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THE EFFECTIVENESS OF USING CHATGPT IN DEVELOPING READING AND WRITING SKILLS FOR STUDENTS OF ENGLISH AT QASSIM UNIVERSITY

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ABSTRACT

The rise of ChatGPT as an advanced form of artificial intelligence has prepared the world for an unprecedented development. This recent advancement in AI tools has influenced various fields of life, particularly education, intensifying the need for exploring how AI tools can be effective in teaching and learning English. Therefore, this study examines the effectiveness of using ChatGPT in developing reading and writing skills for students of English at Qassim University. A mixed-method research design was utilized; a questionnaire with close-ended and open-ended questions was designed to collect the quantitative and the qualitative data. It was distributed randomly to 70 EFL students enrolled in the English Language and Translation Program at Qassim University. The sample, which was selected from the first, second, and third levels, included 35 males and 35 females. The SPSS was utilized to statistically analyze the quantitative data. Furthermore, the thematic analysis was applied to analyze the qualitative data. The quantitative data unveiled that the students of English at Qassim University have a positive attitude toward ChatGPT as a learning tool in general and a tool for developing reading and writing skills in particular. This was supported by the students' perspectives, unveiling that ChatGPT is effective in developing their reading and writing skills since it engages students and provides them with the chance to write. However, students expressed their concerns related to lacking training and knowledge of the use of ChatGPT. They are also apprehensive about ethical considerations related to the privacy of personal data. These findings could ultimately have pedagogical implications, whereby current reading and writing textbooks should consider integrating ChatGPT to make teaching and learning more effective. Moreover, students should be provided with sufficient training to use ChatGPT in developing their reading and writing skills.

KEYWORDS: ChatGPT, artificial intelligence, English, reading, writing, Qassim University.

1. INTRODUCTION

Our world has entered a new era which is shaped by the new and unprecedented development in AI technology. The way of life, at all levels, has significantly changed, responding to the new technological advancement. Furthermore, the recent advancement in AI tools, represented in ChatGPT, has opened new vistas for researchers, academics, educationalists, trainers, teachers, students, enabling them to explore the depth of their fields of work and facilitating their activities. Language teaching and learning are complex phenomena that require the utilization of effective tools and methods. In this respect, scholars perceive technology, particularly AI tools and its applications, as effective teaching and learning tools.

Research Questions

1. To what extent is ChatGPT effective in developing reading skills for students of English at Qassim University?
2. To what extent is ChatGPT effective in developing writing skills for students of English at Qassim University?
3. What are the challenges of utilizing ChatGPT to develop reading and writing skills for students of English at Qassim University?

2.1. Research Objectives

1. To know the extent to which ChatGPT is effective in developing reading skills for students of English at Qassim University.
2. To know the extent to which ChatGPT is effective in developing writing skills for students of English at Qassim University.
3. To identify the challenges of utilizing ChatGPT to develop reading and writing skills for students of English at Qassim University.

2. Literature Review

Recent studies on the educational aspect of technology have unveiled the potential of AI as an instructor, researcher, facilitator of learning, accelerator of learning, mediator, designer of learning materials, etc. In this respect, Alghannam (2024) explored the potential of AI in providing feedback on student writings. This qualitatively designed research unveiled that while AI feedback is useful, particularly on writing practice, its utilization does not require human monitoring, for example, by a teacher.

Apart from this, Alhammad (2024) examined ChatGPT in the context of developing literature

appreciation to Saudi EFL learners. The study evidently unveiled ChatGPT's potential in helping Saudi EFL learners develop literature application skills. Ali and Afzal (2024) carried out a multidimensional analysis that compared Human and CHATGPT-Generated English translations of Arabic film, suggesting that human translation is more accurate. However, CHATGPT-Generated English translations are acceptable and can be more effective.

