

The Impact of ChatGPT in Developing Saudi EFL Learners' Literature Appreciation

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Abstract

Teaching foreign language learners literature appreciation can be a tricky task as it follows from a deep and clear understanding of literature as the first step. This study examines whether and how an AI tool (ChatGPT) can contribute to the literature appreciation skills of EFL learners. The study was conducted with a sample of 28 female EFL learners at Prince Sattam Bin Abdulaziz University (PSBAU), Saudi Arabia in the first semester of 2023 spanning a ChatGPT-based intervention period of three weeks. Results indicated that learners' literature appreciation scores improved from 17.96 before the intervention to 22.21 afterwards with a probability value which was a statistically significant change. The parameters on which the improvement was observed were the ability to identify and interpret literary themes, symbols, and character development using the chatbot. The study employed a unique method of gathering real-time experiential data from the participants by encouraging them to share their ChatGPT interaction experiences after each interventional session. The participants reported gains over conventional learning including context and nuances, general language proficiency by helping with error correction, cohesion, and coherence, identifying themes, motifs, symbolism, and character development, exposure to world literatures, adjustment to learners' proficiency levels, cultural and historical information, and freedom to ask questions. Based on these results, the study highly recommends the integration of ChatGPT into the EFL classroom but with appropriate investment in educating the learners on the ethics of AI use as was done by the researcher here.

Keywords: AI- Chatbot, ChatGPT, EFL students, literature appreciation

1. Introduction

Literature, a repository of human experience and imagination, holds the key to unlocking the cognitive and affective potential of learners, enriching them with profound insights into diverse cultures and societies. It has the remarkable capacity to ignite revolutions and inspire transformation, all through the force of words that awaken (Smith, 1997). Guiding learners through the intricate tapestry of the past, present, and future (Haka, 2006). Studying literature helps in the cognitive and affective development of learners and enriches them with awareness and understanding of cultures and societies (Hişmanoğlu, 2005). At times, it may even contribute to revolutionizing national life because the force of words can motivate and spur the masses towards change as it enables them to understand the present in the foreground of the past and thus, guide the future. In this sense, the nature of literature is both philosophical and historical. The purposes of teaching literature are accordingly classified as knowledge, understanding, creativity, critical analysis (all falling under the cognitive domain), and emotional, value-based, appreciation, attitudinal (falling under the affective domain) (Achilov, 2017). Whatever the aim of teaching-learning literature may be, it recreates life for the foreign language learner. It also reflects real-life speech situations (Ranci ère, 2011). It is a world which is both analogous yet separate from that of reality. In this context, literature takes on a dual nature, bridging philosophy and history. Additionally, the objectives of teaching literature encompass the realms of knowledge, understanding, creativity, and critical analysis within the cognitive domain, as well as the cultivation of emotional depth, values, appreciation, and attitudinal perspectives within the affective domain. Yet, in the realm of foreign language learning, the critical appreciation of literature presents a unique challenge, especially for English as a Foreign Language (EFL) learners (Brigitta, 2020). This challenge is notably pronounced by Saudi learners, as both prior scholarly works and the author's own classroom experience have shown (Alshammari et al., 2020). This is not an exceptional situation as delving into foreign language literature is akin to entering a world that is simultaneously analogous to and distinct from the reality we navigate daily, offering learners a profound mirror to real-life speech situations and a lens through which to explore the diverse facets of existence. In Saudi Arabia, the journey of EFL learners into the world of literature becomes even more poignant, though a tough one despite that literature does not only serves as a linguistic tool but as a gateway to understanding the global tapestry of human expression and thought, the Saudi context, with its unique cultural and educational dynamics, presents its own set of challenges and opportunities, making the exploration or critical appreciation of foreign language literature particularly significant.

This study aims to investigate the complexities of critical appreciation of foreign language literature, with a specific focus on the distinctive challenges encountered by Saudi EFL learners. By doing so, it endeavors to shed light on the transformative power of literature and its potential to shape not only individual minds but entire cultures, paving the way for a brighter and more profound understanding of the world through the written word. Through the experiences and insights shared here, the researcher hopes to inspire educators and

learners alike to embrace the enriching world of foreign language literature and recognize its potential as a catalyst for personal and societal change.

Research questions

The study aims to answer the following questions:

1. Does the Saudi EFL students' performance differ significantly in literature appreciation in the post-test?
2. In what ways does the interaction with ChatGPT contribute to enhancing EFL learners' critical thinking skills when engaging with foreign language literature in terms of the ability to identify and interpret literary themes, symbols, and character development?

Significance of the Study

The study is expected to add to the sparse literature on the use of ChatGPT (an AI tool) in the EFL classroom, especially in the specific area of foreign language literature appreciation and critical analysis. In most modern classrooms, teachers strive with preconceived notions about tech inclusion in the learning process out of fear of technology overtaking human roles. With the results arrived at from studies like this, these biases are likely to be out to rest.

