Article

Exploring Omani EFL Learners' Perceptions of AI Tools

Eassa Ali [1,*] , Roy Pushpavilasam Veettil [1] , Mohammed Ali Al-Zaabi [2] , Misaj Sharafudeen [3] and Tanveer Qureshi [4]

[1] Faculty of Language Studies, Sohar University, Sohar 311, Sultanate of Oman

[2] Department of English, Shinas Vocational College, Shinas 324, Sultanate of Oman

[3] Department of Computer Science, University of Kerala, Thiruvananthapuram 695581, India

[4] Department of Education, International Open University, Kanifing 2340, The Gambia

[*] Correspondence: eali@su.edu.om

Abstract: This study employed the Technology Acceptance Model to investigate Omani English as a foreign language (EFL) learners' perceptions and use of ChatGPT in English learning settings. A predominantly quantitative descriptive design was adopted, using a questionnaire that included primarily closed-ended items with three open-ended items added to support the quantitative findings. The data were collected from 198 students of two higher education institutions in Oman. Quantitative findings revealed that Omani EFL learners used ChatGPT both inside and outside class for learning English, mainly for obtaining explanations for unclear concepts and ideas, obtaining answers for English exercises, grammar correction and support, and idea generation. The correlation analysis shows that more frequent and longer use of ChatGPT was associated with a wider range of English learning purposes. The learners reported strong ease of use, positive attitudes towards ChatGPT, and an intention to pursue using it. The qualitative findings supported the quantitative results, emphasizing that ChatGPT improved learners' performance in terms of grammar, writing fluency, vocabulary building, confidence and learning autonomy. However, the qualitative findings revealed some concerns about overreliance, accuracy, limited contextual depth, and academic integrity. Both sets of findings suggest that while Omani EFL learners are ready to adopt and integrate ChatGPT into EFL learning, they are cautious about the unguided use of it. Future research may extend this work to examine the long-term impact of ChatGPT on EFL learners across a wider range of higher education institutions within and beyond the Sultanate of Oman.

Keywords: Omani EFL Learners; AI in English Education; Technology Acceptance Model; ChatGPT-Assisted Learning

1. Introduction

Learners and instructors have been widely using Artificial Intelligence (AI) tools such as ChatGPT. ChatGPT is prominent in the field of language learning due to new opportunities it offers, which go beyond traditional classroom practices [1,2]. In learning English as a foreign language (EFL) and as a second language (ESL), ChatGPT has proven its capacity to perform different language tasks. Moreover, it seamlessly interacts with EFL and ESL learners and continuously and instantly provides its feedback [3]. However, studies, which empirically investigate how EFL learners perceive and view the role of ChatGPT, are limited, especially in the Gulf Cooperation Council (GCC) region.

Recently published studies have investigated how AI tools reshape EFL instruction in various scenarios. Chat-GPT has become a part of EFL and ESL learning programs since its release in late 2022. Learners as well as educators have used it for different language purposes, such as grammar correction, vocabulary building, conversational interaction, and essay writing [4]. The Arab world has further demonstrated its increasing interest in using AI for language education [5–7]. So, AI integration has become a part of digital transformation in educational reform goals in the world.

This study was conducted in the context of the Sultanate of Oman where there is a strong emphasis on English language at different levels, such as education, employment, and professional development [8]. Moreover, Vision 2040, that refers to long-term development plans of Oman, focuses on digital transformation in higher education (HE) where technology literacy and English competence are among top priorities. English is currently taught across the country as a foreign language at various educational levels [9]. Given the rapid emergence of AI tools along with the focus of the country on English education, Oman is considered an ideal setting to examine the engagement of EFL learners with ChatGPT [10].

Although few studies on AI-assisted EFL education have been conducted to analyse the engagement of learners with AI-driven chatbots in GCC contexts [11], a review of the existing literature suggests that this area remains underexplored, particularly in the EFL settings of Oman [12]. Thus, this study aims towards the following objectives: (1) to delineate the patterns and purposes of ChatGPT utilization in Omani EFL contexts, (2) to investigate the perceptions of learners using ChatGPT towards perceived usefulness, ease of use, motivation, and intention of use, and (3) to identify any reported benefits and limitations related to the integration of ChatGPT into EFL learning contexts. This study contributes, by situating the perceptions of Oman EFL learners in the interpretive framework of the Technology Acceptance Model (TAM), to the expanding corpus of AI-assisted learning. TAM has been largely employed to explain technology adoption in education contexts [13,14]. The results are expected to guide policy and educational efforts for efficient incorporation of AI with EFL education in the Sultanate of Oman and similar Gulf settings.

2. Literature Review

AI tools such as ChatGPT have been observed to be increasingly employed by educators and learners to advance in language mastery [15,16]. This integration is reshaping EFL education. Recently, researchers have shown increased interest in this area and produced a growing number of studies, investigating the impact of ChatGPT on EFL learners.

