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Incorporating ChatGPT into English Communication: Sidi Mohamed Ben Abdellah University Students in Focus

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Abstract
This study examines the impact of ChatGPT on the English communication skills of economics students affiliated with Sidi Mohamed Ben Abdellah University. It explores the extent to which ChatGPT develops or decreases their communication skills. It aims to investigate the attitudes of economics students towards incorporating ChatGPT into the English communication course, their learning outcomes and challenges, and their degree of autonomous learning. For this purpose, the quantitative method investigates the impact of ChatGPT on English communication skills and level of autonomy, and the qualitative method considers the challenges. The results show that most students improved their English pronunciation, widened their vocabulary by using ChatGPT prompts in communication activities, and learned the grammatical structures to use in formal and informal settings. The affective component is further enhanced as students are motivated to improve their English with the help of this tool. However, students faced technical problems when implementing this tool for English communication. Other issues were unspecific feedback on pronunciation and inappropriate formulation of prompts, which confused students with excessively generated suggestions. The study highlights the positive impact of ChatGPT on the autonomous learning of the addressed students. It suggests the importance of training programs on prompt formulation to guarantee a compelling AI-assisted educational journey.

Keywords: Artificial intelligence, autonomous learning, ChatGPT, English communication, Moroccan context, university students

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Introduction

Artificial intelligence tools have been integrated into teaching and learning practices to improve listening, speaking, writing, and soft skills such as critical thinking, collaboration, teamwork, and communication among students and teachers. ChatGPT is one of the popular AI tools that provides users with answers to their questions through chatbot or prompts. It is utilized for educational purposes (Sabzalieva & Valentini, 2023) as it performs educational roles as a possibility engine, Socratic opponent, collaborative coach, guide, personal tutor, co-designer, exploratorium, motivator, and dynamic assessor (Sharples, as cited in Sabzalieva & Valentini, 2023, p. 9).

Several studies tackled the role of ChatGPT in English language learning and teaching from different perspectives. Alsalem (2024) investigated the perspective of EFL Saudi students regarding using ChatGPT in speaking activities. Nugroho et al. (2023) explored the application of this tool in business communication. Al-Zubaidi et al. (2024) and Moussa and Belhiah (2024) examined the perspective of Moroccan university students towards the efficacity of this tool in academic writing. From another perspective, Kanan (2024) investigated the relationship between ChatGPT, autonomous learning, and academic performance. Aherrahrou (2024) explored the assessment and identification of ChatGPT in written tasks of university students. However, previous research did not investigate the impact of this tool on communication skills and autonomous learning of Sidi Mohamed Ben Abdellah University students along with specific challenges they experienced. In light of this, this study corroborates research on ChatGPT in the higher educational context. It examines the attitude of economics students on integrating ChatGPT into the English communication course, their learning outcomes and challenges, and the degree of autonomous learning. In light of this, this research aims to investigate whether economics students affiliated with the faculty of law, economics, and social sciences, Fez (FSJESF), developed their English communication and autonomous learning by implementing ChatGPT during the English communication course. For this purpose, this research addresses the following questions:

RQ1: Does ChatGPT develop or decrease the communication skills of the addressed participants? And how?

RQ2: What challenges do students face by implementing ChatGPT in English communication activities?

RQ3: What is the relationship between ChatGPT and the level of autonomous learning of the addressed students?

Literature Review

Investigating ChatGPT as a Communicative Tool in the Educational Setting

Concerning language skills that students should enhance, Brown (2004) acknowledges the importance of grammatical and lexical knowledge, pronunciation and fluency, and language comprehension to communicate in a language. Students can integrate these components into ChatGPT communicative situations to facilitate collaboration in the classroom. They can access this tool at any time of the day for further assistance (Alsalem, 2024). The usability of ChatGPT varies in GPT-40 and GPT-40 mini. GPT-40 recognizes text and image inputs with simple prompts and updated data, and GPT-40 mini is cost-effective yet produces outputs with a limited time delay[1]. Therefore, with the advent of artificial intelligence tools, university students view these tools from a different perspective; Vieriu and Petrea (2025, p. 6) highlighted that: “Students

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emphasized the need to strategically embed AI tools into teaching practices and learning environments, ensuring they complement rather than disrupt traditional methods."

