

Investigating The Impact of AI- Driven Chatbots On the Acquisition of English as A Foreign Language Among Saudi Undergraduate Students

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Abstracts: The primary aim of this research is to investigate the influence of AI-driven technology, such as chatbots, on the acquisition of English as a foreign language among undergraduate students currently enrolled at Najran University. The present study examines the reported benefits, academic accomplishments, challenges, and overall satisfaction of using chatbots for English language acquisition. However, the process of gathering data for language proficiency assessments is commonly conducted by administering surveys. The surveys gathered measurable data on students' viewpoints regarding the benefits of employing chatbots, as well as their overall satisfaction with these solutions. The research assessed the influence of chatbots on the process of language acquisition by quantifying students' language abilities before and following the implementation of these technological resources. This study also investigates the challenges and limitations associated with implementing chatbots. This study also aims to identify the obstacles associated with chatbot-based language learning systems to get insights into areas that can be enhanced. The findings inform the design and implementation of more effective language learning systems. The research findings significantly contribute to the existing academic literature on novel approaches to foreign language acquisition (FLA) in higher education contexts. The results obtained from this study offer significant insights to educators specializing in language instruction, developers responsible for designing curriculum, and technology experts interested in the effectiveness and limitations of artificial intelligence technologies and chatbots in enhancing the English language learning process. However, the research provides empirically supported recommendations for integrating chatbots into language learning instructional methods and optimizing the effectiveness and involvement of FLA encounters for undergraduate students at Najran University and comparable educational establishments.

Keywords: Acquisition, AI-driven Technology, Chatbots, Education, Foreign Language, Learning.

1. INTRODUCTION

Recently, there has been significant advancement in foreign language acquisition (FLA) [1]. This advancement has been linked to an increasing willingness to integrate technology in order to enhance the process of language acquisition [2]. Traditional approaches to language acquisition have faced various obstacles [3], such as limited resources, a lack of personalized guidance, and restricted access to genuine language experiences. Nevertheless, the advent of AI-driven technologies and chatbots presents encouraging possibilities for Overcoming these limitations and changing the domain of language education [4]. Conventional approaches to language acquisition frequently encounter challenges in delivering individualized learning experiences that cater to the unique requirements and preferences of learners. Using standardized approaches needs to consider the diverse range of learning styles, aptitudes, and objectives that individuals possess. On the other hand, utilizing AI-driven technology and chatbots presents an opportunity to tackle these difficulties through advanced algorithms and machine learning methodologies [5]. These tools are provided with the ability to evaluate learner performance data, track their progress, and adapt instructional materials and strategies accordingly [6].

The timely delivery of feedback is crucial to the language acquisition process, as it empowers students to develop self-awareness regarding their specific domains of strength and areas that require development [7]. The conventional approaches frequently need help delivering prompt feedback due to constraints in human resources

and the duration necessary for providing personalized feedback. On the other hand, AI-driven technology and chatbots demonstrate exceptional proficiency in delivering instantaneous feedback [8]. Incorporating AI-driven technologies and chatbots in language learning exhibits considerable potential in mitigating the constraints associated with conventional language learning approaches [9]. Technological innovations boost the effectiveness and efficiency of learning experiences, quick feedback, and opportunities for authentic language practice. Learners derive advantages from personalized education that takes into account their specific needs, timely feedback that facilitates their learning advancement, and simulated language exchanges that foster both fluency and cultural comprehension [10].

The use of chatbots in the field of FLA signifies a noteworthy progression in language teaching [11]. Utilizing these tools offers tailored learning experiences, prompt feedback, and genuine language practice, effectively mitigating the constraints associated with conventional approaches [12]. Through the utilization of chatbots, language educators have the potential to create language learning settings that are not only more efficient but also more captivating [13]. Justification is similar to several educational establishments. Nevertheless, it is imperative to investigate novel methodologies for language training that make use of AI technologies and chatbots [14]. The investigation of the impact of chatbots on FLA among undergraduate students carries substantial implications for both scholarly inquiry and practical application [15]. The outcomes of this study possess the capacity to make a significant addition to the existing body of knowledge concerning novel approaches in English language teaching. Specifically, it offers insights into the effectiveness of AI tools in improving language Proficiency [16].

Furthermore, the findings of this study have the potential to provide valuable guidance to professionals in the fields of language education, curriculum development, and technology design. Specifically, these insights can aid in the creation and execution of efficient language learning interventions that make use of AI technology and chatbots. This study aims to contribute to the broader conversation on language learning pedagogy in higher education contexts by examining the impact of AI-driven technologies, such as chatbots, on FLA among undergraduate students at Najran University. The results of this study offer significant knowledge regarding the possible advantages, difficulties, and overall effectiveness of using chatbots on FLA. However, the ultimate goal is to improve language learning experiences and competence outcomes for undergraduate students.

2. RELATED WORKS

In the current era of AI, numerous studies have been conducted to examine the effects of AI-driven technologies and chatbots on the process of acquiring English as a foreign language (FL) [17, 18].

