Students’ Attitudes toward Using Chatbot in EFL Learning

Samia Saeed Ahmed Mohamed
Department of English, Taif University, Taif, Saudi Arabia
Corresponding Author: smohamed@tu.edu.sa

Eman Mahmoud Ibrahim Alian
Department of English, Faculty of Languages & Translation,
King Khalid University, Abha, Saudi Arabia
&
Department of EFL Curricula and Instruction, Faculty of Education
Zagazig University, Egypt

Received: 03/05/2023 Accepted: 09/06/2023 Published: 09/24/2023

Abstract
The current study is an exploratory experiment on the attitudes of English as a Foreign Language students toward using chatbots in their learning. The study sheds light on the recent technical tools for language learning and finds out to what extent chatbots are effective in acquiring language skills, especially their usability, precision, assessment, and strengths. To answer the study's main question, the researchers examined 64 English foreign language first-year secondary Egyptian students' responses to a 20-item questionnaire through a survey research approach. The researchers chose students through purposive sampling. They used descriptive statistics to assess the data from the Likert-scaled items. The findings indicated that chatbots appeal to language learners because learners can utilize them without the help of the instructors, which in turn encourages them to become autonomous learners. They also believed that the Chatbot might simulate an interaction cycle so they could practice the target language. Additionally, the students felt that the Chatbot boosted their enthusiasm and confidence, which ultimately helped them feel active and more comfortable. Consequently, the data provide insightful information about properly integrating chatbots in English language learning inside and outside the classroom while considering its defects.

Keywords: Attitudes, EFL Students, Chatbot, Artificial Intelligence, survey
DOI: https://dx.doi.org/10.24093/awej/vol14no3.2
Introduction

Technological gadgets have been widely used nowadays, not only for daily communication but mainly for learning purposes. They have become the accepted norm for educational communities. Therefore, Interactive technologies must be upsarged for learning and promoting students' language skills, especially for English as a Foreign Language (EFL). Technology does more than disseminate information; it also provides the tools for active learning, motivation, and student involvement (Mahmoud, 2022). Its integration can be recognized in all stages of learning, from elementary school to pre-university education (Papadakis & Kalogiannakis, 2019). Various scholars concerning mobile tools, Pham et al. (2018), Viberg and Gronlund (2012), Lei et al. (2022), and Aliakbari and Mardani (2022) have confirmed that Mobile-Based Applications (MBA) enrich EFL learners' motivation for accurate use of language, for example, spending their leisure hours learning more vocabulary, participating in classroom activities, making conversations with English native speakers, and give a chance to continuous access to valuable materials and resources (e.g., free teaching means).

Moreover, Hill et al. (2015) emphasized that smartphone, social media, and Artificial Intelligence (AI) technology are expanding quickly, making it difficult for educational professionals to use these tools to create cutting-edge learning materials. Artificial intelligence has been heavily explored to produce applications in recent decades, and its products are not used in practically every part of our lives. Computer-Mediated Communication (CMC) refers to this conversation that occurs virtually rather than in person.

Among the fastest-growing areas is the utilization of conversational appliances or chatbots. This progress is due to the significant expansions in (AI) uses and applications. Using natural language patterns, Kumar (2021) referred to a chatbot as a computer program that can simulate human-like conversations in text messages, audio communications, or a combination of both. Abu Shawar (2017) defined Chatbot as “a conversational software agent, which interacts with users using natural language” p. 615.

Regarding the benefits of the interactive conversational program (Chatbot), Haristiani (2019) stated that Chatbot has given foreign language learners a way to practice their language skills to discuss with people. Kim (2020) looked into the efficacy of various chatbots regarding vocabulary and the four language skills (listening, speaking, writing, and reading). She noted that chatbots can be helpful tools for allowing EFL students to experience real, authentic input through textual and auditory methods. In addition, Kim (2016) highlighted the positive impacts of using chatbots to converse with EFL students at all competence levels—beginner, intermediate, and advanced—on their ability to speak the target language. Chatbots' primary goal is to simulate human communication by tricking users into thinking they are talking to real people while, in reality, they are conversing with robots.