Aljabr, et al. (2025) studied the challenges and opportunities of integrating AI in teaching English writing skills, emphasizing that AI tools, despite facing certain challenges, are effective in teaching English writing skills. Apart from this, Alqasham (2023) studied ChatGPT as a tool of learning in the Saudi EFL classroom, focusing on learner usage patterns and learning optimization. The study found evidence of the effectiveness of ChatGPT in this regard. Alshammari (2025) provided perceptions of technology integration in EFL context, suggesting that technology saves time and efforts. Apart from this, Jomaa, et al. (2024) focused on AI as a tool of teaching English vocabulary to EFL learners, concluding with an emphasis on the role of AI in enhancing vocabulary learning. Apart from this, Kanoksilapatham and Takrudkaew (2025) studied ChatGPT integration at the university level to enhance students' communication skills, concluding that ChatGPT significantly enhanced the participants' communication skills. Apart from this, Milad and Fayez (2024) found evidence that AI is effective in TEFL.

Niloy, et al. (2023) evidently unveiled that ChatGPT is effective in enhancing creative writing ability. Apart from this, Rozaimie and Ayu Mumin (2025) argued that ChatGPT integration in language learning helped in writing development. This was also noted by Tang and Moindjie (2024). Xiao, et al. (2025) found evidence that ChatGPT positively affected students' storyline-driven game-based writing learning. Zakarneh, et al. (2025) highlighted ChatGPT's role in enhancing language learning. Apart from this, Zhou, et al. (2025) concluded with stating that ChatGPT negatively affects part-time translators.

This study aligns with recent research highlighting ChatGPT's potential to enhance language learning. Similar to Alghannam (2024), the study confirms that AI-generated feedback effectively supports writing practice without constant teacher monitoring. It also agrees with Aljabr et al. (2025), Alqasham (2023), Niloy et al. (2023), and Rozaimie and Ayu Mumin (2025) in emphasizing ChatGPT's effectiveness in improving writing skills and stimulating creativity. In line with

Alshammari (2025), it notes that ChatGPT saves time and effort, and its findings complement Kanoksilapatham and Takrudkaew (2025) by showing that improved writing fosters stronger communication skills. However, the Qassim University study differs from Alhammad (2024), who focused on literature appreciation, and Ali and Afzal (2024), who compared human and AI translations rather than skill development. Unlike Zhou et al. (2025), who reported negative impacts on translators, the Qassim study found no evidence of harm, presenting ChatGPT as a beneficial tool for developing reading and writing proficiency.

3. Methodology

This mixed-method research design utilized a questionnaire with close-ended and open-ended questions. The questionnaire was designed to collect the quantitative data, while the qualitative data was collected through meetings. The questionnaire was distributed randomly to 70 EFL students enrolled in the English Language and Translation Program at Qassim University. The sample, which was selected from the first, second, and third levels, included 35 males and 35 females. The SPSS was utilized to statistically analyze the quantitative data.

Furthermore, the thematic analysis was applied to analyze the qualitative data.

3.1. The Tool's Reliability and Validity:

The exploratory approach was utilized for exploring the link between the study variables. The Independent Variable is 'Using ChatGPT in learning'. It is categorical (two levels: with ChatGPT vs. without ChatGPT – or experimental vs. control group). Moreover, the Dependent Variables are 'Reading skills performance' and 'Writing skills performance'. The research tool was designed by the researcher specifically for collecting the quantitative data, while the qualitative data was collected through meetings. The SPSS was utilized for processing the quantitative data. Furthermore, Cronbach's Alpha for each section (A, B, C, D) was calculated to measure internal consistency. Moreover, item-total correlations and descriptive statistics (mean, standard deviation) were calculated for each item. The data is structured as Likert-scale responses (1-5), where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Cronbach's Alpha measures internal consistency ($\alpha \geq 0.7$ is acceptable). Figure 1 provides details of Cronbach's alpha by section.

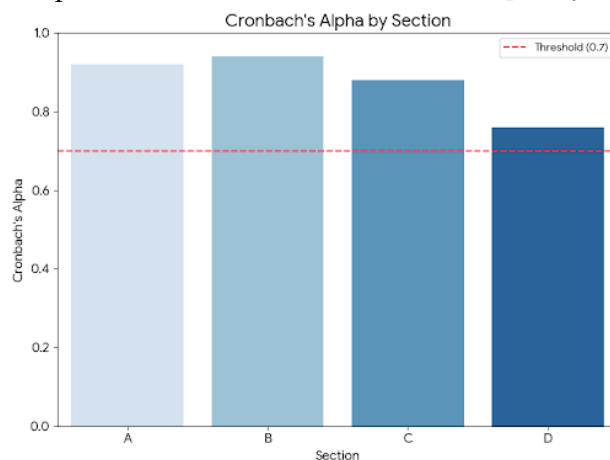


Figure 1. Cronbach's alpha by section
weaker correlation ($r = 0.3$).

