



# ChatGPT and the development of core language skills: An exploratory study of EFL college students

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## ABSTRACT

Chatbots with artificial intelligence (AI) capabilities, such as ChatGPT, are an important tool for language learning because they provide an interactive and adaptive learning environment that can be adjusted to each learner's level of skill. This paper explores the application of ChatGPT, an advanced AI-powered chatbot, as a tool for language learning, focusing on the development of core language skills such as speaking, reading, writing, listening, and communication. The study involves 30 English as a foreign language college students from two different higher education contexts, Iraq and the Czech Republic. The research utilizes two methods; content analysis by asking direct questions and using ChatGPT as a guide to recommend actions is the second phase, followed by an exercise partner and rater. Jigsaw technique is also used to assign language skills to the groups of participants to consult ChatGPT then share and evaluate its effectiveness. A phenomenographic research design using an interview was used to gather data for this study, which accurately reflects how a group of people views a certain phenomenon. Following the six-week experiment, the participants are interviewed to get their thoughts on using ChatGPT to improve language skills. The findings indicate that ChatGPT's content analysis method has limited effectiveness in developing language skills due to the kind of output gained which is only instructions and/or recommendations. However, using ChatGPT as a guide and then as a partner offers very big support for students in all language skills, with varied results influenced by the prompts used. Students generally have positive attitudes toward using ChatGPT, finding it essential for developing their speaking (75%), writing (100%), listening (87%), reading (87%), and communication (75%). The study suggests that ChatGPT may be more advantageous for students if it is used in regular language practice for a long period of time.

**Keywords:** ChatGPT, foreign language learning, core language skills, second language acquisition, digital learning, chatbots, artificial intelligence in education

## INTRODUCTION

A key component of successful second language learning is producing rich output, which is encouraged by the contemporary use of artificial intelligence (AI)-driven chatbots. ChatGPT is an effective example that is able to create and react to dialogue suggestions that resemble those of a human. ChatGPT's ability to accurately mimic human interaction offers a novel and intriguing approach to language learning, even though chatbots have been used in educational settings since the early 1970s (Huang et al., 2022; Kim et al., 2022).

ChatGPT sets itself apart from conventional language learning resources by making it simple for users to have enjoyable and educational discussions in English. Compared to other chatbots, ChatGPT is incredibly intelligent. Students looking to increase their communicative competence have shown a great deal of interest in and admiration for this unique and affable English learning tool. Consequently, individuals have the potential to communicate effectively with others, acquire new skills via experience, mature over time, and be committed language learners (Fryer et al., 2019). By encouraging interactive conversation practice, improving linguistic input and output, and maintaining learner engagement, intelligent chatbots such as ChatGPT function as dynamic aids for language acquisition (Huang et al., 2022). In order to improve language abilities, Klimova and Ibna Seraj (2023) provide examples of how contemporary English as a foreign language (EFL) theories, including mind mapping, the common European framework of reference for languages, and self-regulatory learning theory, can be successfully incorporated through chatbot interactions. According to various empirical studies cited by Barrot (2023), AI-driven learning functions best when combined with conventional language education to create a mutually beneficial relationship that optimizes student potential in speaking, reading, writing, and listening. Al-Obaydi et al. (2023a) contend that although ChatGPT may not entirely conform to recognized learning theories outside of experiential learning, its focus on learning by doing, reflecting, and applying new information is nevertheless crucial for the development of language skills. When taken as a whole, these viewpoints highlight the need for more study on AI-driven language instruction, especially in order to improve chatbot-based methods for teaching important language skills.

The need for productive language use has not been adequately addressed by many approaches, which prioritize passive language acquisition (reading and listening) despite the popularity of online learning (Al-Obaydi et al., 2023b; Derakhshan, 2021; Doncheva, 2020; González-Lloret, 2020; Karataş & Tuncer, 2020). Despite the difficulties in developing oral fluency through digital platforms, research indicates that AI-driven technologies, like ChatGPT, can help with speaking proficiency. These tools offer promising options for improving critical language abilities (Gayed et al., 2022; Muniandy & Selvanathan, 2024). ChatGPT allows students to participate in lively, conversational interactions that mimic real-world conversations by promoting interactive communication (King & ChatGPT, 2023). With quizzes, text annotation, dictionary definitions, sample sentences, and translations to improve reading and writing skills, its sophisticated features also facilitate context-based word interpretation, grammar correction, and the creation of a variety of written genres, including emails, stories, and recipes (Kohnke et al., 2023). ChatGPT supports self-directed learning and ongoing skill improvement by providing learners with automated remedial feedback to improve their linguistic accuracy and competence (Klimova et al., 2024; Smutny & Schreiberova, 2020). According to student comments, AI chatbots may also be useful aids for finishing language-related tasks and make good study partners (Mizumoto & Eguchi, 2023; Xiao & Zhi, 2023). By facilitating the accessibility of language learning resources, ChatGPT relieves teachers of the burden of grading a lot of written tasks by enabling students to practice conversation, grammar, vocabulary, reading, and writing at their own pace (Bin-Hady et al., 2023; Reiss, 2021). There are still issues, though, such as AI tools could be dangerous for things like mishandling personal information or spreading false information, which emphasizes the necessity of integrating them into language instruction responsibly (Klimova et al., 2023).

ChatGPT incites various opinions in the educational field, ranging from enthusiasm for its potential to proactive prohibitions because of concerns regarding academic integrity. Even though studies have listed many advantages, many of them also draw attention to its drawbacks, including plagiarism (Kohnke et al., 2023), cheating (Cassidy, 2023), accuracy of responses (Bowman, 2022), laziness and dependence of EFL learners (Al-Obaydi et al., 2023a), cultural prejudice (Rettberg, 2022), and that learner agency and critical thinking may be compromised (Hockly, 2023). In addition, and since its release, worries have also been voiced over how these AI systems may affect human judgment and skills, how labor may be replaced, and how biases in their training data may continue to exist (Rettberg, 2022). All of these drawbacks, along with the subjective satisfaction/dissatisfaction with online learning in general (Pikhart et al., 2022), make it necessary to pay closer attention to how it is used, or how it could be used, in educational settings and pave the way for future research to fully comprehend the situation and act with the utmost caution when handling it.

The majority of recent studies on ChatGPT in language learning have examined its advantages and disadvantages, focusing on the viewpoints of educators and learners as well as any potential advantages or restrictions (e.g., Al-Obaydi et al., 2023a; Hockly, 2023; Kohnke et al., 2023; Shaikh et al., 2023). However, the

focus of the current study is on how EFL college students might use ChatGPT to improve their fundamental language skills. According to Lo et al. (2024), there is still a dearth of research on improving particular language abilities, with only a small number of studies examining speaking (5 studies), reading (2 studies), and listening neglect. This study uses a two-pronged strategy to close these gaps. The first section uses direct questions to analyze the content, and the second half examines ChatGPT's dual function as an engaging partner and a learning guide in the language acquisition process. This method highlights how ChatGPT may be used as a sophisticated search engine and as a tool for training and practicing other languages. The study, which is based on its emphasis on the integration of AI in foreign language learning (FLL), focuses on ChatGPT as the main instrument and investigates its experimental use in promoting English language proficiency. This study aims to provide fresh perspectives on ChatGPT's capacity to systematically improve both productive and receptive language skills.