In [19], The authors examined the effects of recent developments in AI on English language acquisition. The primary objective of their study is to investigate the multifaceted aspects of AI technologies, with a specific focus on ChatGPT, and their role in supporting students in their pursuit of English language acquisition. The research findings indicate that the utilization of ChatGPT can successfully contribute to the improvement of learners' language skills through the provision of supportive assistance throughout the learning process. This objective is accomplished by offering students constructive comments on their language usage and serving as language practice partners by suggesting supplementary tasks for further language practice.

In [20], investigating the suitability of employing AI chatbots as conversational companions for individuals engaged in FLA is presented. The main aim of the study is to evaluate the efficacy of chatbots in engaging learners in meaningful discussions and enhancing their language acquisition process. The study employed sentiment analysis to examine the replies and feedback provided by the students who took part in the research. The results of the study indicated that the students exhibited a feeling of pleasure and contentment during their interactions using AI chatbot technologies. The presence of favorable sentiment suggests that the chatbots effectively fostered engaging and interactive conversations with the learners. The findings of the research indicate that AI chatbots possess considerable promise as proficient interlocutors for those seeking to enhance their language proficiency. These chatbots provide learners the chance to engage in a regulated and supportive setting, so enabling them to practice and enhance their language abilities through a realistic and dynamic conversational experience.

Furthermore, the chatbots possess the capability to adjust their responses according to the learners' individual competence levels, thereby offering tailored feedback that contributes to an enriched learning encounter. Additionally, the research emphasizes the convenience and accessibility of chatbots in serving as conversational companions. Learners have the opportunity to participate in dialogues with chatbots at their convenience and from any location, so facilitating flexibility in language acquisition. The presence of this accessibility obviates the necessity to depend exclusively on human conversational partners, a resource that may not always be immediately accessible.

The study in [21] investigates the application of contemporary developments in artificial intelligence, speech recognition, and natural language processing. The study focuses on assessing the efficacy of a language acquisition chatbot that actively involves students in dynamic discussions pertaining to college-related topics, all the while offering personalized feedback. The study's results indicate a notable enhancement in students' fluency when utilizing chatbots, as assessed based on the IELTS grading criteria for self-directed learning. Furthermore, the engagement and voluntary participation levels were found to be higher as a result of the interaction with chatbots. The findings of the study suggest that conversational interfaces possess the capacity to augment the acquisition of spoken language skills among foreign learners, particularly in settings characterized by informal learning.

The aim of the research in [22] is to examine the comprehension, degrees of satisfaction, and viewpoints concerning the integration of conversational AI in the field of language acquisition among individuals aspiring to become educators. The investigation yielded positive results regarding participants' attitudes regarding the incorporation of conversational bots in language acquisition. Additionally, the findings of the study demonstrated distinct gender-related differences in participants' satisfaction levels regarding the design of chatbots and the topics discussed during their interactions.

In [23], examining the potential technological, pedagogical, and social benefits of chatbots in the context of education and language learning. The research showed that there are three main advantages of technology naming, timeliness, usability, and individualized performance. In addition, five roles that chatbots can play in the classroom contacting, enabling discourse, simulating real-world scenarios, sharing knowledge, providing support, and offering advice. Students' perceptions of social presence were found to be elevated when chatbots were used because they allowed for more emotional, honest, and cohesive conversation. However, as mentioned in the study, there are still problems that have been discovered with chatbot implementation, such as technological limitations and novelty issues.

3. RESEARCH OBJECTIVES

The main aim of this research is to investigate the impact of chatbots on the process of acquiring English as a FL among undergraduate students enrolled at Najran University. The primary objectives of this study are to:

- Investigate the perceived advantages associated with the implementation of chatbots in the context of language acquisition.
- Evaluate the influence of using chatbots on the academic achievements of students in the context of acquiring proficiency in the English language.
- Examine the obstacles and constraints that arise while utilizing chatbots in the context of FL learning.
- Assess the general level of satisfaction among undergraduate students at Najran University concerning the use of chatbots in the language learning process.

4. SIGNIFICANCE OF THE STUDY

This study has several consequences for professionals in the field of language education, curriculum

development, and technology design. Through an examination of the impacts of chatbots on the process of acquiring a foreign language, this study provides valuable insights into the potential efficacy of integrating these tools into pedagogical approaches for language learning. The results of this study have the potential to provide valuable insights for the development and execution of language learning settings that are both more effective and captivating. These insights can be particularly useful in addressing the unique requirements of undergraduate students at Najran University, and may serve as a blueprint for other educational institutions seeking to enhance their language learning programs. However, this study aims to gain useful insights into the possible benefits, obstacles, and overall effectiveness of incorporating technological tools into language instruction by studying the experiences of undergraduate students at Najran University.

5. METHODOLOGY

The present investigation utilized a robust quantitative research methodology, which is highly acknowledged for its capacity to yield systematic and unbiased data. The methodology was chosen in order to collect extensive and dependable data pertaining to the research goals. The study sought to establish distinct patterns, trends, and relationships within the obtained data by employing a quantitative framework. In order to conduct data analysis, a descriptive methodology was employed, wherein percentages were calculated based on the frequency of responses obtained for each individual question. The utilization of this statistical methodology facilitated a numerical depiction of the participants' reactions, so enabling a methodical analysis of their inclinations, viewpoints, or encounters. In addition, the descriptive analysis offered a succinct overview of the data, enabling a thorough comprehension of the results and enabling significant comparisons to be made. In order to obtain the requisite data, a meticulously prepared and thoughtfully produced questionnaire was utilized as the primary instrument for conducting the research. The utilization of the questionnaire proved to be a proficient method for instantly obtaining a comprehensive array of information from the participants. The questionnaire was carefully designed to incorporate pertinent and focused inquiries that were in line with the aims of the study. The utilization of a survey instrument facilitated the expeditious acquisition of data from a rather substantial population, hence enhancing the potential for generalizability and augmenting the overall statistical robustness of the research. The design of the questionnaire was informed by recognized research methods and principles, with a focus on ethical considerations and the assurance of data validity and reliability. The layout of the survey was designed to promote precise and consistent responses, so reducing potential biases and improving the overall quality of the collected data.