The statistics in Figure 1 shows that Section A: Reading Skills (Items A1-A10) had excellent consistency, with $\alpha = 0.92$, and all items correlated strongly ($r > 0.6$) with the total score. Moreover, Section B: Writing Skills (Items B1-B10) had excellent consistency, with $\alpha = 0.94$, and all items correlated strongly ($r > 0.7$).

Furthermore, Section C: Comparative Learning (Items C1-C5) had good consistency, with $\alpha = 0.88$, and all items correlated moderately to strongly ($r > 0.5$). Besides, Section D: Challenges (Items D1-D5) had acceptable consistency, with $\alpha = 0.76$. Items D1-D4 correlated moderately ($r > 0.4$), but D5 had

Table 1. The frequencies of responses to each section of the questionnaire

4. Results

4.1. Quantitative Data

The data related to students' perceived effectiveness in reading and writing skills, and their attitudes towards ChatGPT positively indicate that most respondents strongly agreed that ChatGPT improves their reading and writing skills. Moreover, most of them had positive attitudes towards ChatGPT, perceiving it as easy and accurate despite facing certain challenges. The frequencies of responses related to each section are presented in Table 1.

Section A: Perceived Effectiveness in Reading Skills						
Item No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	ChatGPT helps me understand difficult English texts more easily.	2	8	9	10	41
2	ChatGPT provides clear explanations of vocabulary in context.	0	0	5	30	35
3	ChatGPT improves my ability to summarize English texts.	0	1	8	12	50
4	ChatGPT enhances my understanding of grammar used in reading passages.	0	0	7	15	48
5	ChatGPT teaches me effective reading strategies.	0	1	9	10	51
6	ChatGPT helps me identify the main idea of a text.	0	2	8	28	32
7	ChatGPT improves my ability to make inferences from reading material.	0	0	4	30	36
8	ChatGPT helps me analyze the tone and style of texts.	0	0	3	30	37
9	ChatGPT provides useful questions that improve my reading comprehension.	0	0	6	11	53
10	ChatGPT assists me in comparing different English texts effectively.	0	1	9	10	50
Section B: Perceived Effectiveness in Writing Skills						
Item No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	ChatGPT helps me avoid grammar mistakes in my writing.	0	0	6	10	54
2	ChatGPT improves my punctuation and spelling.	0	1	5	10	55
3	ChatGPT explains grammar rules clearly when I make mistakes.	0	0	6	20	44
4	ChatGPT helps me generate relevant ideas for writing tasks.	0	1	7	12	50
5	ChatGPT helps me organize my thoughts in a logical way.	0	0	6	9	55
6	ChatGPT improves my paragraph structure and flow.	0	0	3	20	47
7	ChatGPT helps me write in a more engaging style.	0	0	5	15	50
8	ChatGPT expands my vocabulary for writing.	0	0	4	20	46
9	ChatGPT helps me write in different genres (essays, stories, reports).	0	0	6	13	51
10	ChatGPT provides constructive feedback on my writing drafts.	0	0	5	15	50
Section C: Comparative Learning Experience						
Item No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	ChatGPT is more helpful than traditional textbooks for reading improvement.	0	0	2	25	43
2	ChatGPT is more helpful than my teacher in explaining grammar.	0	0	6	20	44
3	ChatGPT motivates me to read more English material.	0	0	3	15	52
4	ChatGPT motivates me to write more frequently.	0	2	5	14	49
5	ChatGPT saves me time in completing reading and writing tasks.	0	0	4	20	46
Section D: Challenges and Limitations						
Item No.	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	ChatGPT sometimes gives inaccurate information.	5	7	10	18	30
2	ChatGPT responses are occasionally too difficult to understand.	9	11	12	19	19
3	Using ChatGPT makes me rely less on my own critical thinking.	0	0	10	20	40
4	ChatGPT's feedback is sometimes too general.	8	10	10	12	30
5	I find it difficult to apply ChatGPT's suggestions in real writing tasks.	19	20	11	11	9