To understand the situation related to the use of AI in FLL, the study attempts to answer the following research questions:

1. Does the use of ChatGPT affect the development of language skills positively?
2. Which of these two styles is better for developing language skills via ChatGPT: content analysis by using direct questions or using ChatGPT as a guide and a partner?
3. Is it possible to develop language skills via ChatGPT within six weeks?
4. What are the attitudes of EFL college students toward using ChatGPT in developing language skills?

## LITERATURE REVIEW

The literature review outlines how ChatGPT, as an AI-driven tool, contributes to the development of language skills, including reading, writing, speaking, listening, and communication. It highlights research findings, discusses challenges, and explores potential future directions for integrating ChatGPT into language education.

### ChatGPT as an Educational Resource

One of the most advanced AI-powered chatbots on the market today is ChatGPT (generative pre-trained transformer), developed by Microsoft-backed startup OpenAI and launched in November 2022. It is built on OpenAI's generative pre-trained transformer-3 family of large language models. According to Lee et al. (2018), supervised fine-tuning is the process of training utilizing particular labeled datasets, whereas reinforcement learning is a method that allows a machine to interact with its surroundings in order to maximize rewards while independently exploring various options (Verma & Diamantis, 2021). Natural language processing, automatic speech recognition, and limited AI are supported by this technology, as demonstrated by digital assistants such as Siri and Alexa. ChatGPT has emerged as a transformative AI tool within the domain of EFL education, garnering attention for its potential to enhance language learning experiences (Bin-Hady et al., 2023; Hossain & Al Younus, 2025). Research indicates that students generally exhibit positive attitudes towards the integration of ChatGPT in their language classes, expressing optimism about its ability to facilitate language acquisition (Pikhart et al., 2024; Song & Song, 2023; Van Horn, 2024). This enthusiasm can be attributed to the tool's capacity to generate contextually relevant responses, which allows learners to engage with language in a more interactive and personalized manner (Huang & Mizumoto, 2024). By simulating conversational exchanges, ChatGPT provides learners with opportunities to practice their language skills in a low-stakes environment, thereby reducing anxiety often associated with language learning (Nugroho et al., 2023). This interactive nature not only fosters engagement but also encourages learners to take risks in their language use, which is essential for developing fluency (Hossain & Al Younus, 2024).

Most prominently, the instant feedback mechanism offered by ChatGPT serves as a significant advantage for learners seeking to improve their writing and communication skills (Almanea, 2024). Unlike traditional methods of feedback, which can be time-consuming and often delayed, ChatGPT provides immediate suggestions and corrections, allowing students to learn from their mistakes in real-time (Li et al., 2024). This immediacy enhances the learning process, as students can apply feedback directly to their work, thereby reinforcing their understanding of language structures and vocabulary (Liu & Chen, 2023). The learning

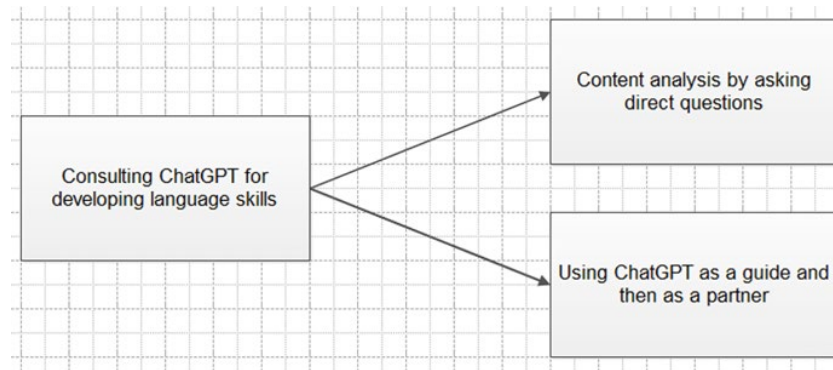
process is also made more relevant and efficient by allowing students to concentrate on particular areas of difficulty through the customization of prompts and customized responses (Derakhshan & Ghiasvand, 2024). Therefore, in addition to being an additional instrument for language practice, ChatGPT also acts as a stimulant for more in-depth interaction with the language, which eventually leads to increased language competency (Rezai et al. 2024).

Research indicates that chatbots may enhance students' language skills, especially speaking, in relation to AI applications and notably the use of ChatGPT, despite the fact that speaking is a very difficult skill to acquire through online apps (Gayed et al., 2022). Muniandy and Selvanathan (2024) examine the effectiveness of ChatGPT as a collaborative tool to enhance ESL students' speaking skills in a flipped classroom at a Malaysian public university. In terms of communication abilities, ChatGPT can be used to have responsive and conversational interactions with users (King & ChatGPT, 2023). Xiao and Zhi (2023) reported that ChatGPT, which offers real-time feedback and individualized learning experiences, can be a useful learning partner. In assessing the caliber of ChatGPT's outputs and altering prompts to optimize learning advantages, students also showed critical judgment. ChatGPT facilitates language acquisition by simulating complex real-world interactions. Reading on the other hand could be enhanced via digital technologies specifically if the students used reading aloud techniques (Al-Obaydi et al., 2023b). A significant body of research has focused on the impact of ChatGPT on writing skills among EFL learners, revealing promising outcomes that underscore its effectiveness as a pedagogical tool (Kurt & Kurt, 2024). Studies have shown that the use of ChatGPT can lead to notable improvements in writing proficiency, as it allows students to receive immediate feedback and suggestions for enhancement (Nizzolino, 2024; Polakova & Ivenz, 2024). This feedback mechanism is particularly beneficial in the context of writing, where learners often struggle with aspects such as grammar, coherence, and style (Polakova & Ivenz, 2024). By providing real-time corrections and suggestions, ChatGPT empowers students to refine their writing skills actively, fostering a more iterative and reflective writing process (Mahapatra, 2024). The ability to engage with the tool repeatedly encourages learners to experiment with different writing styles and structures, ultimately enhancing their overall writing competence (Al-Sofi, 2024).