However, research on using chatbots in English language instruction has concentrated on three fields. The first field concerns the benefits of chatbots that may be included in the language education process. Wahyuni and Riau (2022) investigated that incorporating chatbots into the classroom is a different approach to dealing with the learners' dearth of English-language interactions in both the classroom and outside of it. They summarized the Chatbot's functions in language learning: boosting students' self-confidence, enhancing particular learning objectives, giving specific feedback, and allowing enough space and time for learning. According to Vázquez et al. (2021), since teaching is the process of importing knowledge through efficient communication, a mobile chatbot's ubiquitous nature might potentially improve the learning
process. Nghi et al. (2019) also examined how using chatbots in the classroom gives learners a unique learning experience.

The following range of concern is the perceptions of using the interactive conversational program (Chatbot) in language learning, whether from the teachers' or students' point of view. Yang (2022) explored the ideas of 28 aspiring teachers regarding the pedagogical benefits and possible advantages of using chatbots in English training. Another study showed that most learners thought using AI chatbot tools was crucial to their education. Additionally, the AI chatbot makes learning exciting and enjoyable (Nghi et al., 2019). In this area, Chuah and Kabilan (2021) investigated an exploratory study that offered information on how ESL teachers felt about using chatbots to teach English in a mobile learning environment. The results have demonstrated the readiness of ESL teachers to use mobile tools to improve the learning process.

Finally, the third field is related to the effectiveness of integrating chatbots in EFL classes. The Chatbot-Human Interaction Satisfaction Model (CHISM), an ad hoc model created by Belda-Medina and Calvo-Ferrer (2022), was used by teacher candidates to assess various linguistic and technological features of the three conversational agents. The authors also developed a learning module about chatbots and language learning. The findings demonstrated that using chatbots to learn languages is a positive example, especially regarding attitudes and Perceived ease of Use (PeU). However, the results for Behavioral Intention (BI) were more reasonable. Moreover, Han (2020) stated that AI chatbot could effectively improve Korean EFL middle school students' speaking abilities, suggesting that EFL teachers should try integrating Chatbot inside their classrooms.

Similarly, Kim (2019), who divided Korean college students into a human group and a chat group, demonstrated the superior impacts of chatbot use on enhancing grammatical competency. In light of the previous reviews, this study aims to investigate whether a chatbot is helpful for EFL students in their learning process.

Therefore, the current study examines students' attitudes toward using chatbots in language learning, especially for pre-university (secondary school) students in Egypt, to fill the research gap as it has only been investigated for university students. It attracts the learners’ and teachers' attention to modern technological tools and their benefits in learning. It investigated chatbots' usability, precision, feedback, and strengths by answering a questionnaire. The current research answers the following central question to accomplish the study objectives.

What are the EFL students’ attitudes toward using Chatbot in English language learning?

This main question was divided into the following research sub-questions:

i. What are the EFL students' attitudes toward the Chatbot's usability in English language learning?
ii. What are the EFL students' attitudes toward the language precision of the Chatbot through learning English?
iii. What are the EFL students' attitudes toward the chatbots' assessment and feedback in English language learning?
iv. What are the EFL students' attitudes toward the strengths of the Chatbot through learning the English language?

The following section of the paper covers the theoretical underpinnings of this study. It is done mainly to the rationale for using chatbots to improve EFL learning. The description of the techniques used is then clarified. The next stage is to present the findings and provide a thorough
Students' Attitudes toward Using Chatbot in EFL Learning

Mohamed & Alian

discussion by answering the research questions in addition to the research conclusion.

Literature Review

Chatbots use natural language processing to simulate human-like conversation. Kim, Cha, and Kim (2019) clarified that Chatbots offer a similar communication experience as one might experience communicating with a human user. Because their main aim is to mimic human conversations, chatbots imitate human speech patterns and convince users that they are talking to an actual human while talking to machines. Kuhail, Alturki, and Alramlawi (2022) stated that applying text, speech, graphics, haptics, gestures, and other modes of communication to assist learners in performing educational tasks achieved chatbot interaction. The interactive conversational program (Chatbot) is exciting and appealing for language learners. Once communicating with chatbots rather than humans, learners tend to be more at ease and less worried (Kim, 2017). Previous research investigated using Chatbot as a helpful and valuable tool in an EFL environment (Bibauw et al., 2022; Fryer et al., 2020; Fryer & Nakao, 2009; Haristiani, 2019; Kim et al., 2021; Klimova & Seraj, 2023; and Nghi et al., 2019). Employing chatbots also improves EFL learners' grammar skills, as Kim (2019) stated. Abu Shawar (2017) asserted that employing chatbots as conversational partners enhances learning outcomes. In other studies, Neo (2022) concentrated on improving the online study experience. The impact of the Chatbot on critical thinking is reviewed by Goda et al. (2014) and speaking skills performance by Mahmoud (2022).