In the educational context, Mustofa and Wuryan (2023) investigated the utilization of ChatGPT in online interpersonal communication throughout a business management course. The findings showed that students positively view the use of ChatGPT in assisting information exchange. In the same spirit, Alsalem (2024) conducted a descriptive statistical study on the perception of 74 Saudi students regarding the use of this tool in English-speaking classes. The analysis indicated that the addressed students positively perceived integrating this tool since it helped them improve their colloquial language, vocabulary, pronunciation, and fluency. In addition, students enhanced confidence and motivation thanks to the "non-judgemental" nature of ChatGPT. Equally important, Muniandy and Selvanathan (2024) investigated the role of ChatGPT in developing speaking skills. The authors indicated that ChatGPT acted as a Technology, Entertainment, and Design speaker, to generate persuasive speeches. Students compared their speech with the speech ChatGPT generated. The findings showed that this tool boosts confidence and enhances the speaking skills of the addressed university students.

Even if the discussed studies brought to the fore the positive impact of implementing ChatGPT in the classroom context, this tool causes challenges for students and teachers that influence their educational journey. These challenges are discussed in detail in the subsequent section.

Investigating the Challenges of Utilizing ChatGPT in the Educational Setting

Throughout their educational journey with ChatGPT, students may be confused about the unreliable references this tool generates. Also, they are mindful of inaccurate substitution of words and idioms and experience difficulty formulating clear prompts through ChatGPT (Ngo, 2023). More importantly, Lo et al. (2024, p. 13) stressed that the appropriate use of ChatGPT is "[. . .] to develop strategies for optimising prompt design to enhance its performance." Equally important, the cultural constraints of ChatGPT may block the communication process since it does not provide students with specific cultural input related to a cultural context (Shi, 2023). Also, it cannot decode sarcasm and irony (Al-Zubaidi et al., 2024). Moreover, over-reliance on this tool may negatively influence the critical thinking skills of students (Vieriu & Petrea, 2025). Therefore, cognitive and soft skills will be affected.

In light of this, the teacher should encourage a balanced ChatGPT learning atmosphere. One of the challenges teachers face is balancing learning needs with the outputs of this tool for different activities; the issue is related to the appropriate formulation of AI prompts to assist teacher practice. In addition, teachers should double-check the accuracy of ChatGPT information. Lima and Wallace (2024) further addressed this issue by mentioning that ChatGPT generated inaccurate minimal pairs, which (1) confused pronunciation and (2) increased vigilance and critical evaluation of teachers regarding ChatGPT-generated content. Therefore, teachers can offer precise feedback on the pronunciation activities of their students, and they can adapt the activities to different cultural contexts (Lima & Wallace, 2024).

Method

This study follows a mixed-method approach. Precisely, (1) the quantitative method is opted for in the data collection from the questionnaire addressed to first and second-year economics undergraduate students affiliated with the faculty of law, economics, and social

sciences, Fez (FSJESF), to investigate if and how ChatGPT helped the participants develop or decrease their English communication skills and their level of autonomy, and (2) the qualitative method is implemented in interpreting and analyzing the challenges of economics students during this AI-assisted learning process. In this vein, this research adopts an explanatory sequential design. Indeed, "The researcher interprets how the qualitative results help to explain the initial quantitative results." (Creswell & Clark, 2011, p. 71)

Instrument

An online questionnaire is designed for the addressed participants and distributed via the QR code. With this data collection method, respondents will have much time to understand and answer the questions. It is also cost-effective and unbiased since the participants will provide their answers to open-ended questions (Kothari, 2004). Similarly, the personal information of participants was not mentioned in the study. The questionnaire is based on the five components of Brown (2004) (grammar, vocabulary, pronunciation, fluency, and comprehension). As for its structure, four types of questions are formulated, namely (1) questions to gather demographic data, (2) close-ended questions to enquire about their learning tool preferences, their motivation to learn English communication through ChatGPT, and their awareness of their learning strengths and weaknesses, (3) open-ended questions so that the participants can qualitatively express their ideas concerning the aspects they developed during the English course as well as the reasons for choosing a specific learning tool, and (4) multiple choice questions about the abilities they developed as well as the possible challenges they face during the implementation of ChatGPT in the English course.