There is recognition of the fact that ChatGPT's ability to generate multiple responses to similar prompts fosters creativity and critical thinking in learners' writing processes (Huang & Mizumoto, 2024). Also, the collaborative nature of interacting with an AI tool like ChatGPT encourages learners to view writing as a dynamic process rather than a static product. As students engage with the feedback and suggestions provided by ChatGPT, they develop a more nuanced understanding of writing conventions and stylistic choices, which are essential for academic and professional success. Notably, the integration of ChatGPT into writing instruction not only improves technical skills but also cultivates a more profound appreciation for the art of writing among EFL learners (Tseng & Lin, 2024).

The need for educators to establish clear guidelines for responsible AI use in the classroom is paramount to mitigate risks associated with plagiarism and misuse (Miao et al., 2023; Tawafak et al., 2023a). Educators must provide students with a framework that outlines acceptable practices when using AI tools, emphasizing the importance of academic integrity and the value of original thought. Through accessibility, individualized learning, immediate feedback, and enhanced engagement, using AI models as learning partners can greatly benefit students in developing their language skills. To guarantee comprehensive educational growth and critical thinking, it is essential to balance their use with conventional teaching techniques and interpersonal interaction, even though they can be useful tools providing a variety of knowledge and interactive practice. AI integration in education can thereby improve learning, but it should support human teachers and interactions rather than take their place.

The literature analysis above leads us to the conclusion that, although ChatGPT and other AI-powered chatbots provide helpful assistance with language acquisition, there are still a number of unanswered questions about how well these tools work to build fundamental language skills. Compared to human input, speaking proficiency is mainly untapped, particularly in terms of conversational fluency, pronunciation correctness, and real-time verbal interaction (Solak, 2024). Likewise, there is a dearth of study on listening comprehension, especially when it comes to evaluating how AI-generated speech helps with grasping accents, tones, and contextual subtleties. More research is required to assess how AI chatbots can improve comprehension, help learners traverse difficult texts, and infer meanings. Although chatbots can improve text



**Figure 1.** The design of the study (Source: Authors' own elaboration)

and correct language, nothing is known about how they might encourage compositional originality, coherence, and critical thinking (Kohnke et al., 2023). Further research is also required to ascertain how AI-driven discussions mimic real-world encounters, foster pragmatic competence, and improve cross-cultural communication. This is because broader communication skills, which incorporate all components, require further examination.

## METHODOLOGY

### Research Design

The general idea of the present study stemmed from the idea of jigsaw techniques where the students are divided into groups. Each group will do a task in relation to the development of one language skills then all groups meet to share and discuss the results gained in order to make a full idea about their experience. Jigsaw is a successful teaching method, particularly in the context of teaching foreign languages, according to Aronson (2008). Because it pushes students to intentionally educate one another, which is one of the main aims of the present study, the jigsaw method seems ideal.

The participants utilized two ways in dealing with ChatGPT. They relied on ChatGPT in two parts; the first is the textual analysis of the content by asking some direct questions, and the second is using it as a guide to suggest action steps and then an axes and rater in the exercise, see [Figure 1](#). The students first depend on content analysis which is used to find specific words, themes, or concepts in a given set of qualitative data, or text. Conceptual analysis and relational analysis are the two main categories of content analysis. Based on what was stated by Holsti (1968), content analysis that utilized in the present study is "any technique for making inferences by systematically and objectively identifying special characteristics of messages." Each group of the five groups was assigned a name and a skill to be developed, or to gain ideas on developing it, by consulting ChatGPT as follows:

1. The first group was asked to consult ChatGPT to develop their speaking skill (group 1).
2. The second group was asked to consult ChatGPT to develop their reading skill (group 2).
3. The third group was asked to consult ChatGPT to develop their writing skill (group 3).
4. The fourth group was asked to consult ChatGPT to develop their listening skills (group 4).
5. The fourth group was asked to consult ChatGPT to develop their communication skills (group 5).

The questions submitted by the participants were all the same except for the name of the skill and some details. The researchers unified the language of the questions in order to avoid the possible impact of language use on the data gained. Since the ChatGPT is automated and based mainly on providing content knowledge, the students tried to rely on its suggestions and recommendations and use it as guide.

After completing the experiment with students which lasted six weeks, the research design employed to collect the data in this study was phenomenographic, which suitably reveals how a group of people perceives a particular phenomenon (Hajar, 2021). It illustrates the various ways in which people think about and interpret an event. In order to understand a real-world phenomenon that exemplifies the usage of ChatGPT for the development of the core language abilities in the current study, this design employs naturalistic and

**Table 1.** Sample profile

| Demographic attribute                   |                   | Iraq | Percentage (%) | Czech Republic | Percentage (%) |
|---|-------------------|------|----------------|----------------|----------------|
| Gender                                  | Male              | 7    | 47             | 8              | 53             |
|   | Female            | 8    | 53             | 7              | 47             |
| Age                                     | 16–18             | 5    | 33.3           | 0              | 0              |
|   | 18–20             | 5    | 33.3           | 0              | 0              |
|   | 20–22             | 5    | 33.3           | 7              | 47             |
|   | More than 22years | 0    | 0              | 8              | 53             |
| Total                                   |                   | 15   | 100            | 15             | 100            |
| Those who use AI in learning a language |                   | 15   | 100            | 15             | 100            |

exploratory methodologies. The students are interviewed to express their opinions on how to use ChatGPT for the development of language skills. The interview consists of one question for each group individually which are the same except with the name of the skill. Then, there is three questions that is asked to the whole sample as one group, see [Appendix A](#).

Before the experiment, the students were asked ChatGPT about the possibility of using it to learn a language. The answer to the first question was discussed by all students as one group before they worked individually as individual groups. The answer to this question was considered as a road map for all groups. The first discussion in the experiment determined the procedures the students would follow in the upcoming weeks. Then, the students were asked various questions in relation to language skills, for instance: How can you develop your speaking skills? How can you be a good speaker of English? Could you give me more advanced solutions to learn speaking? I need a quick way to learn speaking, what would you do?

These questions were asked with all language skills. In each time, the students registered the result and discussed it with their teacher. Then, all groups met and made a discussion about their results before the final guided interview. After the experiment ended, the researchers interviewed the participants to discuss the result of their experience.

The five groups, in the two contexts, met twice a week with their teachers to discuss what they gained and whether it is beneficial for them or not. The teachers and the students agreed on the questions they would ask ChatGPT. The time allotted for the study was six weeks. At the end of the study, and before the interview, the participants and the researchers met in an open discussion to discuss the results gained. Each group shows the degree of development they gained and the percentage of benefit.

The purpose of each 20-30-minute guided interview was to gather information for the analysis and provide answers to the research questions. The guided interviews were all performed in October to December 2024. Every respondent had used ChatGPT extensively and knew how it can be used. Recordings of the guided interviews were made for future analysis and review.