The study sought to enhance the understanding of the research issue by applying a quantitative research methodology, utilizing a descriptive data analysis strategy, and implementing a well-designed questionnaire. The study findings were bolstered by a rigorous methodology and the careful selection of research methods, which increased the validity and dependability of the results. This, in turn, allowed for meaningful interpretations and made a valuable contribution to the existing body of knowledge in the field.

5.1 PARTICIPANTS

The present study was conducted at Najran University, located in Saudi Arabia. The participants of the study consisted of undergraduate students from various academic years. The study sample comprised 306 male and female students who were currently enrolled in diverse bachelor's degree programs across different colleges. The age range of the participants fell within the age of 18 to 23 years. It is noteworthy to acknowledge that the students involved in this study are individuals who possess natural proficiency in the Arabic language and have minimal opportunities for engagement with English speakers beyond the educational setting, often lacking any form of communication in the majority of instances.

5.2 SURVEY-BASED QUESTIONNAIRE

The present study employed a quantitative research methodology to collect data. The data analysis entailed the utilization of a descriptive approach to compute the percentages by considering the frequency of replies for each question. In order to gather the requisite data, a questionnaire was employed as the principal study tool. Table 1 presents the questionnaire employed in the present study.

Table 1. The questionnaire employed in the present study

Section Number	Name of the section	Contents
Section number 1	Personal Information	Gender: Male / Female Age: _____ Academic Year: _____ English Proficiency Level: _____
Section number 2	Experience with Chatbots	<ul style="list-style-type: none"> - Have you ever used a chatbot specifically designed for learning English? - How frequently do you use chatbots for language learning purposes? - How would you rate your overall experience using chatbots for learning English?
Section number 3	Perceived Benefits of Chatbots	<p>Please rate the following statements based on your perception of the benefits of using chatbots for learning English:</p> <ul style="list-style-type: none"> - Chatbots enhance my English language skills (e.g., speaking, writing, listening, and reading). - Chatbots provide immediate feedback on my language performance. - Chatbots increase my motivation to learn English. - Chatbots offer a personalized learning experience tailored to my individual needs. - Chatbots improve my confidence in using English.
Section number 4	Learning Outcomes	<ul style="list-style-type: none"> - How do you think using chatbots has impacted your English language proficiency? - In which specific areas of language learning do you feel chatbots have been most effective? - Have you noticed any improvements in your language skills since using chatbots?
Section number 5	Challenges and Limitations	<p>What are some challenges or limitations you have experienced while using chatbots for learning English?</p> <ul style="list-style-type: none"> - Limited conversational abilities of the chatbot. - Lack of context-specific responses. - Difficulty understanding natural language and idiomatic expressions. - Insufficient feedback or error correction. - Technical glitches or issues with the chatbot interface. - Lack of personalized content or difficulty adapting to individual needs. - Do you feel that chatbots can fully replace human interaction and instruction in language learning?
Section number 6	Overall Satisfaction	<p>How satisfied are you with using chatbots for learning English as a foreign language? Would you recommend using chatbots to other students learning English as a foreign language?</p>

6. RESULTS

The findings of the current study were organized according to the diverse sorts in the survey. The researchers designed a structured questionnaire to elicit diverse responses and perspectives pertaining to the examination of the influence of chatbots on the acquisition of English as a FL among undergraduate students at Najran University.

According to Figure 1, the data represents the percentage of students who have utilized a chatbot specifically designed for learning English as a foreign language.

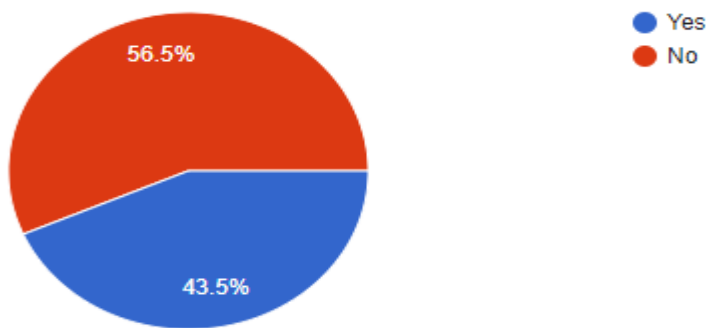


Figure 1. The proportion of students who have utilized a chatbot specifically developed for enhancing their proficiency in English

as a foreign language.