Participants

The participants, (n=40), are first-year and second-year economics students from the faculty of law, economics, and social sciences, Fez (FSJESF). The implemented in-class activities vary based on their English level; for the first group, ChatGPT generated dialogues about greeting, showing locations, congratulating for graduation, and introducing themselves with some pronunciation and vocabulary tasks. As for the second group, ChatGPT provided students with interview and debate questions and communication expressions to employ in dialogues. Figures one, two, and three provide information on the gender, age categories, and academic level of the addressed economics students.

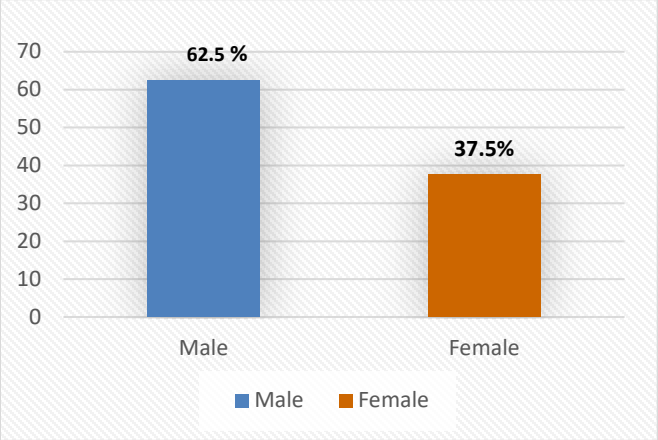


Figure 1. The gender of the addressed students

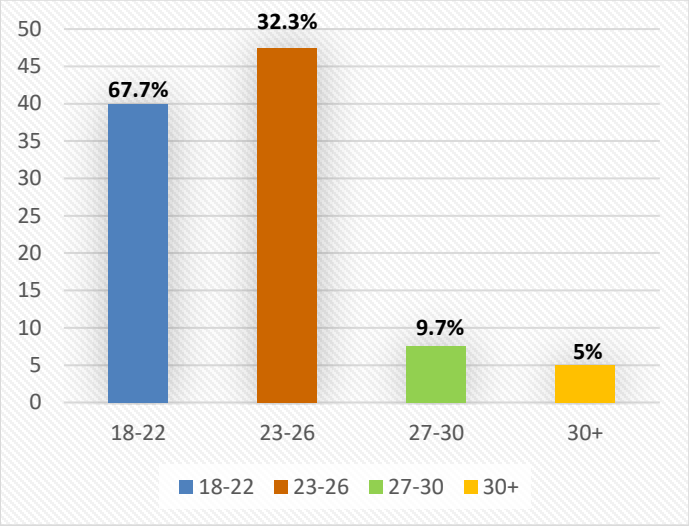


Figure 2. Age distribution of the addressed students

Figure one shows that 62.5% (n=25) of the students are males while 37.5% (n=15) are females. Figure two highlights the distribution of the addressed economics students in the study. Most students are between 18 and 22 years old, whereas the remaining are between 22 and 30+.