The researchers interviewed the participants each in his/her context. The interview consists of two parts; the first part is for each group individually, and the second part is for the whole sample, see [Appendix A](#). The interview's face validity was verified by presenting it to a panel of specialists in the fields of education, psychology, and language instruction at both universities. The panel determined that the interview was suitable for this particular study. The reliability of the interview was verified by inter-rater reliability and the test-retest procedure. The test-retest reliability coefficient was 0.82, an acceptable value. Utilizing the Pearson correlation coefficient in the inter-rater procedure, the outcome was 0.81, indicating satisfactory dependability.

## Participants

The present study deals with using ChatGPT by the students of the department of English at the college of education at the University of Diyala, Iraq, and the students of information and communication technology at the faculty of informatics of the University of Hradec Kralove, Czech Republic. The researchers tried to increase the variability of responses by using students from two different higher education contexts. The researchers used five groups of students, in each context, and each group consisted of three students as shown in [Table 1](#).

How can i develop speaking?



ChatGPT

Improving speaking skills involves consistent practice. Engage in conversations, join speaking clubs, and practice public speaking. Record yourself to identify areas for improvement, and work on articulation and clarity. Embrace opportunities to speak in various settings to build confidence.

**Figure 2.** Excerpt-1 (Source: Authors' own elaboration)

The participants showed their consent to the interview and its recording, and all privacy regulations were complied with. There was no collection of personal information; all interviews were anonymized without the use of names or any other form of personal identification. The study was approved by the University of Hradec Kralove's Ethics Committee under the reference number 4/2023. The participation in this study was entirely voluntary and all GDPR regulations were adhered to.

The sample profile of respondents' demographic information is shown in [Table 1](#). The results show that in both scenarios, male and female are equal, 84% are over the age of 18, and all of them are college students (100%). It indicates that the participants in the current study are all older, seasoned college students who are primarily of the female and male gender and who are conversant with technology and AI applications.

## RESULTS

### Results of the Speaking Group

The first group worked on improving speaking abilities, which are necessary for oral communication to be effective. Speaking allows people to vocally communicate concepts in a way that is easily understood by others. For a duration of six weeks, participants used ChatGPT as a supporting tool to improve their speaking skills. Using ChatGPT's content and suggestions, they looked for ways to get better at speaking throughout this same period. ChatGPT gave students recommendations and useful exercises based on their language learning requirements, enabling them to successfully improve their verbal communication abilities.

Thus, group 1 students relied on posing some queries and determining whether the information would be helpful to them as in the following:

1. How can I develop speaking?
2. How can I be a good speaker of English?
3. Is it possible to be a native-like speaker of English?
4. Could you give me more advanced solutions to develop my speaking?
5. I need a quick way to develop my fluency, how to do it?
6. Could you give me a time limit for developing my speaking skill?

Every ChatGPT response had something to say about patience and constant practice as in [Figure 2](#).

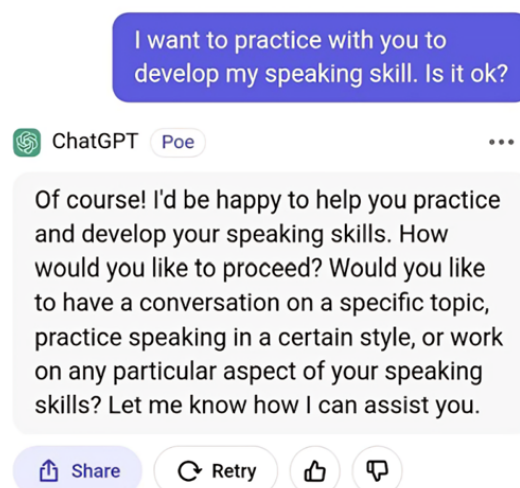
Then, since every response encouraged practice, the students asked ChatGPT to assist them in honing their language skills:

7. I want to practice with you to develop my speaking skills. Is it ok? As it is shown in [Figure 3](#).

ChatGPT agreed and suggested limiting the requirements. The students asked specifically to develop fluency. The answer was to train language use utilizing dialogues with it. The students like this choice and try to exchange talks with it individually. The subjects of the talks are varied between education, lifestyle, cultural aspects, and everyday life.

In the last two weeks of the experiment, the speaking group become motivated and work in this way enthusiastically. Many talks are generated between the participants and ChatGPT and they assign roles to





**Figure 3.** Excerpt-2 (Source: Authors' own elaboration)

each other using different kinds of oral activities. They even asked to rate their performance which allows us to correct the errors that occurred every trial. The results of the first interview with the students of this group are as follows:

### ***Do you think that ChatGPT could help in developing your speaking skill? How?***

Because nearly all of the findings are only suggestions and instructions, the eight participants in both groups (Iraq and the Czech Republic) agreed that the content acquired from the questions would not result in a true language development within six weeks or even within a year. On the other hand, 4 students, out of six (67%) confess that they benefited too much when they use it as an interlocutor. It helps in suggesting titles, becomes a second speaker, revise the conversations, edit the language, and rate the level of the students specifically if it is used for a long period of time. One of the participants reported **"exchanging talks with ChatGPT help me to a large extent in breaking my anxiety and support my self-confidence"**. Other participant comments **"previously, I used to stutter, now I'm much better and I will keep training with it"**. Other 33% of the participants (2 participants) were so hesitant and anxious that they didn't respond much to working with it in speaking. One of them expresses his worry about using the new technologies. Another one mentioned that he prefers the traditional learning process with teachers in face-to-face learning.

### **Results of the Reading Group**

The second group was the reading group. To improve their language skills, students must be able to decode, read, understand, and comprehend written text. Reading is a crucial yet challenging skill for L2 learners to acquire since they must learn to read before they can read to learn. Some people believe that reading is more than just a skill; it is an art form in and of itself. Regretfully, many L2 learners never fully understand this crucial competency. For this reason, it is essential that L2 learners look for quick and simple solutions to improve their reading skills. To this end, the participants were expected to find ways to improve their reading abilities during the experiment with the use of ChatGPT. Because it's a chatbot, the students first tried to rely on its content knowledge and recommendations. The following questions were applied:

1. How can I develop reading?
2. How can I be a good reader of English?
3. Is it possible to be a native-like reader of English?
4. Could you give me more advanced solutions to develop my reading?
5. I need a quick way to develop my reading skills, what should I do?
6. Could you give me a time limit for developing my reading skill?

During the first week, all of these inquiries were made. All of the ChatGPT responses focused on offering guidance on persistent practice and patience, as seen in the following **Figure 4**.



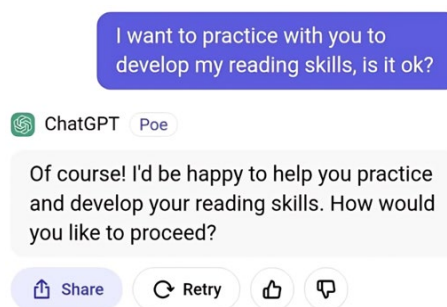
How can I develop reading?