Figure 2 shows how frequently the participant use chatbots for language learning purposes

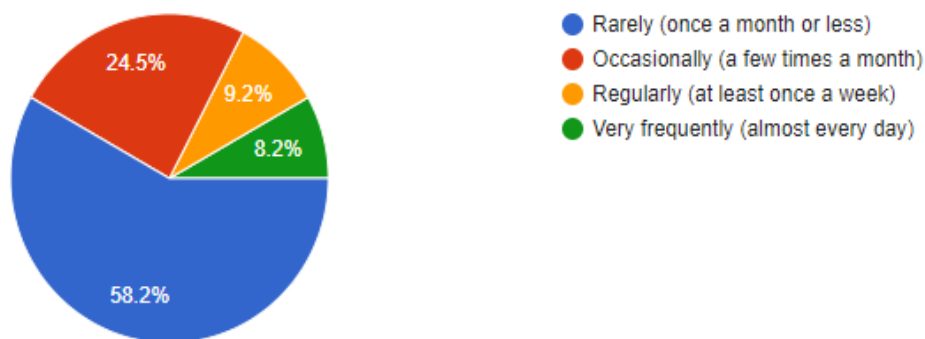


Figure 2. The frequency with which participants utilize chatbots for the goal of English language acquisition.

The participants were asked to rate their overall experience of using chatbots for English language learning, as shown in Figure 3.

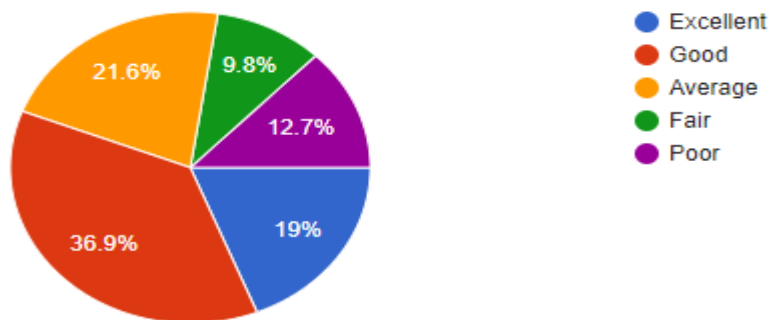


Figure 3. Overall experience of using chatbots for English language learning.

Figure 4 shows how the Chatbots contribute to the improvement of various English language skills, including speaking, writing, listening, and reading. The scale of 1-5, where 1 means strongly disagree and 5 means strongly agree.

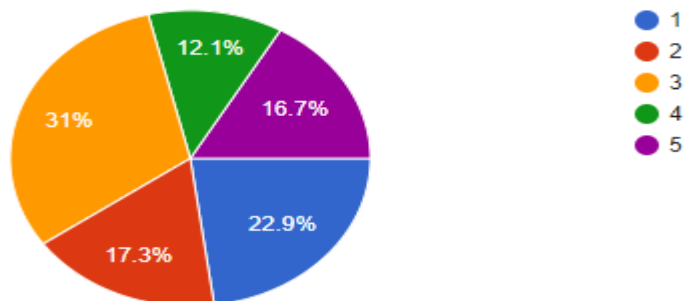


Figure 4. How Chatbots contribute to the improvement of various English language skills,

Figure 5 shows the percentage in which Chatbots provide immediate feedback on the language performance.

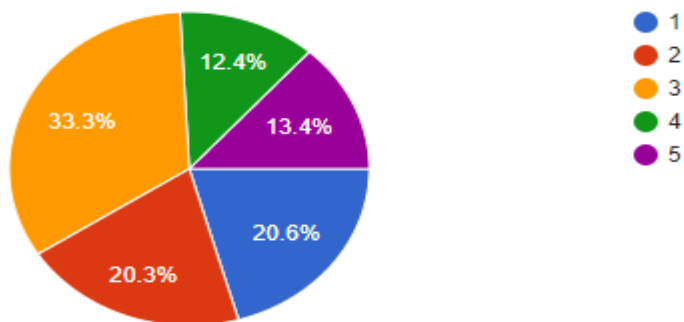


Figure 5. The percentage in which Chatbots provide immediate feedback on the language performance.

The data presented in Figure 6 illustrates the utilization of chatbots as a means of enhancing personal motivation in the pursuit of achieving proficiency in the English language. The provided figure offers valuable data regarding the usage trends and efficacy of chatbots as a motivational aid in the context of language learning. The information depicted in the figure provides insight into the potential of chatbots as a beneficial tool for promoting and maintaining learners' motivation during their language learning process.

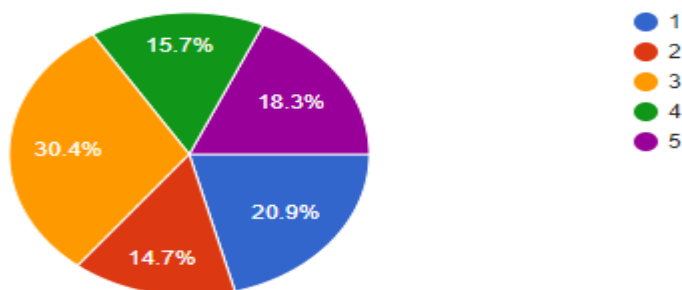


Figure 6. Utilization of chatbots in enhancing the personal motivation to acquire proficiency in the English language.