There have already been several reviews of conversational agents in language acquisition. Mageira et al. (2022) designed an AI chatbot to teach high school students cultural content in a foreign language. Greece's public and private language schools have evaluated the program. The researchers claim that simultaneous learning of foreign languages and cultural material is ideal for AI chatbot technology. In addition to the benefits already discussed, Chatbot supports several efficient teaching methods. Lin and Hwang (2018) stated that although a flipped classroom encourages students to practice what they have learned, it may also be necessary to give appropriate technology and mentoring tools to help students organize the material and improve their speaking capabilities. Similarly, Lin and Mubarok (2021) used the mind map-guided AI chatbot in a university-based flipped English-speaking classroom to support the students' speaking performance and interactions. As claimed by the authors, the mind map-guided Chatbot coordinated human-robot interaction and improved students' English-speaking abilities.

Regarding language learning, Kim et al. (2019) presented many forms of intelligent chatbots (e.g., Eliza, Alice, Clever Bot, Elbot Talk to Eve). The authors concluded that chatbots positively affected students' communication abilities by increasing the number of interactions, i.e., raising students' motivation and increasing their interest in learning, particularly communicative ability.

Kim (2016) investigated the effects of two types of voice chat: voice chats with peers and chatbots. The study enlisted one hundred eighty-one college students from Korea to participate in an English-speaking program to improve their speaking skills. According to the study, speaking proficiency improved in all chat situations. The author argued that voice chat allows EFL students to practice speaking, fosters positive views of English language instruction, and lessens unfavorable emotions.

The use of chatbots for language acquisition is currently constrained and has significant challenges despite the benefits described above. Some researchers have illustrated these challenges. For instance, Kim et al. (2019) noted that few chatbot programs enable direct voice-
Students’ Attitudes toward Using Chatbot in EFL Learning

Mohamed & Alian

recognition system interaction between chatbots and people. They also looked into chatbot applications, which are a limited usage of AI in education. Additionally, another study investigated other issues, like users having to keep asking the same question since they needed help remembering the previous interactions (Roos, 2018).

By using the chatbot program on eight Chinese EFL learners separated into two groups, Yin and Satar (2020) demonstrated another limitation concerning the learners' language proficiency (lower- and higher-level learners). The findings showed that high language-level learners voiced unhappiness with chatbots, whereas most participants with insufficient language skills would gain the most from interactions with educational agents. Wang and Petrina (2013) also utilized a chatbot named Lucy to help students learn the language. Lucy's features include vocabulary and grammar, matching, repeating for appropriate feedback, and appropriate student responses. However, there were certain limitations, such as the need for more contextualized cultural knowledge and continuous feedback that might have catered to the needs of specific learners.

Method

The researchers used an exploratory survey to investigate learners' views toward chatbots as helping tools for their learning. Based on the selected questionnaire framework, a 5-point Likert-scale online survey containing (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, and (5) strongly agree items was created. The questionnaire included a twenty-item Likert scale. The four primary categories were usability, language precision, assessment and feedback, and strengths. Five items were dedicated to usability to determine students' opinions toward chatbots' easiness and accessibility. Another five items were assigned to the language precision dimension to assess students' views toward chatbots' potential usage in improving vocabulary, grammar, and language skills. The assessment and feedback dimension examined students' perceptions of chatbots' capacity to obtain real-time feedback (n = 3). Finally, the key strengths of chatbot items (n = 7) sought to determine the benefits of chatbots.

Participants

A sample of 64 EFL first-year secondary school students at Zagazig, Sharkia governorate in Egypt, participated in the study from March 25 to May 25, 2022. After obtaining their consent to participate in the study, the researchers chose two male and two female classes from two different schools. They were a homogeneous group, i.e., in their age, learning abilities, and social status. After being introduced to and trained to use the chatbots' tools, only some of the group responded to the given questionnaire as their teachers sent it to 123 students, and only 64 of them successfully responded. These responses represented about 52% of the total number of students. The participants were 21% for male and 43% female. At the beginning of the experiment, the participants received training on how to utilize the chatbot applications. The teachers performed this procedure to ensure that the students were comfortable using the Chatbot and had enough experience to provide the necessary information correctly and meaningfully. It was also done for the obtained information validity and any further analysis.