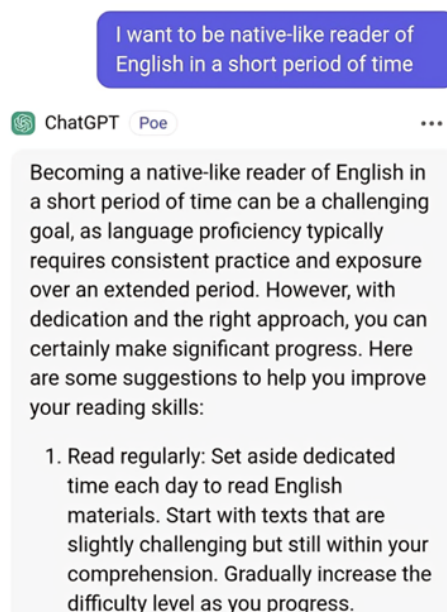
ChatGPT

To improve your reading skills, set aside dedicated time for daily reading. Choose materials that match your current proficiency level but also challenge you. Practice active reading by taking notes, summarizing key points, and expanding your vocabulary. Gradually increase the complexity of the texts as your skills improve.

**Figure 4.** Excerpt-3 (Source: Authors' own elaboration)



**Figure 5.** Excerpt-4 (Source: Authors' own elaboration)



**Figure 6.** Excerpt-5 (Source: Authors' own elaboration)

The students then asked ChatGPT to assist them in using the language for practice:

7. I want to practice with you to develop my reading skills. Is it ok? Its answer as attached in the following **Figure 5**.

It asked them to determine what they want specifically. The students tried to sharpen what they wanted as in the following **Figure 6**.

A long list of recommendations concerning the reading process were provided. After some questions and discussions about developing their reading skills, the group of reading decided to depend on short stories provided by ChatGPT to enhance their reading skills. Then they asked them to provide them with titles, summaries, and even exchange discussions about the theme of these stories. Skimming and scanning are also used successfully by the students during the process of reading with the help of ChatGPT. This process provides a golden chance for the students to spend their spare time reading and developing reading skills in their home after school. The results of the interview with the students of this group are as follows:

### ***Do you think that ChatGPT could help in developing your reading skill? How?***

The six participants in both groups (Iraq and the Czech Republic) concurred that the content knowledge gleaned from the questions is merely a lengthy list of suggestions that we are all familiar with, and that it will not actually result in a real development of reading skills within six weeks or even over an extended period of time, as nearly all of the results are merely suggestions and recommendations. Five out of six participants in this group (83%), however, acknowledge that using it as a collaborator in short stories helped them too much in developing their reading abilities. As a second reader, it can aid with providing short stories for reading, title suggestions, tale revision, language editing, and student level rating, especially if it is utilized for an extended length of time. According to one participant, **“reading ChatGPT-written short stories greatly aids in my motivation, especially when I ask it to use simple language initially and then progressively switch to more complex language.”** Other participant said **“Previously, I didn’t enjoy reading too much, but now I enjoy the short stories and jokes provided by ChatGPT. It is a really interested and unusual process”**. The only participant who didn’t react much to working with it in reading was so apprehensive. According to her, **“reading doesn’t require utilizing technology or consuming a lot of time. When you study other subjects, reading will naturally develop as well”**.

### **Results of the Writing Group**

Writing competence is the ability to write succinctly and clearly. A competent writer is able to convey his/her ideas to the reader in a clear, concise, and intelligible manner. Possessing writing skills is more than just writing. Research, planning and outlining, editing, revising, and being proficient with spelling and punctuation are all essential components of the writing process. So, developing this skill is an essential matter for EFL college students. The students tried to rely on their advice and ideas from the beginning. The following questions are employed:

1. How can I develop writing?
2. How can I be a good writing of English?
3. Is it possible to be a native-like writing of English?
4. Could you give me more advanced solutions to develop my writing?
5. I need a quick way to develop my fluency in writing, what should I do?
6. Could you give me a time limit for developing my writing skill?

In response to every query raised above, ChatGPT’s remarks focused on recommending perseverance and regular practice, as seen in [Figure 7](#) of the last question.

The response to question number 6 is instructive words and recommendations. The students continue in the same way and ask ChatGPT to tell them more as it is seen in [Figure 8](#).

A list of instructions and recommendations was also provided for the last question. Depending on the suggestions made by ChatGPT, the participants decided to deal with it as a partner and benefit from instant feedback provided. The students discovered that many writing tasks could do with it. Two students choose to write an essay weekly, the other four students write short stories, one participant begins writing his long novel, and the last one tries to focus on developing her grammar with it. All participants benefitted from instant services provided by ChatGPT such as proofreading, getting instant feedback, checking spelling and grammatical errors, asking for editing and rating the final text. The results of the interview with the students of this group are as follows:

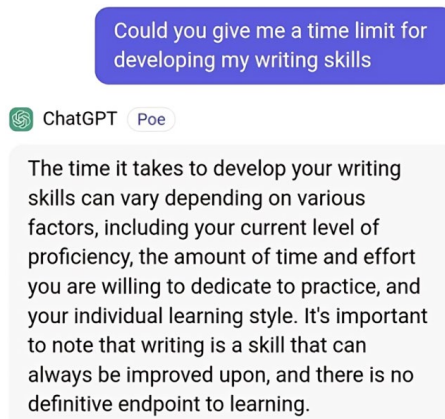


Figure 7. Excerpt-6 (Source: Authors' own elaboration)

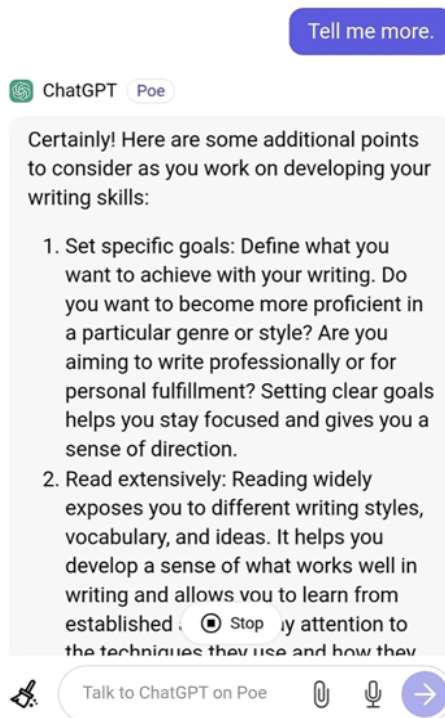


Figure 8. Excerpt-7 (Source: Authors' own elaboration)

### *Do you think that ChatGPT could help in developing your writing skill? How?*

The six participants in the two groups (Iraq and the Czech Republic) believe that during the six weeks, the content information obtained from the questions would not lead to any real writing development. On the other hand, all students (100%) acknowledge that using it as a writing companion helped them too much. As a second writer, it helps with title suggestions, text revision, language editing, and student level rating, especially if it is utilized for an extended length of time. One participant stated that **“using ChatGPT to exchange writing texts and having conversations about writing assignments helps me a lot; it breaks my fears and supports my writing abilities. I began to see the writing process in a different light”**. Another participant remarks, **“writing with ChatGPT helps me advance quickly and makes the writing process more systematic.”** According to all participants, using AI in writing is enjoyable and saves time and effort. No one in this group showed any discomfort or weariness when dealing with ChatGPT.