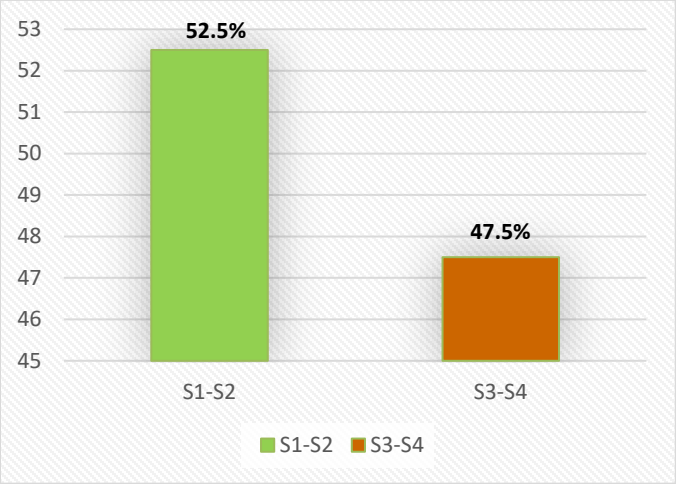


Figure 3. The academic level of the addressed students

As Figure two implies, the addressed students are economics students from the faculty of law, economics, and social sciences, Fez. Most participants are first-year economics students (52.5%), whereas the remaining are second-year students (47.5%).

Results

The Perception of Economics Students towards the Integration of ChatGPT into English Communication

In this study, all the students (100%/n=40) expressed their willingness to use this AI tool. Figure four indicates that they all favored implementing ChatGPT in the English class rather than using traditional learning.

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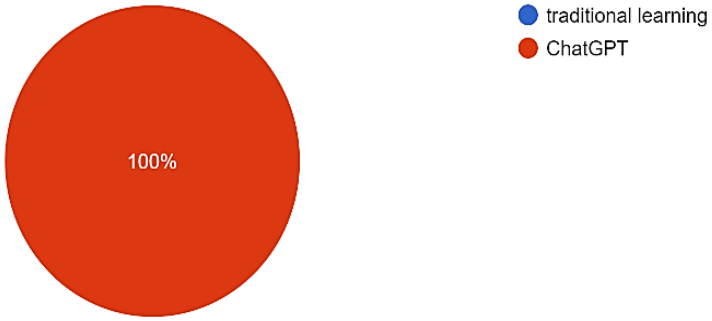


Figure 4. Learning tool preferences of the addressed students

Table one illustrates some comments from the participants on their motives for adopting ChatGPT in the English communication class.

Table 1. *Some comments of the participants on the adoption of ChatGPT in the English communication class*

1.	It provides multiple choices.
2.	This tool allows me to practice job interview questions.
3.	We can adapt it to our learning objectives.
4.	I like to listen to the AI tool speaking English.
5.	Cost-effective.
6.	It is a practical tool.
7.	I want to use this tool to improve my English.
8.	I am curious to know how we can use it.
9.	I like the text-to-speech option because it helps me improve my pronunciation.
10.	It provides fast prompts to use.
11.	I do not feel ashamed when using it.
12.	It generates interesting topics to talk about.
13.	User-friendly.
14.	It explains situations in detail.
15.	Time effective.
16.	Helpful tool.
17.	I like the chat option.
18.	To communicate with my colleagues.
19.	It provides prompts to use, edit, and select.
20.	It provides understandable answers.
21.	An innovative way to learn the language.
22.	It provides authentic dialogues.

Most participants appreciate using ChatGPT in communication activities for different reasons. Some comments highlight that this tool is "*user-friendly,*" "*time-effective,*" "*cost-effective,*" "*an innovative way to learn the language,*" "*it generates interesting topics to talk about,*" and "*it provides authentic dialogues.*" Response 19 further showcases the flexible use of the tool by mentioning that "*It provides prompts to use, edit, and select.*" Moreover, responses 8 and 11 emphasize learning curiosity and confidence when using the tool as participants noted, "*I am curious to know how we can use it*" and "*I do not feel ashamed when using it.*" Responses 2

and 9 show the communicative function of the AI tool as participants stated, "*This tool allows me to practice job interview questions*" and "*I like the text-to-speech option because it helps me improve my pronunciation.*" Response 4 is related to the preference of some students in interacting with the AI, as the student stated, "*I like to listen to the AI tool speaking English.*" Similarly, the following section provides more details about the abilities that participants developed with the assistance of ChatGPT in the English course and the challenges they faced.

The Learning Benefits and Challenges of Economics Students During the Implementation of ChatGPT into English Communication

The first part of this section is devoted to the impact of the implementation of ChatGPT on the learning journey of the addressed students, especially their English Communication.