Figure 7 shows the percentage in which Chatbots provide a unique and personalized learning experience that is specifically tailored to meet individual needs. This can lead to empower learners to take ownership of their language learning journey and customize their learning path according to their strengths and weaknesses.

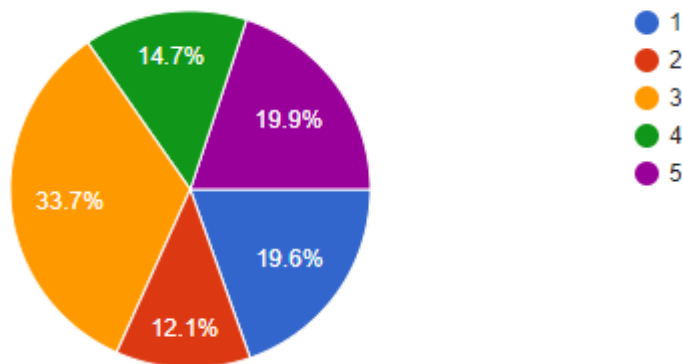


Figure 7. Chatbots offer a personalized learning experience tailored to individual needs.

Figure 8 depicts the degree to which chatbots can augment self-confidence in the process of acquiring proficiency in the English language. The graphic illustrates the influence of chatbot interactions on the self-confidence of learners, highlighting the particular domains in which chatbots can effectively facilitate and empower individuals studying a language.

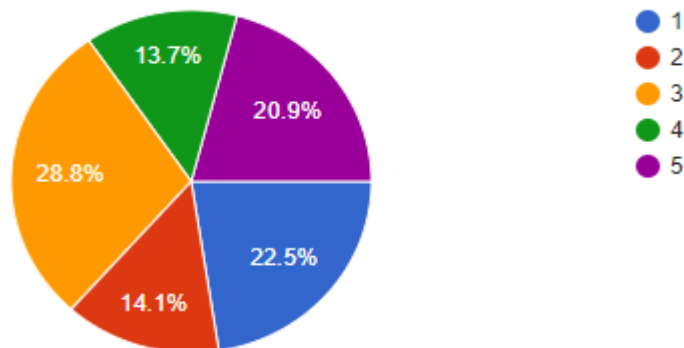


Figure 8. The extent to which chatbots can enhance confidence in learning English.

Figure 9 illustrates the effects of employing chatbots on the development of English language ability. The data presented in figure demonstrates the impact of chatbot usage on learners' language abilities and competence levels. The figure offers valuable insights regarding the efficacy of chatbot interactions in improving many facets of English language competency, such as grammar, vocabulary, speaking, listening, and reading comprehension. Furthermore, the figure illustrates how chatbot interactions can be particularly beneficial for language learners by providing a dynamic and interactive learning experience that engages learners in real-world language usage and fosters their communication skills.

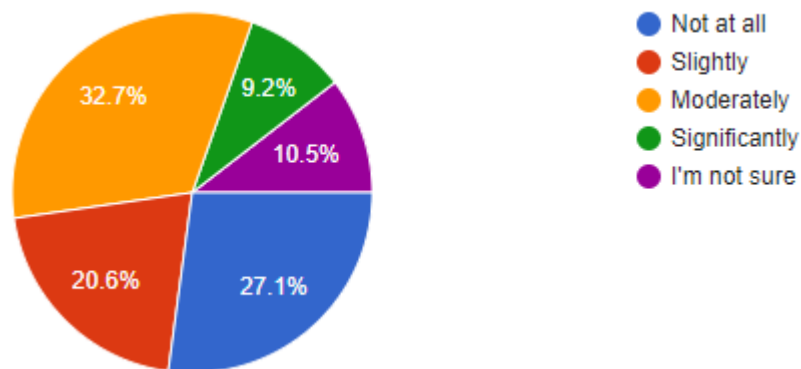


Figure 9. The impact of using chatbots on English language proficiency

Figure 10 illustrates the specific domains within language acquisition in which chatbots have demonstrated notable efficacy. The graphic illustrates the effects and efficacy of chatbot interactions in several domains of language acquisition. However, the participant could select multiple options.

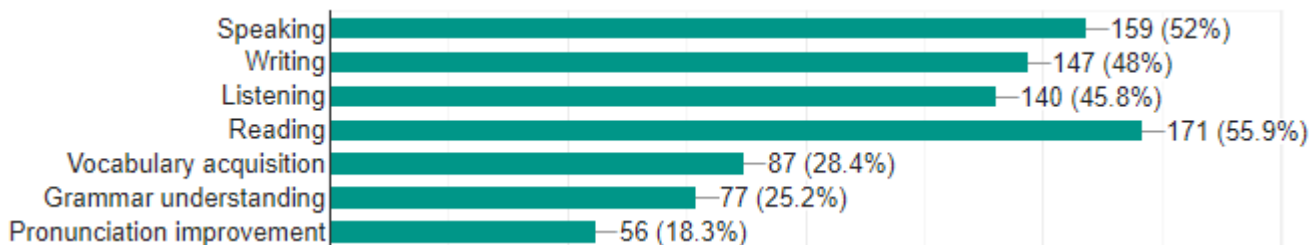


Figure 10. Specific areas of language learning where chatbots have been most effective.

Figure 11 depicts the participants' subjective perception regarding the improvement of their language skills since utilizing chatbots. The data presented in the figure reflects the participants' feelings, opinions, or self-assessment of their language proficiency development as a result of engaging with chatbot technology.