ChatGPT was found to be a helpful tool in simplifying and personalizing language tasks for learners [17]. Auenthaisong [18] also reported that EFL learners had positive attitudes towards AI tools, highlighting the usefulness of such tools in terms of conversation practice, idea brainstorming, and content rewriting. ChatGPT was used by learners to practice creative writing or for paraphrasing [2] who describes ChatGPT as an "inspiring partner." For improving speaking skills, AI tools need to be integrated [19] and used as an assistive tool.

Recent research has also focused on how ChatGPT affects the skills of academic writing which remains a major challenge for EFL learners. The study by Teng [2] reported that ChatGPT offers rapid and clear paraphrased content. Similarly, the study conducted by Gozali et al. [20] involved Indonesian learners, demonstrating their usage of ChatGPT as a pre-writing tool to generate outlines and gather ideas, which, as a result, enhance their confidence and reduce their writing anxiety [21].

Few studies have examined the impact of ChatGPT on Arab EFL learners towards their motivation and engagement. Alshammri [22] conducted a study on Saudi EFL learners, reporting that the learners were more confident and willing to participate in class after using ChatGPT for reading material summary and vocabulary revision. Similarly, Alsaedi [23] applied TAM to the experiences of Saudi EFL students with ChatGPT, reporting that students viewed ChatGPT in a positive way due to its usefulness and motivational effect. In the Omani context, learners acknowledged ChatGPT's capabilities, especially in giving instant feedback on English academic writing [12]. The usefulness of ChatGPT in improving learner's English communication and comprehension was observed in some studies as well [24,25]. Furthermore, using ChatGPT in conversation classes can also be helpful in improving speaking and listening skills [26,27].

In contrast, some existing studies have revealed negative attitudes towards AI usage in EFL education. The study by Reina Marín et al. [28] revealed that students and professors reported that the use of AI tools was not suf-

ficiently effective, particularly because of the overreliance on them by EFL learners. As a result, this would hinder proof-reading skills in the long run [12, 24]. Furthermore, Teng [2] states that ChatGPT lacked contextual understanding, which could lead to over-generalization, repeated idea statements and vague arguments in essays. This divergence in usage patterns concludes that even when ChatGPT could be a helpful assistant, its effectiveness largely depends on how learners are guided to use it. Therefore, teachers and students should be cautious against overreliance on AI tools like ChatGPT and only use AI tools in education as an assistive tool where the learner's ability is improved and not demoted.

Although ChatGPT is progressively utilized by Omani EFL learners, there is a scarcity of research that examines the attitudes, views, and self-reported experiences of learners with this tool. Moreover, many of the existing studies are confined to a small group of learners within a single institution, leading to undergeneralization of findings. Hence, this study investigates the perceptions of ChatGPT by Omani EFL learners in two HE institutions, which can be achieved by addressing the following three research questions:

RQ1: What are the usage patterns and purposes of ChatGPT among Omani EFL learners in English language learning?

RQ2: How do Omani EFL learners perceive the usefulness, ease of use, and motivational aspects of ChatGPT in English language learning?

RQ3: What benefits and limitations do Omani EFL learners report regarding their use of ChatGPT for English learning?

3. Theoretical Framework

This paper employed TAM as its theoretical framework. TAM was originally developed by Davis [29,30] to explain acceptance or rejection of technologies by users. The users' adoption and intention to use technologies are determined by their perceived usefulness and ease of use. TAM has been applied effectively in various EFL studies [31].

4. Methodology

4.1. Research Design

In this study, a predominantly quantitative descriptive survey design was adopted to examine how and why Omani EFL learners use ChatGPT in English learning settings. We used a questionnaire that included primarily closed-ended items with three open-ended items added to support the quantitative findings. This method helped provide an efficient snapshot of EFL learners' engagement and perceptions of ChatGPT use in Omani HE institutions.

4.2. Participants

198 students (125 females and 73 males) were involved in this study. These participants, enrolled in two HE institutions in the Sultanate of Oman, namely Sohar University and Shinas Vocational College, were selected based on accessibility and convenience. The participants, aged 18 to 23, were enrolled in the general foundation program (One year for learning English before joining their respective Faculties) and the first and second years of English language programs designed for non-native speakers. All participants speak Arabic as their mother tongue. Their English proficiency levels varied, as shown by their self-rated English proficiency responses: beginners = 19, pre-intermediate = 33, intermediate = 95, upper-intermediate = 39, and advanced = 12.

4.3. Instruments

A structured Google Form survey, based on TAM, was used to collect data. The survey consisted of both quantitative and qualitative items. The study's context and subject-matter necessitated minor adaptations, and survey items were provided in both English and Arabic to enhance comprehension.