### **Results of the Listening Group**

Listening entails receiving sounds, processing the message contained in the sounds, assessing the message, and reacting to it. When someone listens well, they may understand what they hear and react

correctly. Mainly, active listening consists of two elements: attention and reflection. In order to demonstrate that you are paying attention to what the other person is saying, you should maintain eye contact, nod, maintain proper posture, and mimic their body language. On the other hand, to demonstrate that you really understand what the speaker is saying, reflect by summarizing and repeating what they have said. Since ChatGPT is a chatbot with written and spoken input and output, using it for listening is almost possible. So, the first question was: Could ChatGPT help with developing listening skills? The reply was yes but since the listening process requires oral interaction, the analysis of written content is not applicable.

Then, the students asked:

How can I practice listening skills with ChatGPT?

ChatGPT, in its new version, supports oral interaction and the process is very easy. It could listen to you and gives feedback. The participants could also listen to it and suggest a specific title or even an essay. The students relied directly on the oral mode by asking it to read, comment, pronounce, talk, and even sing. Reflection and attention are the two main components of active listening that students focus on. With the use of ChatGPT, students can request a slower or faster speaker and hear distinct accents with clear pronunciation. Being a partner in the listening process is made possible by all of these services. The results of the interview with the students of this group are as follows:

### ***Do you think that ChatGPT could help in developing your listening skill? How?***

The answer of all participants in the sample is yes (100 %). The participants of this group, who are 6, express their satisfaction on using ChatGPT as a partner. With ChatGPT, a lot of things that were previously unavailable or challenging become simple. Students can request a slower or quicker speaker and hear distinct accents with clear pronunciation, keeping in mind that active listening is mostly about reflection and attention. All of these services enable the student to be a partner in the listening process. One Iraqi student mentioned that **"it is very nice to find an application for listening that is so easy and efficient. The interesting thing about it is that I am listening and talking to native English speakers which is something I was missing a lot"**. The participants found that ChatGPT can offer pronunciation guidance, grammar, and vocabulary examples in spoken language. Additionally, it can help with the interpretation or explanation of complex expressions. No one of the sample agree on using content analysis as a way of developing their listening skill.

### **Results of the Communication Group**

Effective communication is among the most vital life skills to acquire. Transferring information to create a deeper understanding is the definition of communication itself. It can be done in a number of ways: orally via spoken interactions; graphically, through written materials like books, websites, and magazines; nonverbally through body language, gestures, tone, and pitch of voice; or visually through graphs, charts, and maps. All of these soft skills are necessary for an English language speaker to be productive, and in the current study, both oral and written communication could be accomplished. The following questions were applied by the participants in the first attempt at relying on content analysis:

1. How can I develop written and oral communication?
2. How can I be a good communicator of English?
3. Is it possible to be a native-like communicator of English?
4. Could you give me more advanced solutions to develop my written and oral communication?
5. I need a quick way to develop my fluency in written and oral communication, could you help me?
6. Could you give me a time limit for developing my written and oral communication skills?

All of these questions were asked in the first two weeks. The ChatGPT response emphasized the importance of perseverance and continuous practice. The answer is an invitation to engage in a conversation with it by providing some ways of practice such as asking questions, sharing writing, practicing conversation, seeking proofreading assistance, and exploring different writing styles. After some discussion with their teachers, the participants all agreed that some of these suggestions were good and applicable such as questions and practice conversations which, if applied correctly, could benefit writing skill as well. The

students then suggested some questions to create a conversation with ChatGPT and continued to do that for four weeks. After using ChatGPT to practice textual communication, the communication group acknowledged in the final discussion that they had improved somewhat. The results of the interview with the students of this group are as follows:

### ***Do you think that ChatGPT could help in developing your communication skills? How?***

When the participants of this group interviewed, they agreed that written communication with ChatGPT is a rich process. The style of content analysis by asking little questions that need direct answers is not suitable for communication. It's quite successful to work with ChatGPT as a friend or partner, especially if you express your desire to speak or connect with it. In this way, the communication abilities of this application will be ready for generating talks and conversations. The participants reported that ChatGPT can produce writing that is clear, logical, and well-structured, which makes it incredibly successful for textual communication. It can rationally arrange concepts, which makes it appropriate for writing reports, emails, essays, and other written documents. Due to its extensive training on text, ChatGPT helps also in spelling, grammar, and punctuation. It can help draft documents free of errors and proofread them for uniformity. The six participants admitted an increase in their motivation in written communication as a result of exchanging questions with it. Only four participants (67%) out of six admitted that ChatGPT helps them too much in the development of their communication skills. The other two students were hesitant about that. The opinion of one of the students is **"after some oral and written trials of communication with ChatGPT, I become eager to engage in its talks. Frankly, I'm thinking sometimes it may be a kind of communication addiction with it"**. Another participant posed a recommendation for all English language teachers **"don't miss using ChatGPT in your daily routines. It could save much time and effort of learning specifically if it used in communication"**. Even while ChatGPT may produce written responses rapidly, oral communication usually calls for more conversational flow and rapid thought. According to the participants, ChatGPT lacks the ability to adapt in real time to pauses and changes in the flow of a conversation, which is a capability that a human speaker may possess. Thus, ChatGPT can enhance both written and oral communication, even though there are some limitations based on the medium and usage context.

### **Results of the Interview (The Second Part)**

Following the six-week period, the participants in both contexts met and talked about their experiences. They encountered no challenges or barriers. Thus, everything goes without a hitch. In order to make a final decision regarding ChatGPT's actual support for the development of language skills, each group shared its experience and the outcomes with the others.