Research Tools

1. A twenty-item Likert scale was created to examine learners' perceptions toward usability, language precision, assessment and feedback, and key strengths as they were asked to tick
one of the five Likert scale options: (1) strongly disagree, (2) disagree, (3) uncertain, (4) agree, and (5) strongly agree (Table two, appendix one).

The questionnaire was sent to eight TEFL professors and instructors to test its validity, modify any required amendments, or add suggestions. They approved the questionnaire with a few modifications, which were considered. The Alpha Cronbach scale was used to test the questionnaire's reliability through SPSS software (Table one).

Table 1. The overall reliability of the questionnaire

<table>
<thead>
<tr>
<th>Reliability scale</th>
<th>Number of items</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Cronbach</td>
<td>The whole questionnaire (20 items)</td>
<td>0.94</td>
</tr>
</tbody>
</table>

2. Two different chatbots (Duolingo and Falou) in which students practiced different activities about vocabulary, grammar, pronunciation, guessing word meanings, and listening.

**Research Procedures**

The researchers assigned the first two sessions to discover the main features and usability of the two chatbots, Duolingo and Falou. After students became acquainted with the applications, some tasks were required through the following phases. Firstly, teachers guided them to practice in class and regularly continue their lessons at home. Through their training, they experienced different activities such as learning vocabulary through choosing the appropriate meaning from various options, detecting the missed words in a listening exercise, pronouncing the given sentences orally, matching the word meanings with their corresponding Arabic meanings, rearranging scattered words to create meaningful sentences with the correct grammar form, and writing the right correspondent English word meaning of an Arabic sentence. Secondly, after completing the practice and attending class, students can reinforce what they have learned by writing a vocabulary list and separate sentences on the topic they have practiced and speaking about it orally. In Duolingo, for example, they learned topics about health, sports, politics, work, study, family, and home. So, they were asked to write a vocabulary list and speak about these topics, Figures (1) & (2), (3) & (4).

![Figure 1. Duolingo translation activity](image1)

![Figure 2. Duolingo speaking activity](image2)
Results

In this section, the researchers tackled the results acquired from the experiment based on the research questions. The results are debated in the light of literature as well. Table two (Appendix One) represents the mean scores of the total items and each category related to EFL students’ attitudes toward employing chatbots.

Discussion

To answer the first sub-question, it is evident that for the interactive conversational programs (Duolingo and Falou chatbots) usability, students declared that they found them accessible and easy to use (the overall mean=3.83), specifically the items of chatbots’ easiness, their friendly
Students’ Attitudes toward Using Chatbot in EFL Learning

Mohamed & Alian

interface and being understandable as they received the highest means (4.18, 3.87, and 3.75); this reflects that their impressive design and effects encourage students' involvement and interactive use. This result aligns with other research results (Kim, 2016; Mahmoud, 2022), which showed that one of the chatbots' benefits is their accessibility by giving students ample opportunities to practice their target language. In contrast, the loading process and their compatibility with the different operating systems received the lowest means (3.71 and 3.65), which may return to students' internet connection speed and quality and their used technological devices.

Regarding the second sub-question concerning chatbots' language precision, most students agreed that the language produced is highly accurate (mean= 3.83). Good use of words, phrases, and vocabulary, correct language use, improving English language skills, and good grammar registered a high percentage (4.10, 3.87, 3.84, 3.81). Students gained different vocabulary through using chatbots. They managed to use language appropriately, and their grammatical usage improved. Other research results and reviews on the benefits of dialogical systems echoed the same results (Bibauw et al., 2022; Kim, 2018; Kim et al. (2019); and Kim, 2019), which revealed that chatbots enable students to develop vocabulary effectively and indicate their beneficial effects through improving English grammar skills. They added that chatbots could help users to learn and practice English. It allows them to chat, study new words, learn grammar, and play language games. However, the item of simulating accurate language use received the lowest mean (3.60); this can be attributed to the need for more updates and enhancement as chatbots are still robots that lack personal communication and real human-mind interaction. Chuah and Kabilan (2021) indicated that ESL teachers were optimistic about using chatbots but remained reserved about their accuracy.

About the chatbots' assessment and feedback (sub-question. 3), it is clear that Duolingo and Falou chatbots correct students' errors immediately (mean=4.00) with spelling and grammatical mistakes and allow them to do self-checking (mean=3.82) and deliver immediate feedback (mean=3.4), they assist them through providing the right option for what they have written regarding spelling check and the correct grammatical structure and giving them time to recheck what they have written or answered. This result is consistent with previous ones, such as Kim's (2019), which proved that chatbots could provide quick and effective feedback on students' spelling and grammar.