The adapted TAM was contextualized for EFL learning through ChatGPT. In survey Section 3, the core constructs, *Perceived Usefulness* and *Perceived Ease of Use* were retained but linguistically adjusted to refer specifically to ChatGPT rather than general technologies, for example, "technology" was changed to "ChatGPT". The language throughout the survey was made easier, especially for foundation-level students. Moreover, the construct *Intention to Use* was retained as the key behavioral element revealing learners' future ChatGPT use. *Attitude Toward*

Use was substituted with *Motivation and Enjoyment* to reflect affective engagement, while *Actual Use* was replaced by Section 4 *Reported Benefits and Limitations* where open-ended items were developed to include self-reported experiences. Finally, Section 2 *Usage Patterns* was introduced as an external variable that affects perceptions of usefulness and ease of use. These conceptual, linguistic, and contextual adjustments make the study pedagogically relevant in Omani EFL learning settings.

For validity, an expert in TESOL reviewed the instrument design and content. For the Arabic translation version, two faculty members of applied linguistics also reviewed the survey items to ensure that they were clear enough. These experts suggested some minor corrections in terms of content, language clarity and item order. The researchers made some adjustments and modifications accordingly. Furthermore, prior to survey implementation, three students (they were not involved in the study as participants) were invited to do the survey as a pilot to test the survey's feasibility. Only minor revisions were made based on the feedback from the student pilot sample. The survey comprised four sections: Section 1: the demographics, Section 2: ChatGPT usage patterns, Section 3: perceptions of ChatGPT use, and Section 4: reported benefits and limitations. A Likert scale was used to rate most of the items. **Appendix A** is the full TAM-based questionnaire used for this investigation.

4.4. Data Collection

The data were electronically collected from SU and SVC students during June–July 2025. Through invitation emails and class announcements, the students were invited to voluntarily take part in the survey. On the first page of the survey, students were requested to read the information which explained the study purpose, voluntary nature, time needed for the survey completion, and confidentiality and anonymity assurance. Furthermore, the informed consent was electronically obtained by having participants click "NEXT" before moving on to the survey.

4.5. Data Analysis

Initially, 256 responses were collected through the survey, but after cleaning the data, 58 responses were not considered because they were incomplete. SPSS Version 26 was employed for quantitative analysis. The descriptive statistics, including percentages, standard deviations, and means, were calculated. We employed inferential statistical tests, including chi-square analysis, Pearson correlation, and *t*-test, to find relationships or associations between significant variables, such as *duration*, *frequency*, and *number of purposes of ChatGPT use*. For that, relevant data were first converted to numeral values, and Pearson's correlation coefficient (r) was computed for the purpose of measuring the strength and direction of linear relationships.

Following Braun and Clarke's [32] methodology, we thematically analyzed the open-ended responses. The coding and theme categorization procedure was independently conducted by two researchers followed by a discussion session to ensure reliability.

5. Results

In this section, we present both the quantitative and qualitative findings which are guided by the research questions.

5.1. ChatGPT Usage Pattern (RQ1)

In terms of ChatGPT use context, while more than half of participants (52%) used it both inside and outside class, 45.5% of participants used it only outside class. Regarding duration of ChatGPT use, 74.2% of participants reported using it for 6 months or less. In relation to frequency, most of the participants (85.9%) reported that they daily or often used ChatGPT for English learning, indicating that ChatGPT is becoming integrated into daily English learning activities.

The analysis of usage purposes of ChatGPT revealed that learners commonly used ChatGPT for obtaining explanations for unclear ideas and concepts (14.5%) and grammar correction and support (13.9%). They also used it for obtaining answers for English exercises (12.3%), idea generation (12.1%). Moreover, English-Arabic translation for the sake of comprehension (10.1%) and doing assignments and projects were also common practices (9.1%). In contrast, EFL practice purposes like speaking and listening, reading and writing, and vocabulary building were less in frequency (see **Table 1**).

Table 1. Usage Purposes of ChatGPT among Omani EFL Learners.

	Frequency	Percent	Valid Percent	Cumulative Percent
Reading and writing	61	7.5	7.5	7.5
Improving vocabulary	72	8.9	8.9	16.4
Pronunciation	52	6.4	6.4	22.8
Speaking and listening	42	5.2	5.2	28
Understanding grammar	113	13.9	13.9	41.9
Obtaining answers for exercises	100	12.3	12.3	54.2
Assignments/Projects	74	9.1	9.1	63.3
Idea generation	98	12.1	12.1	75.4
Explaining-unclear-concepts	118	14.5	14.5	89.9
Translation to Arabic	82	10.1	10.1	100
Total	812	100	100	

To explore students' engagement and habits with ChatGPT, we conducted a correlation analysis for three key variables that are the *duration of ChatGPT use*, the *frequency of ChatGPT use*, and the *number of usage purposes* selected by the participants. A significant correlation between the ChatGPT use duration and the number of selected purposes was observed ($r = 0.328$, $p < 0.01$), demonstrating that students with longer experience used it for more language learning purposes. It was also observed that there was a significant correlation between *frequency of ChatGPT use* and the *number of selected purposes* ($r = 0.313$, $p < 0.01$). This means that students with regular use of ChatGPT employed it in more various ways. Furthermore, a positive significant correlation between *duration of ChatGPT use* and *frequency of ChatGPT use* was also observed ($r = 0.396$, $p < 0.01$), demonstrating that students with longer periods of use tended to use it more frequently (see **Table 2**).