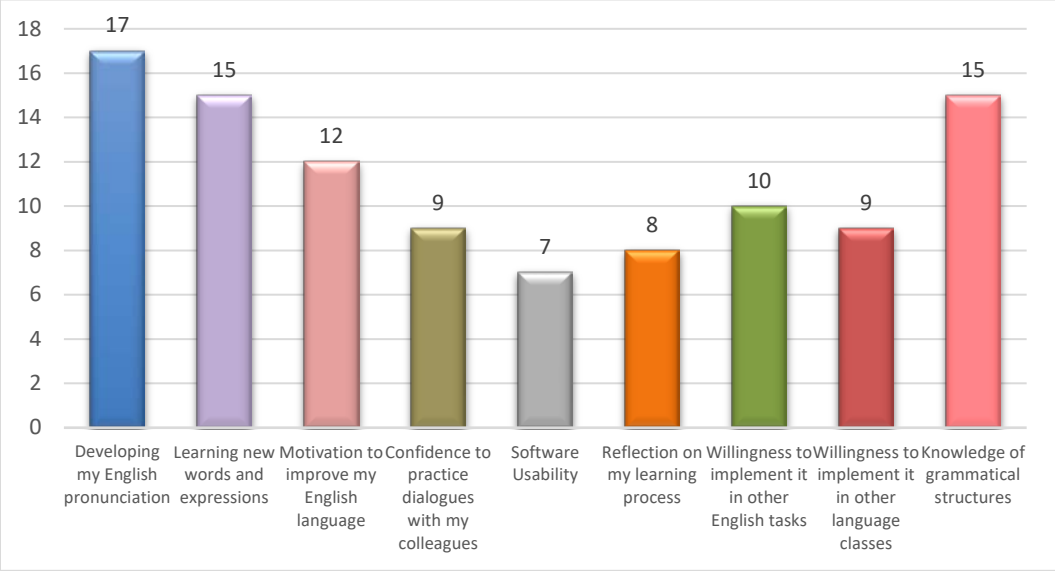


Figure 5. Learning benefits of the addressed students when using ChatGPT in the English course

As Figure five entails, most of the participants state that they (1) developed their English pronunciation (42.5%), (2) became more aware of the grammatical structures (37.5%) they use in their daily communication along with formal settings, viz., job interviews, and (3) improved their vocabulary knowledge by learning new words and expressions (37.5%) that ChatGPT provides in prompts. Interestingly, the addressed students favor the text-to-speech option in the laptop version of ChatGPT to listen to the pronunciation of English words. Their preference for learning English via this AI tool enables them to detect and differentiate the tenses they use in informal speech (mostly present simple to introduce themselves and modal verbs to show locations) in job interviews (present simple, present perfect, past simple). Students are familiar with the tenses they learned in previous classes and implement them in ChatGPT-generated situations. As for vocabulary, the addressed participants learned new words and expressions in authentic situations and interview and debate contexts. They developed their vocabulary by flexibly employing new words and expressions in group communication activities and editing and adapting the prompts to the communicative situation. Furthermore, 30% of the students are motivated to learn English by implementing ChatGPT in different English tasks, such as writing. 22.5% of the participants think that ChatGPT is an interesting tool that needs to be implemented in other language classes, such as French.

Concerning the confidence of the addressed students, 22.5% of the participants developed confidence when practicing dialogues with their colleagues with the help of ChatGPT. They think the prompts help them speak in English quickly. Regarding reflection on the learning process, 20% of the students state that they assess their learning process after employing ChatGPT. Additionally, 17.5 % of the students like the usability of the options in the software for their learning processes, such as the text-to-speech option; however, they experience challenges, which are explored in the section below.