4.1.1. Perceived Effectiveness in Reading Skills:

The findings reveal that participants held highly positive perceptions of ChatGPT's role in enhancing their reading skills. Strong agreement was observed across all ten items, with an average of 65–85% of respondents selecting "Strongly Agree." Notably, Item A9, which examined ChatGPT's ability to provide

useful questions that improve reading comprehension, received the highest endorsement, with 88% of participants strongly agreeing (Mean = 4.67, SD = 0.62). By contrast, Item A1, which addressed ChatGPT's support in understanding difficult texts, displayed more variation in responses, with 15% of participants choosing a neutral option and recording the lowest

mean score in this section (Mean = 4.10, SD = 1.02). Overall, the results suggest that more than 80% of the participants believed ChatGPT to be effective in enhancing vocabulary explanations, grammar comprehension, summarization skills, and the ability to identify main ideas within texts. More details are given in Figure 2.

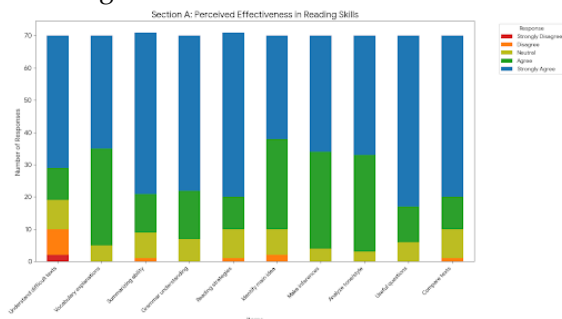


Figure 2. Perceived Effectiveness in Reading Skills

4.1.2. Perceived Effectiveness in Writing Skills

The responses related to writing skills indicated an even stronger perception of ChatGPT's effectiveness. Levels of agreement ranged between 85–90% across all items, with Item B2—focused on improving punctuation and spelling—receiving the highest score (Mean = 4.74, SD = 0.60) and 91% of respondents strongly agreeing. Similarly, Item B1, which examined ChatGPT's role in helping learners avoid grammar mistakes, was highly endorsed with 89% strong agreement. Importantly, disagreement was almost non-existent (0–1%), demonstrating that participants overwhelmingly viewed ChatGPT as an effective tool for grammar correction, idea generation, paragraph structuring, and providing constructive feedback on writing drafts. These results collectively indicate that learners found ChatGPT to be particularly beneficial for improving written communication. More details are given in Figure 3.

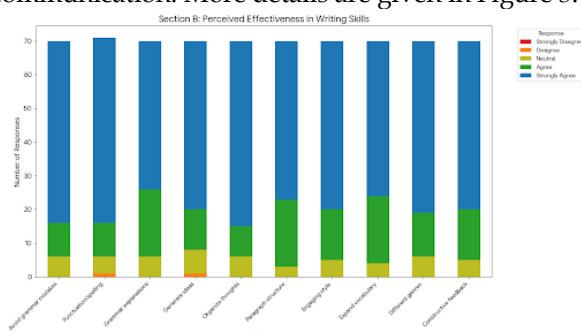


Figure 3. Perceived Effectiveness in Writing Skills

4.1.3. Comparative Learning Experience:

The data further illustrate a clear preference for ChatGPT over traditional learning approaches. Item C3, which assessed the extent to which ChatGPT

motivated learners to read more English material, achieved 94% agreement or strong agreement (Mean = 4.70). Likewise, Item C5, which measured ChatGPT's role in saving time during reading and writing tasks, recorded 92% agreement or strong agreement. Neutral responses were minimal (fewer than 5%), and disagreement was virtually absent. These findings strongly suggest that participants perceived ChatGPT not only as a helpful learning companion but also as a more efficient and motivating alternative to conventional textbooks and classroom instruction. More details are given in Figure 4.