Table 2. Pearson Correlation Matrix of ChatGPT Usage Variables.

	Number of Purposes Selected by Students	Duration of ChatGPT Use	Frequency of Use
Number of Purposes selected by students	1	0.328	0.313
Duration of ChatGPT use	0.328	1	0.396
Frequency of use	0.313	0.396	1

5.2. Learners' Perceptions of ChatGPT Use (RQ2)

In this sub-section, the findings of four main constructs are reported: perceived usefulness of ChatGPT, perceived ease of use of ChatGPT, motivation and enjoyment, and the intention to pursue using ChatGPT. Findings revealed that learners had strong agreement on the ease of use (M = 3.97, SD = 0.71), meaning that 79.4% of students used ChatGPT without any assistance. The intention of use in the future received a positive evaluation as well (M = 3.88, SD = 0.75), demonstrating that around 78% of participants had the intention to continue using ChatGPT, even after completing courses, and recommend it to their peers. Motivation and enjoyment also received a positive evaluation (M = 3.81, SD = 0.75). About 76% of the participants felt motivated while using ChatGPT to learn English. In relation to perceived usefulness of ChatGPT, findings show lower rating (M = 3.70, SD = 0.82), showing that 74% of participants agreed that ChatGPT helped them in improving their English skills (see **Table 3**).

Table 3. Descriptive Statistics of ChatGPT Perception Constructs.

Category	Mean	Std. Dev.	Interpretation
Perceived Usefulness	3.70	0.82	Moderate perception of usefulness
Perceived Ease of Use	3.97	0.71	High ease of use perceived
Motivation and Engagement	3.81	0.75	Good motivation and engagement
Intention to Use	3.88	0.75	High intention to use

5.3. Reported Benefits and Limitations (RQ3)

The findings of open-ended analysis revealed that learners acknowledged the ability of ChatGPT to provide them with quick feedback on grammar and enhance vocabulary building. Participants acknowledged the usefulness of ChatGPT, especially in helping them construct English sentences through rephrasing and paraphrasing suggestions. Participants also reported that ChatGPT improved their writing, confidence, and autonomy. Some other benefits, such as ChatGPT's flexibility, availability, and provision of illustrative examples, were also observed.

On the other hand, limitations and challenges, when using ChatGPT for English learning, were expressed by participants, including its inaccuracy and lack to understand contexts. Some other concerns about overreliance and plagiarism were highlighted as well. Few participants mentioned that they sometimes did not get access to ChatGPT due to internets costs.

6. Discussion

In this section, we interpret both the quantitative and qualitative findings. This discussion is guided by the research questions and linked to the existing literature.

6.1. ChatGPT Usage Pattern (RQ1)

The findings show that ChatGPT has become integral into Omani EFL learners' practices. As a result, it supports their learning autonomy and confidence. Similar patterns of fostering autonomy and self-paced learning have been noted in studies conducted in various contexts [23,33,34]. This suggests that AI tools contribute to the wider shift towards self-oriented digital learning [2].

Learners were found to use ChatGPT mainly to understand or explain difficult ideas and receive grammar support and correction. They also used it to obtain answers to different English exercises and to generate new ideas. These findings highlight a preference for academic and cognitive assistance rather than communicative interaction. This is reflected in the 7.5% usage for reading and writing and the 5.2% usage for speaking and listening.

The correlations indicate that as learners use ChatGPT longer, they use it more often and for varied purposes. This growing familiarity encourages exploration of more functions, making ChatGPT a routine part of their English-learning. Other studies observed similar patterns: regular technology use increases engagement and task variety [35,36]. Thus, ongoing exposure supports purposeful and autonomous use.

6.2. Learners' Perceptions of ChatGPT Use (RQ2)

Learners in general exhibited positive attitudes of ChatGPT in all the four constructs. The mean scores show that they found it useful, easy to use, motivational, and engaging. The *ease of use* emerged as the strongest factor, highlighting students' convenience while using it. ChatGPT's simple style, mobile accessibility, and chat-based format appear to reduce the technological difficulties and barriers that normally discourage students from adopting educational tools [33,35].

The easy access and instant responses encouraged students to use ChatGPT more and increased their confidence. This outcome was also reported by Alharthi [25] and Moradi [15], who noted that the novel digital assistant's user-friendly design reduces mental load and helps students continue using AI tools.