The Learning Challenges of Economics Students During the Implementation of ChatGPT into English Communication

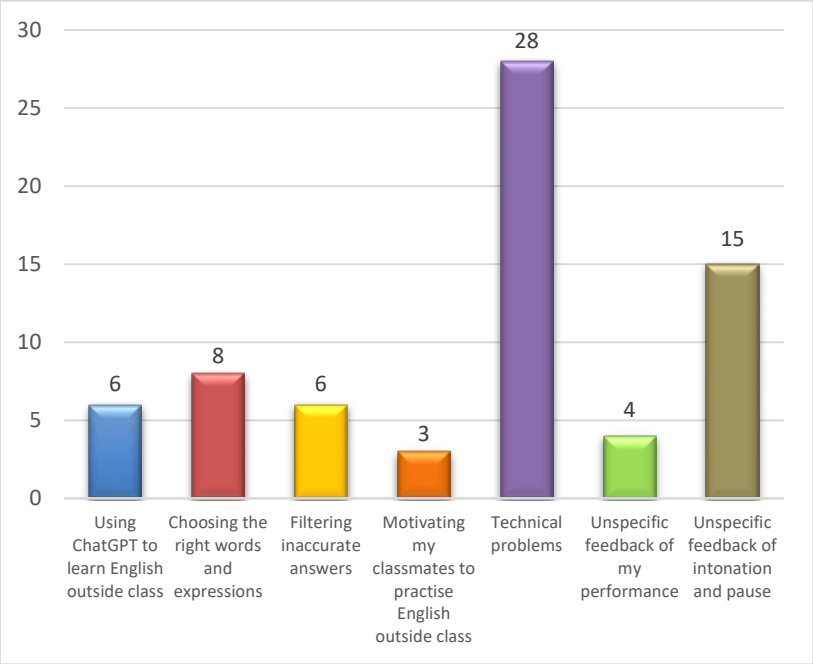


Figure 6. Challenges of economics students when deploying ChatGPT in the English course

As Figure six shows, 70% of the participants mention that technical problems are the primary issue they face when utilizing ChatGPT in communication activities, notably internet connection problems, the appearance of a frozen page on the screen, or latency in response. Another major challenge 37.5% of the students provide is the unspecific feedback of this tool on intonation and pauses due to the lack of real-time interaction with this tool. However, the prompt can include specific expressions such as *slight pauses, slight emphasis*, and *confident tone*. Similarly, 20% of the participants state that they encounter difficulties choosing the right words and expressions as they are overwhelmed with several prompts and suggestions this tool generates. Also, 15% of the students point out that they experience challenges using ChatGPT to learn English outside the classroom. These challenges are mostly related to the appropriate formulation of prompts to generate the answers they seek. They also encounter problems such as filtering inaccurate answers and lacking group motivation (7.5%) to practice English beyond the classroom context.

The Impact of ChatGPT on Autonomous Learning of Economics Students

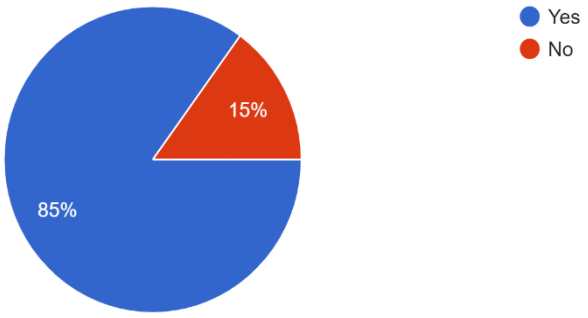


Figure 7. Autonomous learning of economics students when deploying ChatGPT into the English course

Figure seven shows that 85% of the respondents become more autonomous learners for various reasons. They consider ChatGPT an assistant learner to use outside the classroom context, as some respondents mentioned, "*I decide what to learn outside the class*" and "*I practice pronunciation activities myself.*" Other students noticed a positive change as they auto-evaluated their English level when employing ChatGPT as they noted, "*I made fewer grammatical mistakes after the activities with ChatGPT,*" "*I know how to state my added value in a company interview,*" "*I developed grammatical knowledge about the tenses I can use to introduce myself and show locations to others*" and "*I can use different synonyms when talking.*" Equally important, another student provided a general response regarding the mindfulness of his strengths: "*I become more aware of the points that I need to develop in my English language.*"