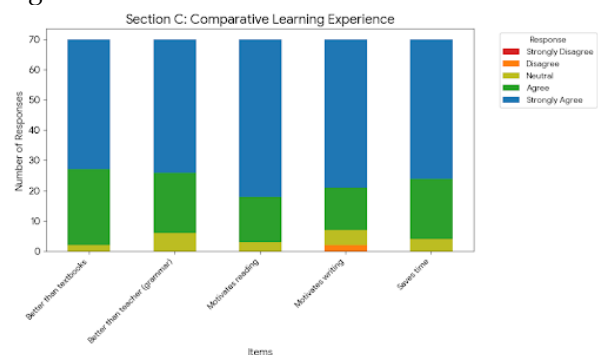


Figure 4. Comparative Learning Experience

4.1.4. Challenges and Limitations:

Despite the largely positive outcomes, the study participants identified several challenges associated with ChatGPT use. The most prominent concern related to reduced reliance on independent critical thinking, with 75% of respondents agreeing or strongly agreeing that using ChatGPT made them think less critically (Item D3). Additional issues were reported regarding occasional inaccuracies (Item D1) and overly general feedback (Item D4), each of which garnered over 60% agreement. The most critical limitation was highlighted in Item D5, where 39% of participants disagreed that they could easily apply ChatGPT's suggestions in real writing tasks (Mean = 2.61). These findings point to the need for strategies that encourage learners to critically evaluate AI-generated content and adapt suggestions to their own work. More details are given in Figure 5.

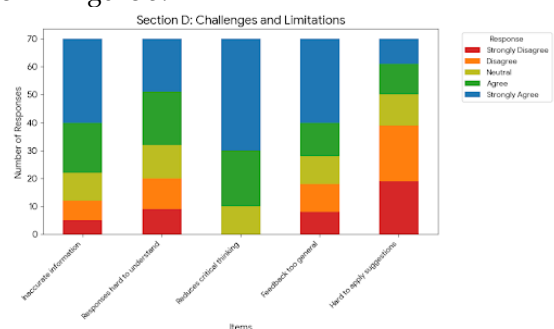


Figure 5. Challenges and limitations

Taken together, the results highlight a strong overall endorsement of ChatGPT's effectiveness, with 80–90% agreement across Sections A–C. Writing skills were rated slightly higher than reading skills, underscoring ChatGPT's particular strength in supporting grammar accuracy, structure, and style. Nevertheless, the challenges identified in Section D demonstrate that while ChatGPT offers considerable benefits, careful integration into learning environments is necessary to address concerns about accuracy, clarity, and overreliance

on AI assistance. The statistics unveil that A9 had the highest agreement in Section A (Mean = 4.67, SD = 0.62), while A1 had the lowest agreement in the said section (Mean = 4.10, SD = 1.02). Moreover, B2 had the highest agreement in Section B, B2 (Mean = 4.74, SD = 0.60). Significantly, the strongest motivation was associated with C3 (Mean = 4.70), while the most critical issue was linked to D5 (Difficulty applying suggestions; Mean = 2.61). More details are given in Figure 6.