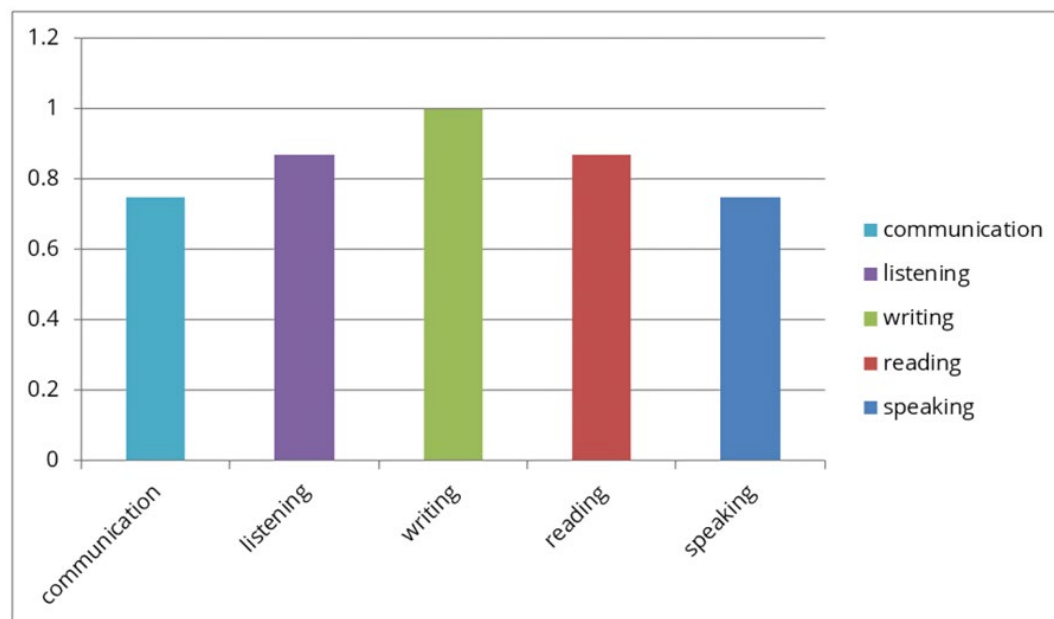
In addition to the individual interviews with each group, all groups are also interviewed again to check their overall experience, see [Appendix A](#). The results of the interview are arranged according to the questions:

#### **1. Dose the use of ChatGPT affects the development of language skills positively?**

24 participants out of 30 (80%) showed positive attitudes toward using it to develop their language skills generally. Other students, 6 students (20%), showed hesitant attitudes towards using it for different reasons such as fears (technophobia), anxiety, lack of training, and lack of motivation. In dealing with language skills separately, the participants show positive attitudes specifically with speaking (75%), reading (87%), writing (100%), listening (87%), and communication (75%), as shown in [Figure 9](#), but in different ways such as exchanging conversations and talks or consulting it for language editing.

#### **2. Which of these two styles is better for developing language skills via ChatGPT: content analysis by using direct questions or using ChatGPT as a guide and a partner?**

In both groups, the participants concurred that the content information acquired from asking ChatGPT questions does not result in actual language growth within six weeks or even within a year because nearly all of the outcomes are only suggestions, recommendations, and instructions. Changing the question forms only resulted in differences within a similar field of knowledge, according to the students. This response was applicable to both the Czech Republic and Iraq in terms of all language proficiency. According to the students, however, using ChatGPT as a partner is far superior and can yield favorable outcomes for all language proficiency levels. The interaction of participants with ChatGPT encourages them to show their language



**Figure 9.** Students' attitudes toward the development of their language skills via using ChatGPT as a partner (Source: Authors' own elaboration)

abilities and to activate their schematic knowledge and potential energies. Though the time frame is very limited, the result of this way is much better than the first one.

### 3. Is it possible to develop language skills via ChatGPT within six weeks?

All the participants in the two contexts agreed that learning a language within specific time limits (six weeks) is difficult because such a process needs a long time. On the other hand, the participants reported that ChatGPT paved the way to improve their language abilities significantly in these six weeks, especially when they practice consistently and with focus. Depending on the learning objectives and skills, ChatGPT as a partner showed much help for the students due to a number of things, including instant feedback, practicing conversation, increasing vocabulary, enhancing grammar, and receiving clarifications on complex language issues.

Finally, all participants have positive attitudes toward using ChatGPT in developing language skills. They admitted that their situation and attitudes differ significantly after the experiment and after using it for real aims.

## DISCUSSION

This paper contributes to the need to enhance language skills by analyzing the transformative potential abilities of ChatGPT's content to support the development of language skills and the level that ChatGPT could provide to language skills specifically and language education generally. According to the present study, it depends on using two methods, content-oriented analysis by asking direct questions and the students depend on the analysis of the content to see whether it could enhance their language skills within six weeks or not and using ChatGPT as a guide and then as a partner in all activities use. Results show that the majority of ChatGPT's responses focused on encouraging perseverance and regular practice. The replies have ceased to be a kind of recommendation. Usually, it is just lengthy lists of instructions that can be discovered using Google or any other search engine. So, the participants in the two contexts, Iraq and the Czech Republic reported that content analysis by direct questions is not good for skills development and that learning a language needs to deal with language itself not a content about the language. This result comes in line with Al-Obaydi et al. (2023a) who clarify the potential of ChatGPT for language learning in terms of written composition and conversations, which increase dependency and laziness unless combined with other learning strategies. Therefore, ChatGPT is more useful for content knowledge across all disciplines than it is for oral language learning skills which are the main finding of the present study. Content analysis procedures



of the present study also clarified that the dependence on the content of ChatGPT could lead to the diminishing of learners' agency and critical thinking by depending only on its content that appears to be authoritative; a viewpoint that is recommended by (Hockly, 2023). ChatGPT could be good to be used for short questions, customizable explanations, and clarifications of content.

On the other hand, the results show that using ChatGPT as a guide to suggest techniques and activities for skills development, and then as a partner with the students in the activities is very advantageous and favorable, a result which is in line with Xiao and Zhi (2023). The participants express their full satisfaction and show a positive attitude toward using ChatGPT in this way. ChatGPT as a partner is used in different kinds of activities such as exchanging dialogues and talks orally, read short stories and texts and rating the reading level, write poetry, short stories, and novels and rating the writing level, providing material and songs for listening and then asking questions about that, and exchanging oral and written communication (Derakhshan et al., 2023). All these roles and much more are provided by ChatGPT when it is used as a partner. Muniandy and Selvanathan (2024) also discussed using ChatGPT as a partner in developing oral skills gaining mixed results positive and negative mixed results. It is worth mentioning that no previous study dealt with using ChatGPT to develop listening skill (Lo et al., 2024), unlike the present study which used it by content analysis and as a partner. The group of listening skills show higher degrees of motivation and enthusiasm during the experiment and express their satisfaction in the interview. This result may be due to easy ways of dealing with listening process via ChatGPT provide many choices for listening such as songs, texts, stories, and all other oral skills of speaking and oral communication also serve this aim. Writing skill gained the highest acceptance when the participants rating the development of skills. This result may be due to the nature of ChatGPT as a chatbot for language processing system. Written communication, instant feedback, and creative writing tasks serves the enhancement of students; performance to a large extent, as recommended by Kohnke et al. (2023).