However, 15% of the participants mentioned that they do not know their learning strengths and weaknesses due to technical problems, as a participant stated, "*Due to some technical problems like a frozen page, I do not understand what comes on screen.*" Other participants highlighted the vital role of the teacher as a guide and facilitator of their learning journey through ChatGPT as they mentioned, "*I face some problems in understanding the dialogue, and I ask the teacher*" and "*even if ChatGPT shows when to pause, I still need the teacher to guide me.*" Other students entirely depend on the suggested topics teachers provide and AI prompts, as one respondent noted, "*I follow what the teacher says.*" Similarly, one participant mentioned that he does not know his learning strengths and weaknesses because he does not formulate prompts accurately as he pointed out, "*I need to know how to write effectively for ChatGPT.*"

Discussion

The results show that economics students from the faculty of law, economics, and social sciences, Fez, developed grammatical and lexical knowledge thanks to the activities performed in the classroom. Moreover, their pronunciation and language fluency have improved in addition to their confidence in communication activities. Interestingly, the role of intrinsic and extrinsic motivation is highlighted in this study as the students are motivated to learn English in the classroom context and outside the classroom, which brings to the fore the level of autonomy of the addressed participants. Similar to the study of Alsalem (2024), Saudi university students showed a positive attitude towards deploying ChatGPT and fostered their English communication.

However, the study revealed that economics students experienced technical issues when deploying ChatGPT and received only general feedback on pronunciation. They felt confused with ChatGPT answers that may be inaccurate. Also, they face problems concerning the suitable formulation of questions for ChatGPT.

As for the level of autonomy, most of the participants claim that they auto-evaluate their English level by using ChatGPT in terms of grammar, vocabulary, and pronunciation; they are responsible learners who improve their English level outside the classroom context. These results align with Tassinari (2012) who mentioned that students become independent learners when they direct and assess their learning process. As a result, in the study, some students sharpened their confidence when communicating in English with the assistance of this tool thanks to its "non-judgemental nature" (Alsalem, 2024). However, the role of the teacher is crucial to guide and facilitate the learning process of the addressed students, as some participants stated.

From another perspective, Meniado (2023) indicates that one of the significant drawbacks of ChatGPT is its inability to check pronunciation and provide feedback. In the present study, students prefer the text-to-speech option in ChatGPT to listen to the pronunciation of English words, as some students mentioned in responses 4 and 9 in Table 1. However, 37.5% of the participants stated that ChatGPT provides unspecific feedback on intonation and pauses despite the expressions orienting students in pronunciation activities.

Conclusion

The study investigates the learning outcomes of economics students affiliated with the faculty of law, economics, and social sciences, Fez (FSJESF) throughout their educational journey with ChatGPT. The study further explores their challenges and their perception of this learning experience. Interestingly, the present research exhibits substantial conclusions. The addressed participants positively perceived integrating this tool into their learning process. Their intrinsic motivation contributed to developing different components that Brown (2004) considered essential in communication, including pronunciation, vocabulary, grammar, and comprehension of the dialogues. The teacher compensates for the limitations of ChatGPT, especially unspecific feedback on pronunciation. Similarly, the study shows a close relationship between ChatGPT and the level of autonomous learning of the addressed participants by using this tool outside the classroom context, auto-evaluating their knowledge, and detecting the areas they needed to improve. These results align with the components of learner autonomy of Tassinari (2012) mentioned in the discussion.

As for the limitations of this study, the results are not broadly applicable since the study did not examine the attitude of students from other Moroccan universities toward implementing ChatGPT in the English course, notably in different tasks such as writing. However, further research can adopt other models to yield diversified results regarding the educational performance of the addressed students with ChatGPT. Also, training programs for teachers and students on the sound use of this tool in education are necessary, especially in formulating high-quality prompts.

Endnotes

1 https://platform.openai.com/docs/models/gpt-4-and-gpt-4-turbo#gpt-4o , Accessed in January 10th, 2025.

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