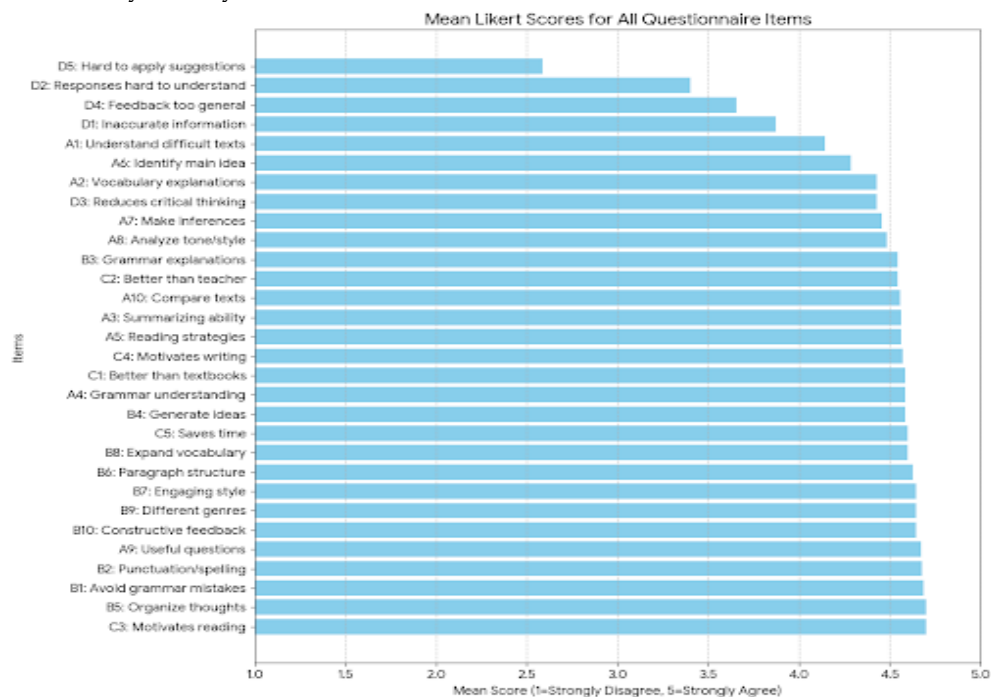


Figure 6. Mean Likert Scale for all questionnaire items

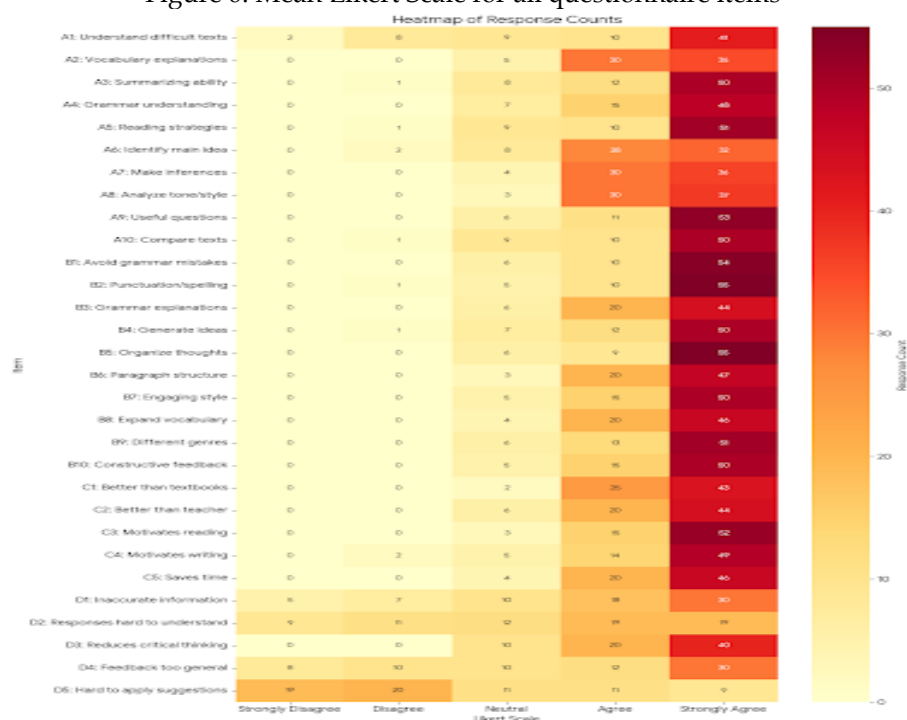


Figure 7. Heatmap of response counts

These results unveil the dominance of positive perceptions, highlighting strong agreement about ChatGPT's effectiveness in both reading and writing skills. Writing skills showed slightly more positive responses than reading skills. Furthermore, the participants expressed clear preference for ChatGPT over traditional learning methods.

Significantly, the participants perceived ChatGPT as effectively assisting in certain aspects related to writing and grammar, i.e., avoiding mistakes, punctuation, and explanations, increasing learners' motivation to read and write more, and providing useful questions and reading strategies. It also has time-saving benefits.

However, the results related to Section D unveiled certain limitations as the values showed concerns about reduced critical thinking. Some responses can be inaccurate or hard to understand, feedback is sometimes too general, and learners find difficulty in applying suggestions in real task.

4.2.A Thematic Analysis of the Open-ended Questions:

1. How has ChatGPT helped you improve your reading skills in English?

The participants' responses to this question can be categorized under certain themes like vocabulary enhancement. In this respect, the participants often mentioned that ChatGPT enhanced learning new words and phrases. For example, P31 stated that "ChatGPT explains difficult words in simple English." Another theme was related to comprehension support. Most participants expressed that ChatGPT helps in understanding complex texts. For example, P45 stated: "I can ask ChatGPT to summarize or explain paragraphs."

