

Can Chat GPT be a Valuable Tool for English Language Learning? The Perceptions of Thai EFL Learners towards the Use of Chat GPT

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Abstract

With the rise of artificial intelligence (AI), large language models (LLMs) like ChatGPT have opened new opportunities for technology-assisted language learning (TALL) for Thai learners of English as a Foreign Language (EFL). These advanced tools hold immense promise, offering interactive practice, real-time feedback, and constant exposure to the English language. However, research on how ChatGPT specifically impacts Thai EFL learners remains scarce. To bridge this gap, this study explored student experiences, perceived benefits, and encountered challenges. A quantitative approach was employed, utilizing a closed-ended questionnaire administered to 64 Thai undergraduate students from various academic disciplines. The findings revealed a positive perception among students. The majority of students found ChatGPT to be user-friendly and convenient (\bar{x} 4.29, SD 0.64), enhancing the quality of their language learning (\bar{x} 4.10, SD 0.74), and expanding their language learning possibilities (\bar{x} 4.15, SD 0.73). However, there were concerns about plagiarism or data leaks (\bar{x} 3.61, SD 1.00), along with the chance of encountering inaccuracies in ChatGPT's responses (\bar{x} 3.78, SD 0.91). Acknowledging these benefits and challenges can enable EFL teachers and learners to integrate ChatGPT during the teaching and learning process effectively. ChatGPT has the potential to enhance the English learning experiences of EFL learners by providing valuable support and resources to aid their linguistic development.

Keywords: benefits; challenges; Chat GPT; English as a Foreign Language (EFL); experiences