

# **The Role of Chatbots Powered by GPT in Enhancing English Language Learning for Nonnative Speakers**

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## **Abstract**

Chatbots powered by GPT (Generative Pre-trained Transformer) have gained popularity for their potential to provide personalized and interactive language learning experiences. This systematic review investigates the role of chatbots powered by GPT in enhancing English language learning for non-native speakers. The review includes an extensive search of electronic databases, resulting in a total of 11 studies meeting inclusion criteria. The studies investigated the effectiveness of GPT-powered chatbots in language learning, including vocabulary acquisition, grammar instruction, and conversation practice. The results indicate that GPT-powered chatbots can improve language learning outcomes such as vocabulary acquisition, grammar accuracy, and speaking proficiency. Additionally, GPT-powered chatbots provide personalized and adaptive learning experiences, improve learner motivation and engagement, and provide immediate and accurate feedback to learners. However, the studies reviewed had some limitations, such as small sample sizes and limited duration, which suggest that further research is needed to validate the effectiveness of GPT-powered chatbots in the long term. Furthermore, the integration of GPT-powered chatbots into English language instruction presents several challenges, such as the need for appropriate training for teachers and the need to ensure that chatbots are integrated into a comprehensive language learning curriculum. Overall, the use of GPT-powered chatbots in language learning represents an exciting opportunity for non-native speakers of English to improve their proficiency and achieve their language learning goals

**Keywords:** GPT English Learning Non-Native Education