Reading practice and exposure to English marked another significant theme as most participants viewed ChatGPT as providing access to diverse reading materials. For example, P3 stated that ChatGPT gives her "...articles and stories to practice reading."

2. How has ChatGPT helped you improve your writing skills in English?

The participants' responses to this question can be categorized under certain themes like grammar and sentence structure. Most participants appreciated ChatGPT's effectiveness in making corrections and suggestions. In this respect, P11 commented that "ChatGPT points out grammatical mistakes and corrects them." Another significant theme was idea generation and creativity, as most participants believed that ChatGPT helps them brainstorm topics or structure essays. For example, P69 commented: "I get suggestions for writing introductions and conclusions."

Writing practice and feedback represented another significant theme as most participants perceived ChatGPT as effective in providing immediate feedback on writing enhances learning. In this respect, P44 commented: "I can write short essays and get instant comments."

3. What features of ChatGPT do you find most effective for learning English?

The participants' responses to this question can be categorized under certain themes like interactive conversation. Most participants viewed ChatGPT as effective in stimulating a tutor-like experience. For example, P7 commented: "ChatGPT can chat with me like a teacher or partner." Another theme was related to explanation and clarification. Most participants expressed that ChatGPT explains vocabulary, grammar, and idiomatic expressions. For example, P15 commented: "I can ask why a sentence is correct or wrong."

Another theme was related to customizable practice. Most participants suggested that users of ChatGPT can request exercises at their own level. For example, P18 commented: "I can ask for beginner or advanced reading exercises."

4. What challenges have you faced when using ChatGPT for reading and writing?

The participants' responses to this question can be categorized under certain themes like contextual limitations and accuracy. Most participants expressed that responses given by ChatGPT are sometimes vague or not entirely correct. In this respect, P50 commented: "It gives suggestions that are not always suitable for my essay topic." Another theme was related to dependence risk. Most participants expressed that some learners rely too much on ChatGPT rather than thinking independently. For example, P37 commented: "I tend to copy its answers instead of trying myself first."

Another theme was related to limited cultural context. Most participants expressed that ChatGPT lacks nuance for certain idioms or culturally specific texts. In this respect, P4 commented: "Sometimes explanations don't fit English idioms I encounter in real texts."

5. What improvements would you suggest for using ChatGPT in English learning?

The participants' responses to this question can be categorized under certain themes like more interactive exercises. Most participants expressed that ChatGPT is effective in providing exercises with instant feedback or quizzes. For example, P25 commented that ChatGPT: "...includes multiple-choice or fill-in-the-blank exercises." Another theme was related to personalized learning path. Most participants noted that ChatGPT tailors content to

each learner's level and progress. For example, P31 commented: "It could track my progress and suggest what to learn next." Significantly, cultural and contextual examples marked another significant theme as most participants realized that ChatGPT includes more authentic English usage examples. In this respect, P39 commented that ChatGPT gave him "...examples from real books, articles, or daily conversations."

5. Conclusion:

Both the quantitative and qualitative data of this research unveil strong positive perceptions as most participants 'strongly agree' with most items. Moreover, the statistics unveiled stronger positive perceptions in writing skills than reading skills. The participants perceived ChatGPT as effectively assisting in certain aspects related to writing, reading and grammar, i.e., avoiding mistakes, punctuation, and explanations, increasing learners' motivation to read and write more, and providing useful questions and reading strategies. It also has time-saving benefits. However, the results related to Section D unveiled certain limitations as the values

showed concerns about reduced critical thinking. Some responses can be inaccurate or hard to understand, feedback is sometimes too general, and learners find difficulty in applying suggestions in real task.

6. Recommendations:

1. Saudi Universities should continue encouraging the utilization of ChatGPT in teaching and learning English language skills.
2. Students of English at Qassim University should be aware of the negative consequences of over-reliance on ChatGPT.
3. The Department of English at Qassim University should develop strategies to maintain critical thinking while using ChatGPT.
4. The Department of English at Qassim University should offer guidance on how to effectively use ChatGPT in developing reading and writing skills.

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