The interview results highlight mixed perceptions regarding the efficacy of ChatGPT in language development using the two methods; content-oriented analysis by asking direct questions and using ChatGPT as a guide and then as a partner in all activities use. While participants acknowledged limited improvement in core language skills within content analysis in short time frames for all skills and showed marginal enhancement, in the two contexts, Iraq and Czech counterparts. The standardized and optimized use of ChatGPT for efficient language learning remains uncertain, with some students suggesting potential benefits through prolonged and consistent usage. Language form had a minimal impact on results, with students noting that changes in question arrangements and synonyms only led to variations within a similar scope of information. The participants in both groups concurred that asking questions of ChatGPT does not yield actual language growth in six weeks or even a year because nearly all of the outcomes are only suggestions, recommendations, and instructions. The sample, however, concurred that using ChatGPT as a partner is far superior and may yield favorable outcomes for all language skills, as with Derakhshan and Ghiasvand (2024). The outcomes of this method are much better than the first, despite the extremely short time period. Student attitudes towards ChatGPT were diverse, with 24 out of 30 expressing positive and satisfactory views as with Klimova et al. (2024), particularly in using it as a partner in all language skills (Gayed et al., 2022; Muniandy & Selvanathan, 2024). Conversely, 6 students had hesitant attitudes which is a natural result that not all students like to work with technology. Every participant in both situations concurred that learning a language in the allotted six weeks is challenging since the process takes a lot of time. However, the participants admitted that ChatGPT helped them greatly enhance their language skills over the course of these six weeks, particularly when they practiced regularly and intently as also confirmed by Wu and Li (2024) and Rahman et al. (2024). Depending on the learning goals and abilities, ChatGPT as a partner was very beneficial to the students for a variety of reasons, such as receiving clarifications on difficult language problems, practicing conversation, expanding vocabulary, improving grammar, and getting immediate feedback.

The use of ChatGPT as a resource and a partner could support the language learning process and skills enhancement comes in accordance with Su et al. (2023) who stated that this AI tool is a helpful proofreading tool that can identify grammatical errors, elucidate and clarify sentence meaning, improve tone, and increase conciseness and lexical choice. Instructors' role is essential who might encourage students to interact with ChatGPT's automated feedback by giving them the chance to recognize the modifications that ChatGPT made to their original work and offer metalinguistic justifications for each one. This leads to direct the focus on another idea which is teachers' training and preparation to cope with the new trend of AI technologies to get

more professional results as recommended by Ali (2023), Namaziandost (2021), Derakhshan and Shakki (2024), and Tawafak et al. (2023b, 2025).

In conclusion, if the instructor is more aware of the manner in which students engage with AI apps, it may be useful for language acquisition, which mostly relies on the activation of the four language skills. By integrating it with other teaching methods and careful observation, the teachers can also make the contact beneficial for language acquisition. Practice, repetition, and training are necessary for language learning in order to create a genuine learning environment.

## CONCLUSIONS

Considering its quick development and potentially revolutionary potential, ChatGPT is an important advancement in AI that has to be critically examined from an educational perspective. Significant ramifications exist for integrating ChatGPT into language teaching specifically when its content is concerned, as this content analysis has demonstrated.

The study's findings provide insight into the complex function of ChatGPT in language acquisition, highlighting both its advantages and disadvantages at different language proficiency levels. Although it is not very effective at improving oral speaking skills, it is moderately effective at improving reading, writing, and written communication skills when used in content analysis to improve language proficiency. Using other interactive methods for consulting ChatGPT such as making it as a partner in interaction shows much better results and a high degree of satisfaction on the students' side. Students' attitudes at ChatGPT are usually positive, and they believe it is crucial for improving their speaking (75%) writing (100%), listening (87%), reading (87%), and communicating (75%). According to the present study, students may benefit more from ChatGPT if they utilize it over an extended period of time and for regular language practice. The positive attitudes of students toward ChatGPT, particularly in all activities, underscore its potential as a supportive tool in language education.

However, the findings also emphasize the necessity of cautious integration and tailored usage strategies. The absence of standardized methods for optimal learning with ChatGPT calls for further exploration and development. Notably, the study indicates that the tool may hold greater utility for educators and researchers in task preparation, urging a balanced consideration of its benefits and drawbacks.

It is recommended for language teachers to be aware that chatbots are typically more beneficial for language practice and communication than for use as a search engine. While it cannot be used exclusively, it may help with language acquisition. Considering its quick development and potentially revolutionary potential, ChatGPT is an important advancement in AI that has to be critically examined from an educational perspective. Significant ramifications exist for integrating ChatGPT into language teaching specifically when its content is concerned, as this content analysis has demonstrated. Furthermore, future studies should explore the development of new AI-driven features tailored to support language teachers in enhancing instructional practices. These efforts will help optimize ChatGPT's role in language education and address existing challenges.

The fact that the research sample should concentrate on a single skill in order to conduct a thorough investigation of it is reflected in the study's limitations. Even with this limitation, the results are important because they demonstrate how ChatGPT might be helpful for interactive foreign language instruction using new AI technologies and to avoid asking questions regarding language learning content that won't result in any learning at all. Furthermore, the theoretical underpinnings of this research can also be utilized in practical situations. As ChatGPT continues to evolve, future research should delve into refining its functionalities, addressing identified limitations, and exploring innovative ways to harness its capabilities effectively specifically in enhancing language skills of the students. The dynamic landscape of AI in language education requires ongoing scrutiny to ensure ethical and pedagogically sound integration, promoting a symbiotic relationship between technology and language learners. Future research should also focus on exploring the long-term impact of ChatGPT on language proficiency across diverse learner populations. Studies could investigate how ChatGPT influences different aspects of language acquisition, such as fluency, grammar, and pronunciation, over extended periods. Research should examine the effectiveness of ChatGPT in various cultural and educational contexts, considering factors like language barriers and technological access.

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**Declaration of interest:** The authors declared no competing interest.

**Data availability:** Data generated or analyzed during this study are available from the authors on request.

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## APPENDIX A: THE QUESTIONS OF THE INTERVIEW

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### The First Part

1. Do you think that ChatGPT could help in developing your speaking skills? How?
2. Do you think that ChatGPT could help in developing your reading skills? How?
3. Do you think that ChatGPT could help in developing your writing skills? How?
4. Do you think that ChatGPT could help in developing your listening skills? How?
5. Do you think that ChatGPT could help in developing your communication skills? How?

### The Second Part

1. Does the use of ChatGPT affect the development of language skills positively?
2. Which of these two styles is better for developing language skills via ChatGPT: content analysis by using direct questions or using ChatGPT as a guide and a partner?
3. Is it possible to develop language skills via ChatGPT within six weeks?