Students also reported that ChatGPT helped them acquire English accuracy, as well as generate ideas and understand difficult concepts. This finding aligns with Teng's [2] where it is reported that AI tools improve learning because they provide fast feedback and personalised support. Alsaedi [23] and Dehdary and Meschi [12] also noted similar findings.

Motivation and enjoyment also received high ratings, showing that students like ChatGPT's supportive and interactive nature. Lai and Zheng [33], too, observed that such engagement increases autonomy and confidence, making AI feel like a learning partner rather than just a digital tool. Students also stressed that they want to continue using ChatGPT, which suggests that positive experiences lead to long-term use. Similar trends have also been observed in other Arab EFL contexts [23]. This suggests that there is a regional movement towards adopting AI tools in everyday EFL learning.

6.3. Reported Benefits and Limitations (RQ3)

The qualitative analysis backs up the quantitative findings and shows that students found ChatGPT useful, easy to access, and genuinely motivating. Students described it as quick, reliable, and interactive for improving grammar, vocabulary, and writing. Comments such as "It helps me correct grammar" or "I can write better sentences with ChatGPT" reflect this benefit. Students also highlighted the speed of the digital assistant, describing it as "a quick way to get the information I need," which shows that its accessibility and availability supports independent learning. Earlier studies have also shown that AI increases EFL learner independence and engagement [33,37].

Students also highlighted the motivational and emotional benefits of ChatGPT, emphasising that it is "fun and interesting." This indicates that enjoyment itself contributes to engagement. However, they also raised some concerns, including inaccuracy, over-dependence, and academic integrity. Some students noted, "Sometimes the answers are not correct" or "It makes me lazy to think," which aligns with other studies warning against LLM drawbacks [38].

Other issues included poor internet connectivity and not knowing how to provide proper prompts. Overall, the responses show a balance of interest and caution. While ChatGPT supports autonomy and motivation, proper training, AI awareness, and ethical guidelines are necessary to ensure it enhances learning rather than replacing it. Generally, the main themes were language improvement, autonomy, accuracy concerns, and ethical issues.

6.4. Pedagogical Implications

There is a growing potential of integrating ChatGPT into EFL education. Frequently using ChatGPT for many language learning purposes indicates that students have a positive attitude towards it, using it for cognitive and linguistic support. However, to critically use and engage with AI tools, curricula and classes need to be designed and guided by experts so that students can avoid full reliance or overreliance on them.

Prior to integrating AI tools into EFL learning activities, students should receive proper training on how to deal with AI tools through developing AI-literacy courses. Institutions should stipulate clear guidelines and policies of AI utilization to guarantee that AI tools are dealt with as learning assistants but not substitutes.

7. Conclusions

This study aims at investigating how Omani EFL learners use and perceive ChatGPT. Findings related to RQ1 show that Omani EFL learners used ChatGPT mainly for obtaining explanations for vague concepts and answers for various English exercises. They also employed it for grammar correction and support and idea generation [39]. Learners with longer periods of use tended to employ ChatGPT for a wider range of language learning purposes. In relation to RQ2, Omani EFL learners found ChatGPT useful, easy to use, and motivating. Learners viewed ChatGPT as a learning tool they wish to continue using. *Ease of use* emerged as the strongest factor for the ChatGPT adoption in EFL settings. Findings related to RQ3 show that although ChatGPT supports language learning and motivation, there are also concerns about overreliance, inaccuracy, and ethics.

Overall, Omani learners show readiness and awareness in using ChatGPT. The study achieves the aim of expanding the understanding of AI adoption in EFL education. It also shows that guided integration of ChatGPT can support autonomy, engagement and motivation in English learning.

8. Limitations and Suggestions for Future Research

The sample of this study was only from two HE institutions in Oman; therefore, generalization is limited. Also, because this study is based on self-reported answers, it may not show the actual long-term behavior.

Future studies should include more universities from the Gulf and Arab regions for comparison. Longitudinal and mixed methods, such as surveys, classroom observations and teacher views, should be employed. More research is thus needed to make good frameworks for using ChatGPT in formal EFL teaching in an ethical and effective way that matches learners' needs and cultural background.

Author Contributions

The contributions of the authors are as follows: Conceptualization, E.A. and R.P.V.; methodology, E.A., and M.S.; software, M.S. and E.A.; validation, E.A., R.P.V. and M.S.; formal analysis, M.S. and E.A.; investigation, E.A. and M.A.A.-Z.; resources, E.A. and M.A.A.-Z.; data curation, E.A., M.A.A.-Z. and M.S.; writing—original draft preparation, E.A., M.A.A.-Z. and T.Q.; writing—review and editing E.A., R.P.V., M.A.A.-Z. and M.S.; visualization, E.A. and M.S.; supervision, E.A.; project administration, E.A. and M.A.A.-Z. All authors have read and agreed to the published version of the manuscript.