As for the strengths and the positive points of Duolingo and Falou chatbots (sub-question. 4), students' responses revealed that these two chatbots are valuable resources for learning (M = 4.17), enjoyable (M = 4.06) and reduce their stress level and anxiety (M = 4.04), build up their self-confidence (M = 3.90), motivate them to learn (M = 3.81), and match their preferred language approach (M = 3.09). These merits were proved vividly in various pieces of research (Fryer & Carpenter, 2006; Ayedoun et al., 2015; Yin & Satar, 2020; Mahmoud, 2022), which pinpointed that chatting with chatbots offers a less threatening and more relaxed environment. They also provide motivational support to participate in communication, reduce students' anxiety, and raise their self-confidence in English communication. On the other hand, chatbots' understanding of different topics and speakers' dialects received the lowest mean (M=2.21) as students revealed that Andy and Mondly chatbots lack human knowledge and interaction as they are automated machines that lack spontaneity and clear-cut and satisfied answers. One limitation of a chatbot is its knowledge base, according to Abu Shawar (2017).
Conclusion

The current research tackles students’ attitudes toward using chatbots in EFL learning. Through exploring the four main dimensions of chatbots, i.e., usability, precision, feedback, and strengths, chatbots have long-term benefits such as being accessible, easy to use, accurate, providing a wide variety of vocabulary, correct grammar usage, and improving overall English skills. Despite these merits, some other defects should be highly considered by both learners and teachers, such as chatbots’ lack of understanding of speakers’ different topics and dialects; therefore, teachers should repeatedly recheck their responses with the appropriate feedback to students. They sometimes seem repetitive and mechanical, which seems unnatural and unspontaneous compared to human mind responses.

At the beginning of the training, a large number of students did not know such technical tools; therefore, it is of the utmost importance to introduce, train, and motivate them to become acquainted with these tools and their benefits through learning English, primarily because they can be used at anytime and anyplace away from the formal learning environment and they motivate self-learning. In addition, they provide real-life situations and experiences and train students on various language skills: writing, spelling, pronunciation, grammar, and speaking. Through practice, students feel less tension and more relaxed in a virtual environment away from their teachers or peers. Hence, they feel free and not embarrassed, especially when they commit mistakes or need repetition.

Understanding AI tools’ advantages, risks, and responsible usage is crucial for EFL teaching and learning. Researchers must address technical and practical issues while aligning them with teaching principles. Teachers should best use these artificial intelligence tools to provide personalized and adaptive learning experiences based on students' needs, preferences, and progress, offering feedback, direction, scaffolding, and assessment.

About the Authors:
Dr. Samia Saeed Ahmed Mohamed is an Assistant Professor at Taif University, Kingdom of Saudi Arabia. She is also an English instructor at the ESP Centre, Zagazig University, Egypt. She is interested in Applied Linguistics, Technology and Language Learning, Translation, Discourse Analysis, Teaching English as a Foreign Language, and English Language Testing (TOFEL and IELTS). https://orcid.org/0009-0007-7035-3951

Dr. Eman Mahmoud Ibrahim Alian is an Assistant Professor at the Faculty of Languages & Translation, King Khalid University, Kingdom of Saudi Arabia. Also, she is a staff member at the Faculty of Education, Department of Curricula &EFL Instruction, Zagazig University, Egypt. Her research interest is Applied Linguistics, Technology and Language Learning, Teaching Literature and Translation. https://orcid.org/0009-0008-7542-2685

References


## APPENDIX ONE

**Table (2) Mean scores for items concerning learners’ views on the interactive conversational program (chatbot) integration**