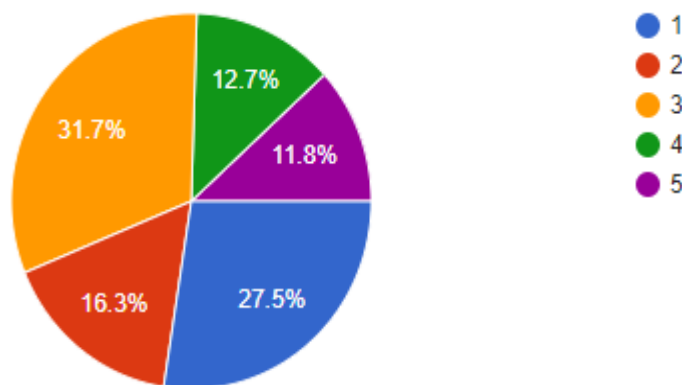


Figure 11. The improvements in the language skills since using chatbots

Figure 12 depicts some of the difficulties and restrictions that come up when using chatbots to study English. Learners have encountered a number of challenges when utilizing chatbot technology for language acquisition, as shown by the data shown in the figure. However, the participant could select multiple options.

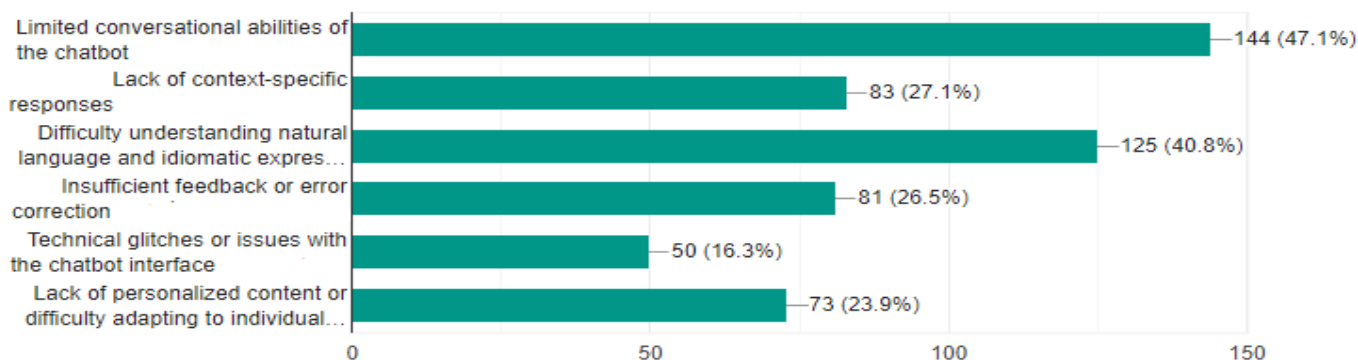


Figure 12. Challenges and limitations encountered during the use of chatbots for learning English.

Figure 13 illustrates the perceptions of the participants on the potential of chatbots to completely substitute human interaction and instruction in the context of language learning. The figure presents data that represents the feelings, opinions, or beliefs of the participants regarding the degree to which chatbots can function as a comprehensive replacement for human interaction and instruction in the language acquisition process.

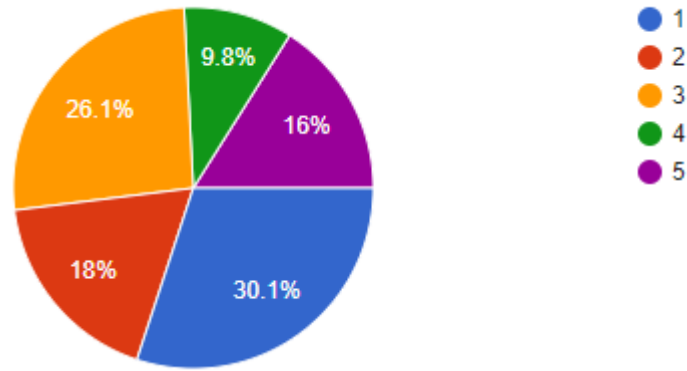


Figure 13. The participants' perceptions regarding whether chatbots can fully replace human interaction and instruction.

Figure 14 presents the satisfaction levels of individuals with regards of using chatbots for learning English as a foreign language. The data displayed in the figure represents the participants' self-reported satisfaction ratings on a scale from 1 to 10, with 1 indicating very dissatisfied and 10 indicating very satisfied.

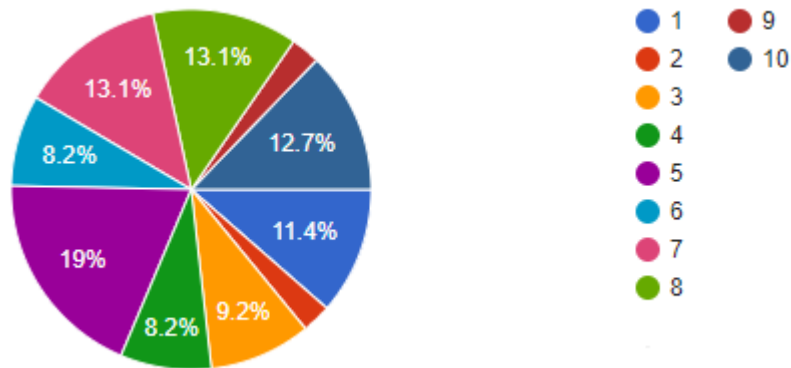


Figure 14. The overall satisfaction of using chatbots for learning English as a foreign language.