Funding

Institutional Review Board Statement

This research project was conducted in accordance with international research ethics and standards and approved by the Sohar University Ethics and Biosafety Committee (UEB-2025-SUStaff-033). It was approved on June 18, 2025.

Informed Consent Statement

Informed consent was sought from all participants involved in the research. The survey started with a consent screen that explained the purpose of study, confidentiality and discretionary nature of participation. Only those who clicked "Next" could join; others were excluded. No personal identity details were gathered, and thus all responses stayed anonymous for academic use only.

Data Availability Statement

The data are available upon reasonable request.

Conflicts of Interest

The authors declare that there is no conflict of interest in this research project.

Appendix A

Survey on "**Exploring Omani EFL Learners' Perceptions of AI Tools**".

Dear students,

This questionnaire is part of a research project on **Exploring Omani EFL Learners' Perceptions of AI Tools** in English language learning.

Your participation is essential for completing this study. If you agree to take part, please click *Next* to proceed. The survey will take approximately **10–12 minutes**. All responses will remain **strictly confidential**, and participation will **not** affect your coursework. Please answer all questions as accurately as possible and complete the **four sections** of this survey.

Thank you for your time and contribution.

Section 1 – Demographic Information

1. Age (بالسنوات)

Years: _____

2. Gender / النوع

☐ Male / ذكر   ☐ Female / أنثى

3. Year of Study / السنة الدراسية

☐ GFP   ☐ Level 1   ☐ Level 2

4. Major / التخصص

☐ English Education   ☐ English Literature   ☐ Translation   ☐ Other: _____

5. Institution / اسم المؤسسة التعليمية

☐ Sohar University   ☐ Shinas Vocational College

6. Mother Tongue / اللغة الأم

☐ Arabic   ☐ Other: _____

7. Current English Proficiency Level / مستواك في اللغة الإنجليزية

☐ Beginner   ☐ Pre-Intermediate   ☐ Intermediate   ☐ Upper-Intermediate   ☐ Advanced

8. Enrolment Status / نظام الدراسة

☐ Regular   ☐ Part-time

Section 2 – ChatGPT Usage Patterns / أنماط الاستخدام

9. Do you use ChatGPT for learning English? / هل تستخدم تشات جي بي تي لتعلم اللغة الإنجليزية؟

□ Yes / نعم   □ No / لا

10. Where do you use ChatGPT? / أين تستخدم تشات جي بي تي؟

□ In class   □ Outside class   □ Both in and outside class

11. How long have you been using ChatGPT for English learning?

□ Less than 1 month   □ 2–3 months   □ 4–6 months   □ More than 1 year

12. How often do you use ChatGPT for English learning?

□ Occasionally   □ Sometimes   □ Often   □ Always

13. For which activities do you use ChatGPT? (Select all that apply)

□ Reading and writing   □ Improving vocabulary   □ Pronunciation   □ Speaking & listening □ Understanding grammar   □ Exercises   □ Assignments / projects   □ Idea generation □ Translation to Arabic   □ Explaining unclear concepts   □ Other: _____

Section 3 – Perceptions of ChatGPT Use / الانطباعات والمواقف تجاه استخدام تشات جي بي تي

Construct 1: Perceived Usefulness / مدى الفائدة

14. ChatGPT helps me improve my English skills.

15. I can learn more with ChatGPT than with traditional methods.

Construct 2: Perceived Ease of Use / سهولة الاستخدام

16. ChatGPT is easy to use.

17. I can use ChatGPT without help from others.

18. It is easy to find what I need in ChatGPT when learning English.

Construct 3: Motivation and Enjoyment / التحفيز والمتعة

19. I feel comfortable using ChatGPT regularly.

20. I enjoy using ChatGPT for English learning.

21. Using ChatGPT is a beneficial idea for students.

22. ChatGPT makes learning more enjoyable.

23. I feel motivated to learn English when I use ChatGPT.

Construct 4: Intention to Use / نية الاستخدام

24. I plan to use ChatGPT regularly for English learning.

25. I would recommend ChatGPT to other students.

26. I want to use ChatGPT even after this course ends.

27. I will continue using ChatGPT to improve my English.

Scale for Items 14–27:

□ Strongly Disagree   □ Disagree   □ Neutral   □ Agree   □ Strongly Agree

Section 4 – Perceived Benefits and Limitations / الإيجابيات والسلبيات

28. List up to three benefits you have experienced when using ChatGPT for English learning:

   1. _____   2. _____   3. _____

29. List up to three challenges you have encountered when using ChatGPT for English learning:

   1. _____   2. _____   3. _____

30. List up to three limitations you have faced when using ChatGPT for English learning:

   1. _____   2. _____   3. _____

   End of Survey – Thank you for your participation!

