguistics, the use of social media for professional development, and enhancing student learning experiences. Dr. Aldossary is actively publishing in reputable Scopus-indexed journals.

**Mohammad Jamshed** got his Ph.D. degree in 2018 from Aligarh Muslim University, Aligarh, U.P. (INDIA). His areas of interest include postcolonial literature, travel writings, comparative studies, and ESL/EFL teaching. He has presented papers at conferences and published more than a dozen articles in Scopus-indexed journals of repute both in literature and ESL/EFL teaching and research. He is currently working as an Assistant Professor, at the Department of English, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, Al Kharj, 11942, Kingdom of Saudi Arabia.

**Sameena Banu** is currently working as a lecturer at the College of Science and Humanities, Prince Sattam bin Abdulaziz University, KSA. She has been teaching the English language to undergraduate students for the last 10 years. She has published research articles and papers in Scopus and WOS-indexed journals. Her main area of interest is English language and literature.