Figure 15 displays the likelihood of students recommending the use of chatbots to other students learning English as a foreign language.

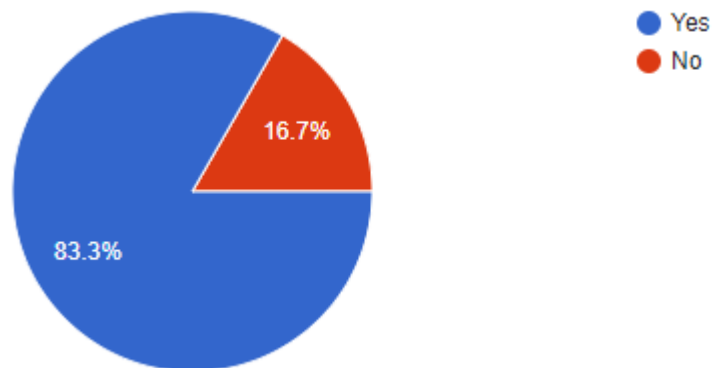


Figure 15. Students recommending the use of chatbots to other students for learning English as a foreign language.

7. DISCUSSION

The research examined the effects of using chatbots for the purpose of English language acquisition among undergraduate students enrolled at Najran University. The findings indicate that 43.5% of the students have employed the chatbot as a tool for language acquisition. This result implies a notable level of acceptance and utilization of the chatbot by students, which signifies their willingness to include technology into their language learning activities. 58.2% of participants reported using chatbots for language learning purposes rarely. 24.5% of participants reported using chatbots for language learning purposes occasionally. 9.2% of participants reported using chatbots for language learning purposes regularly. 8.2% of participants reported using chatbots for language learning purposes very frequently. The majority of participants indicated using chatbots rarely or occasionally, while a smaller percentage reported regular or very frequent usage.

The study's participants were requested to evaluate their comprehensive experience with chatbots in the context of English language acquisition. 19% of the participants indicated that they perceived the experience to be of outstanding quality. This finding suggests that a small proportion of participants reported having an exceptional experience when utilizing chatbots for learning the English language. It is probable that the users perceived the chatbot as being highly effective, interesting, and advantageous in enhancing their language proficiency. 36.9% of the participants had a positive evaluation of their experience. This finding indicates that a considerable proportion of participants reported a favorable encounter with chatbots in the context of English language acquisition. 21.6% of the participants provided a rating indicating an average experience. This finding suggests that a significant proportion of participants reported a neutral or ambivalent experience with chatbots in the context of English language acquisition. 9.8% of the participants indicated that they perceived their experience to be fair. This finding indicates that a minority of participants encountered a rather unsatisfactory experience when utilizing chatbots for the purpose of English language acquisition. The users might have encountered challenges or had disappointing results when attempting to utilize the chatbot for their language acquisition demands. 12.7% of the participants indicated that they considered their experience to be of low quality. This finding suggests that a small proportion of participants encountered unfavorable experiences with chatbots in the context of English language acquisition.

Based on the results, 22.9% of the participants strongly disagreed (rated 1) that Chatbots contribute to the improvement of English language skills. 17.3% of the participants rated their agreement as 2, indicating disagreement but not as strongly as the previous group. Approximately 31% of the participants rated their agreement as 3, which suggests a neutral stance. They neither strongly agreed nor disagreed regarding the contribution of Chatbots to the improvement of language skills. On the other hand, 12.1% of the participants rated their agreement as 4, indicating a moderate level of agreement. This group acknowledged that Chatbots have some positive impact on English language skills. Lastly, 16.7% of the participants strongly agreed (rated 5) that Chatbots contribute to the improvement of various English language skills. This group perceived Chatbots as highly beneficial for enhancing speaking, writing, listening, and reading abilities. The results of the study indicate mixed perceptions among in the extent to which Chatbots provide immediate feedback on language performance. 20.6% of the participants strongly disagreed (rated 1). 20.3% of the participants rated their disagreement as 2. About 33.3% of the participants rated their agreement as 3, which suggests a neutral stance. 12.4% of the participants rated their agreement as 4, indicating a moderate level of agreement. Lastly, 13.4% of the participants strongly agreed.

While some participants disagreed (20.9% rated 1 and 14.7% rated 2), a significant proportion had a neutral stance (30.4% rated 3). However, there were also students who agreed (15.7% rated 4) or strongly agreed (18.3% rated 5) that chatbots can enhance personal motivation for English language acquisition. The results of the study reveal mixed opinions in the extent to which Chatbots provide a unique and personalized learning experience tailored to meet individual needs. While a significant portion expressed disagreement (19.6% rated 1 and 12.1% rated 2), there were also students who believed in the ability of Chatbots to offer personalized learning experiences (14.7% rated 4 and 19.9% rated 5). However, a substantial portion of participants (33.7%) maintained a neutral stance, indicating a lack of consensus on this aspect. (22.5% rated 1 and 14.1% rated 2), there were also students who believed that chatbots can boost confidence in English learning (13.7% rated 4 and 20.9% rated 5). A considerable portion of participants (28.8%) maintained a neutral stance. The results of the study indicate diverse

opinions for the impact of using chatbots on English language proficiency. While a significant portion expressed a belief that chatbots have little to no impact on proficiency (27.1% rated "not at all" and 20.6% rated "slightly"), there were also students who felt that chatbots have a moderate impact (32.7% rated "moderately") or a significant impact (9.2% rated "significantly"). A smaller portion of participants (10.5%) expressed uncertainty about the impact of chatbots on language proficiency.