References

1. Qu, K.; Wu, X. ChatGPT as a CALL Tool in Language Education: A Study of Hedonic Motivation Adoption Models in English Learning Environments. *Educ. Inf. Technol.* **2024**, *29*, 19471–19503. [CrossRef]
2. Teng, M.F. "ChatGPT Is the Companion, Not Enemies": EFL Learners' Perceptions and Experiences in Using ChatGPT for Feedback in Writing. *Comput. Educ. Artif. Intell.* **2024**, *7*, 100270. [CrossRef]
3. Giray, L.; Nemeño, J.; Edem, J. Self-Directed Learning Using ChatGPT Positively Affects Student Engagement. *Int. J. Technol. Educ.* **2025**, *8*, 667–680. [CrossRef]
4. Xiao, Y.; Zhi, Y. An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experience and Perceptions. *Languages* **2023**, *8*, 212. [CrossRef]
5. Al-Fanar Media. As AI Transforms Arab Higher Education, Universities Navigate Benefits and Challenges. Available online: https://al-fanarmedia.org/2024/11/as-ai-transforms-arab-higher-education-universities-navigate-benefits-and-challenges/ (accessed on 10 August 2025).
6. Gulf Magazine. 7 Bright EdTech Shifts Digital Transformation in Education across the Middle East. Available online: https://gulfmagazine.co/digital-transformation-in-education-middle-east/ (accessed on 10 August 2025).
7. Traidi, A. *AI Integration in Education in the MENA Region: Will it be a Driver of Social Inequality? Policy Briefs 2024*; Global Campus of Human Rights: Venice, Italy, 2024. Available online: https://repository.gchumanrights.org/server/api/core/bitstreams/d3c58797-06ec-469e-bf66-d07490a34f07/content
8. Mahrooqi, R.; Denman, C. English Language Proficiency and Communicative Competence in Oman: Implications for Employability and Sustainable Development. In *English Language Education*; Al-Mahrooqi, R., Denman, C., Eds.; Springer: Singapore, 2018; Volume 15, pp. 181–193. [CrossRef]
9. Al Shanfari, H.S. English as a Foreign Language Constraints in Oman. Available online: https://www.researchgate.net/publication/347054647 (accessed on 2 October 2025).
10. Al-Raimi, M.; Mudhsh, B.A.; Al Yafaei, Y.; et al. Utilizing Artificial Intelligence Tools for Improving Writing Skills: Exploring Omani EFL Learners' Perspectives. *Forum Linguist. Stud.* **2024**, *6*, 1177. [CrossRef]
11. Ngorima, T.; Mutambara, D. Investigating the Drivers of Artificial Intelligence in Higher Education: A Study at Sohar University. *J. Humanit. Soc. Sci. SU* **2025**, *2*.
12. Dehdary, N.; Meschi, R. The Role of ChatGPT in Language Education: A Study of Omani Students' Perspectives. *Stud. Technol. Enhanc. Learn.* **2024**, *4*, 1–15. [CrossRef]
13. Granić, A.; Marangunić, N. Technology Acceptance Model in Educational Context: A Systematic Literature Review. *Br. J. Educ. Technol.* **2019**, *50*, 2572–2593. [CrossRef]
14. Schorr, A. The Technology Acceptance Model (TAM) and Its Importance for Digitalization Research: A Review. In *International Symposium on Technikpsychologie (TecPsy) 2023*; Gerber, N., Zimmermann, V., Eds.; Sciendo: Warsaw, Poland, 2023; pp. 55–65. [CrossRef]
15. Moradi, H. Integrating AI in Higher Education: Factors Influencing ChatGPT Acceptance Among Chinese University EFL Students. *Int. J. Educ. Technol. High. Educ.* **2025**, *22*, 30. [CrossRef]
16. Lo, C.K.; Yu, P.L.H.; Xu, S.; et al. Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues: A Systematic Review of Empirical Studies. *Environ.* **2024**, *11*, 50. [CrossRef]
17. Mogavi, R.H.; Deng, C.; Kim, J.J.; et al. Exploring User Perspectives on ChatGPT: Applications, Perceptions, and Implications for AI-Integrated Education. *arXiv preprint* **2023**, *arXiv: 2305.13114*. [CrossRef]
18. Auenthaisong, S. Learners' Attitudes Toward Using AI Tools in English Language Learning: Classroom Context. *Sripatum Chonburi Interdisci. J.* **2025**, *11*, 55–65. Available online: https://so04.tci-thaijo.org/index.php/ISCJ/article/view/276181
19. Belda-Medina, J.; Calvo-Ferrer, J.R. Using Chatbots as AI Conversational Partners in Language Learning. *Appl. Sci.* **2022**, *12*, 8427. [CrossRef]