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>Mean</th>
<th>St. Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Chatbots can be loaded easily.</td>
<td>F</td>
<td>13</td>
<td>28</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td>3.71</td>
</tr>
<tr>
<td>% 20.3 % 43.8 % 26.6 % 6.3 % 3.1 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Chatbots are an easy technology.</td>
<td>F</td>
<td>30</td>
<td>22</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>4.18</td>
</tr>
<tr>
<td>% 46.9 % 34.4 % 10.9 % 6.3 % 1.6 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Chatbots have a friendly interface.</td>
<td>F</td>
<td>15</td>
<td>32</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>3.87</td>
</tr>
<tr>
<td>% 23.4 % 50.0 % 20.3 % 3.1 % 3.1 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Chatbot software is compatible with different operating systems.</td>
<td>F</td>
<td>8</td>
<td>31</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>3.65</td>
</tr>
<tr>
<td>% 12.5 % 48.4 % 31.3 % 7.8 % 0 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Chatbots are easy to understand.</td>
<td>F</td>
<td>10</td>
<td>35</td>
<td>12</td>
<td>7</td>
<td>0</td>
<td>3.75</td>
</tr>
<tr>
<td>% 15.6 % 54.7 % 18.8 % 10.9 % 0 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Usability Dimension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.83</td>
<td>.858</td>
<td></td>
</tr>
<tr>
<td>6. Chatbots use words, phrases, and vocabulary well.</td>
<td>F</td>
<td>18</td>
<td>38</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>4.10</td>
</tr>
<tr>
<td>% 28.1 % 59.4 % 7.8 % 4.7 % 0 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Chatbots demonstrate adequate use of grammar.</td>
<td>F</td>
<td>13</td>
<td>32</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>3.81</td>
</tr>
<tr>
<td>% 20.3 % 50.0 % 21.9 % 6.3 % 1.6 %</td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Chatbots help improve English skills. | F | 14 | 35 | 8 | 5 | 2 | 3.84 | .963 | 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>21.9%</td>
<td>54.7%</td>
<td>12.5%</td>
<td>7.8%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Chatbots present correct language use. | F | 12 | 38 | 9 | 4 | 1 | 3.87 | .845 | 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>18.8%</td>
<td>59.4%</td>
<td>14.1%</td>
<td>6.3%</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Chatbots simulate accurate language use. | F | 13 | 24 | 19 | 5 | 3 | 3.60 | 1.048 | 5 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>20.3%</td>
<td>37.5%</td>
<td>29.7%</td>
<td>7.8%</td>
<td>4.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Language Precision Dimension | | | | | | | 3.85 | .863 | |

11. Chatbots allow self-check. | F | 16 | 29 | 13 | 4 | 2 | 3.82 | .984 | 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>25.0%</td>
<td>45.3%</td>
<td>20.3%</td>
<td>6.3%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Chatbots assist in delivering immediate feedback. | F | 12 | 32 | 9 | 7 | 4 | 3.64 | 1.10 | 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>18.8%</td>
<td>50.0%</td>
<td>14.1%</td>
<td>10.9%</td>
<td>6.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Chatbots correct mistakes immediately. | F | 18 | 30 | 14 | 2 | 0 | 4.00 | .796 | 1 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>28.1%</td>
<td>46.9%</td>
<td>21.9%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Feedback Dimension | | | | | | | 3.82 | .935 | |

14. Chatbots are enjoyable for learning English. | F | 22 | 27 | 12 | 3 | 0 | 4.06 | .852 | 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>34.4%</td>
<td>42.2%</td>
<td>18.8%</td>
<td>4.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Chatbots motivate to learn more. | F | 14 | 33 | 10 | 5 | 2 | 3.81 | .973 | 5 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Chatbots can catch different speakers’ dialects quickly and understand various topics | F | 4 | 4 | 9 | 32 | 15 | 2.21 | 1.07 | 7 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>14.1%</td>
<td>50.0%</td>
<td>23.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Chatbots build up self-confidence. | F | 16 | 32 | 11 | 4 | 1 | 3.90 | .903 | 4 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>25.0%</td>
<td>50.0%</td>
<td>17.2%</td>
<td>6.3%</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Chatbots are a valuable and helpful resource for English. | F | 22 | 34 | 5 | 3 | 0 | 4.17 | .767 | 1 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>34.4%</td>
<td>53.1%</td>
<td>7.8%</td>
<td>4.7%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Chatbots match the preferred learning approach. | F | 5 | 25 | 13 | 13 | 8 | 3.09 | 1.19 | 6 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>7.8%</td>
<td>39.1%</td>
<td>20.3%</td>
<td>20.3%</td>
<td>12.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Chatbots reduce anxiety and stress levels by learning English. | F | 19 | 35 | 7 | 3 | | 4.04 | .915 | 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>29.7%</td>
<td>54.7%</td>
<td>10.9%</td>
<td>4.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The key Strengths Dimension | | | | | | | 3.61 | .889 | |