The results of the study indicate that chatbots is effective in the areas of speaking (52%) and reading (55.9%). Additionally, a significant portion of participants also found chatbots to be helpful in writing (48%), vocabulary acquisition (28.4%), grammar understanding (25.2%), and pronunciation improvement (18.3%). However, the effectiveness of chatbots in the area of listening was perceived to be relatively lower, with only 8% of participants selecting it as a specific area where chatbots have been effective. The findings reveal diverse viewpoints regarding the enhancement of language skills since using of chatbots. While a considerable proportion expressed the perception that their language skills did not improve (27.5% rated 1 and 16.3% rated 2), there were also students who reported experiencing a moderate (31.7% rated 3) or significant improvement (12.7% rated 4). A smaller subset of participants (11.8%) expressed uncertainty regarding the impact of chatbots on their language skills.

The study highlights several challenges and limitations encountered by undergraduate students at Najran University during the use of chatbots for learning English. The most commonly reported challenges include the limited conversational abilities of the chatbot (47.1%), difficulty understanding natural language and idiomatic expressions (40.8%), and lack of context-specific responses (27.1%). Other challenges include insufficient feedback or error correction (26.5%), technical glitches or issues with the chatbot interface (16.3%), and a lack of personalized content or difficulty in adapting to individual needs (23.9%). These findings indicate that students faced various obstacles related to the functionality, language comprehension, and adaptability of the chatbot in their language learning process.

The results of the study indicate that undergraduate students at Najran University have mixed perceptions regarding whether chatbots can fully replace human interaction and instruction in the context of English language acquisition. While a significant portion expressed disagreement or skepticism (30.1% rated 1 and 18% rated 2), there were also participants who had a neutral stance (26.1% rated 3). However, a smaller but notable proportion agreed or strongly agreed that chatbots can replace human interaction and instruction (9.8% rated 4 and 16% rated 5). These findings suggest that while some students see limitations in chatbots' ability to fully replace human interaction, others believe that chatbots can serve as effective substitutes.

Finally, the results of the study indicate that undergraduate students at Najran University have mixed levels of satisfaction regarding the use of chatbots for learning English as a foreign language. While a small percentage expressed dissatisfaction (8.2% rated 1 and 2.5% rated 2), there were also participants who reported high levels of satisfaction (12.7% rated 10). The majority of participants fell within the middle range, with moderate levels of satisfaction (19% rated 5) and relatively positive perceptions (13.1% rated 7 and 8). These findings suggest that while some students may not be fully satisfied with the use of chatbots, a significant portion of participants reported being moderately to highly satisfy with their experience. However, (83.3%) would recommend the use of chatbots to other students for learning English as a foreign language.

8. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The study has several limitations. Firstly, the topic of chatbots' impact on English language acquisition among undergraduate students is still in its early stages, and further research is needed to provide more comprehensive explanations and insights into the subject. Secondly, the study had a relatively low sample size, which may limit the generalizability of the findings to a larger population. Future research with larger and more diverse participants would help validate and strengthen the results. Lastly, the study focused on undergraduate students at Najran University, which may restrict the generalizability of the findings to other educational contexts. Future research should include participants from different institutions and cultural backgrounds to obtain a more diverse perspective on the impact of chatbots on FLA.

9. CONCLUSIONS

The research investigated the impact of chatbots on the acquisition of English as a FL among undergraduate students at Najran University. The findings revealed that a notable proportion of students utilized chatbots for language learning, indicating acceptance and willingness to incorporate technology into their language acquisition practices. Participants had diverse perceptions of their experience with chatbots, with some reporting outstanding or positive encounters, while others had average or low-quality experiences. There were mixed opinions regarding the contribution of chatbots to language skills improvement, personal motivation, personalized learning, confidence building, and language proficiency. The effectiveness of chatbots was perceived to be higher in speaking and reading, while listening was regarded as relatively less effective. Students encountered challenges related to the chatbot's conversational abilities, language comprehension, and contextual responsiveness. Furthermore, there were varied views on whether chatbots could fully replace human interaction and instruction. Overall, while some students expressed dissatisfaction, a significant proportion reported moderate to high levels of satisfaction, and the majority would recommend the use of chatbots to other students for learning English as a foreign language. This study acknowledges that the topic of chatbots' impact on English language acquisition among undergraduate students is still in its early stages, and further research is needed to provide more comprehensive explanations and insights into this area. Future studies should aim to expand on the existing knowledge by conducting more in-depth investigations, exploring different aspects of chatbots' impact on language acquisition, and examining the effectiveness of various chatbot designs and functionalities in supporting language learning.

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