20. Gozali, I.; Wijaya, A.R.T.; Lie, A.; et al. Leveraging the Potential of ChatGPT as an Automated Writing Evaluation (AWE) Tool: Students' Feedback Literacy Development and AWE Tools Integration Framework. *JALT CALL J.* **2024**, *20*, 1200. [CrossRef]

21. Zhang, J.; Wang, J. Student Perceptions of Hybrid Feedback: Using Gen-AI to Enhance Engagement with EAP Writing Feedback. *JALT CALL J.* **2025**, *21*, 2175. [CrossRef]

22. Alshammri, A. ChatGPT in English Writing: Experiences and Perceptions of Saudi EFL Students. *Amazonia Investig.* **2024**, *13*, 47–57. [CrossRef]

23. Alsaedi, N.S. Exploring ChatGPT's Role in EFL Learning Through the Technology Acceptance Model: Perspectives from Saudi Students. *Contemp. Educ. Technol.* **2025**, *17*, ep594. [CrossRef]

24. Govindarajan, R.; Christuraj, G. Opportunities and Challenges of Using ChatGPT in the ELT Scenario of UTAS, Nizwa, Oman. *J. Teach. Engl. Specif. Acad. Purp.* **2023**, *11*, 593–605. [CrossRef]

25. Alharthi, S.M. Beyond Traditional Language Learning: EFL Student Views on ChatGPT in Saudi Arabia. *Arab World Engl. J.* **2024**, *10*, 15–35. [CrossRef]

26. Alsalem, M.S. EFL Students' Perception and Attitude Towards the Use of ChatGPT to Promote English Speaking Skills in the Saudi Context. *Arab World Engl. J.* **2024**, *15*, 73–84. [CrossRef]

27. Mudawy, A.M.A. Exploring EFL Learners' Perceptions on the Use of AI-Powered Conversational Tools to Improve Speaking Fluency: A Case Study at Majmaah University. *Forum Linguist. Stud.* **2025**, *7*, 589–598. [CrossRef]

28. Reina Marín, Y.; Cruz Caro, O.; Maicelo Rubio, Y.d.C.; et al. Artificial Intelligence as a Teaching Tool in University Education. *Front. Educ.* **2025**, *10*, 1578451. [CrossRef]

29. Davis, F.D. A Technology Acceptance Model for Empirically Testing New End-User Information Systems: Theory and Results [PhD Thesis]. Massachusetts Institute of Technology, Cambridge, MA, USA, 1986.

30. Davis, F.D. Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Q.* **1989**, *13*, 319–340. [CrossRef]

31. Sánchez, R.A.; Hueros, A.D. Motivational Factors That Influence the Acceptance of Moodle Using TAM. *Comput. Hum. Behav.* **2010**, *26*, 1632–1640. [CrossRef]

32. Braun, V.; Clarke, V. Using Thematic Analysis in Psychology. *Qual. Res. Psychol.* **2006**, *3*, 77–101. [CrossRef]

33. Lai, C.; Zheng, D. Self-Directed Use of Mobile Devices for Language Learning Beyond the Classroom. *ReCALL* **2017**, *30*, 299–318. [CrossRef]

34. Kasneci, E.; Sessler, K.; Küchemann, S.; et al. ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education. *Learn. Individ. Differ.* **2023**, *103*, 102274. [CrossRef]

35. Chen, X.; Xie, H.; Zou, D.; et al. Application and Theory Gaps During the Rise of Artificial Intelligence in Education. *Comput. Educ. Artif. Intell.* **2020**, *1*, 100002. [CrossRef]

36. Venkatesh, V.; Morris, M.G.; Davis, G.B.; et al. User Acceptance of Information Technology: Toward A Unified View1. *MIS Q.* **2003**, *27*, 425–478. [CrossRef]

37. Zou, B.; Reinders, H.; Thomas, M.; et al. Editorial: Using Artificial Intelligence Technology for Language Learning. *Front. Psychol.* **2023**, *14*, 1287667. [CrossRef]

38. Fuchs, K. Exploring the Opportunities and Challenges of NLP Models in Higher Education: Is Chat GPT a Blessing or a Curse? *Front. Educ.* **2023**, *8*, 1166682. [CrossRef]

39. Alshamy, A.; Al-Harthi, A.S.A.; Abdullah, S. Perceptions of Generative AI Tools in Higher Education: Insights from Students and Academics at Sultan Qaboos University. *Educ. Sci.* **2025**, *15*, 501. [CrossRef]

Publisher's Note: The views, opinions, and information presented in all publications are the sole responsibility of the respective authors and contributors, and do not necessarily reflect the views of UK Scientific Publishing Limited and/or its editors. UK Scientific Publishing Limited and/or its editors hereby disclaim any liability for any harm or damage to individuals or property arising from the implementation of ideas, methods, instructions, or products mentioned in the content.