2. Literature Review

AI in the EFL classroom

In recent times, Artificial Intelligence (AI) has had a significant influence on second and foreign language instruction. It has given us access to a multitude of tools, platforms, and apps, like ChatGPT, which has seen an unprecedented user boom since its inception in 2022. Bin-Hady et al. (2023) developed a model for ChatGPT English language learning research, grounded in a shared theoretical framework for all these developments in artificial intelligence. It focused on the strategies that ChatGPT uses to assist students in learning a language. In order to gather and analyse data from 20 Research Gates (RG) over a two-week RG conversation concerning ChatGPT implementations in their language learning contexts, the study employed grounded theory. A thematic analysis was performed on the information obtained from the discussion. According to preliminary research, ChatGPT can help learners improve their language abilities by giving them constructive criticism on how they used language and by practising being a communication partner with activities that are more highly suggested for increased language practice. This study presented a five-dimension model for AIALL or artificial intelligence-assisted language learning. The model emphasizes a flexible role for teachers in fostering learner autonomy and pleasurable learning experiences. It also encourages future innovation and celebrates a variety of applications. Considering ChatGPT 's AIALL paradigm for language acquisition, educators may wish to offer some guidelines for utilizing this novel tool. According to Alshammari et al. (2020), it is critical to include literary works in EFL learning curricula to help EFL students develop their language skills and emotional maturity. However, EFL students would prefer not to study English literature for a variety of reasons, from problems with the teaching and learning processes to faults with the literature itself. Therefore, the goal of the study was to determine why EFL teachers believed that their pupils would not benefit from learning English literature. The study's sample consisted of twenty English instructors from a northern Saudi Arabian institution. A survey and semi-structured interviews were the two methods the researcher utilised to collect the data. Qualitative methods and descriptive statistics were applied to interpret the data that was gathered and the phenomena was determined to have six main noteworthy issues: a) inbuilt complexity in the literature; b) regional misconceptions; c) unfavourable attitudes; d) intrinsic demotivating influences; e) unfamiliarity or inadequate prior knowledge; and f) instructional difficulty. Additionally, there were ramifications for handling these problems. On a slightly different tangent, Hussein and Al-Emami (2016) conducted a descriptive-analytic study to determine the primary barriers to teaching English literature from the viewpoints of male and female academics at The University of Hail (UoH) in the first semester of the 2015–16 school year. Data were gathered from 12 male and 10 female academics using a questionnaire. The results of the data analysis showed that the instructors believed that the degree of the students' cultural unfamiliarity, the texts' grammatical and stylistic complexity, and their level of language competency all affected how effective the teaching-learning process was. By connecting the literary work's themes and characters to the students' own experiences, the gap between the students and the book is reduced.

Teaching writing using AI

Teaching writing skills in English as a Foreign Language (EFL) comes with a special set of difficulties, from improving students' language competency to offering individualised feedback and assistance. Growing interest has been shown in the recent years in ways that AI and NLP, together with ChatGPT, can help with language learning. Baskara (2023) examined the possible advantages and difficulties of integrating ChatGPT into EFL writing training. Based on an analysis of pertinent literature, this inquiry demonstrated the potential of ChatGPT in the EFL writing class. Results showed that ChatGPT has the potential to be a useful tool for assisting students with their writing because of its capacity to produce text that appears human depending on the input it gets. Moreover, its ability to produce natural speech may inspire and interest students. But there are also possible drawbacks to adopting ChatGPT in language instruction, including implementation, design, and perhaps ethical issues. The purpose of this study was to present a thorough analysis of the possible advantages and difficulties of using ChatGPT in EFL writing training. The current study hopes to add to the ongoing discussion about the role of technology in education by examining ChatGPT's potential as a tool for language learning and by offering advice to teachers who are interested in implementing it in the classroom.

Mohamed (2023) investigated how 10 Northern Border University faculty members who teach English as a foreign language (EFL) felt about ChatGPT's ability to help their students learn the language. The primary method used to collect data for the study was in-depth interviewing of faculty members. The interview findings showed that various faculty members had varying perceptions regarding ChatGPT's effectiveness: While many academics praised ChatGPT for its ability to answer a broad range of questions in a timely and accurate manner, others voiced concerns that it might discourage students from using critical thinking skills and doing independent research, and that it might even propagate biases or false information. According to the study sample, ChatGPT can be a helpful tool for updating and substituting conventional EFL teaching techniques. Nonetheless, the academic staff acknowledged ChatGPT's worth as a teaching and learning aid and suggested more experimental studies to ascertain its efficacy. The study, nevertheless, again highlights ChatGPT's potential as a tool for improving EFL students' proficiency in the English language.

With its many abilities, however, ChatGPT is not a panacea for all ills of the EFL classroom. In reality, it is a state-of-the-art (SOTA) chatbot and unless students understand the mechanism of generating the right set of prompts, or how to create instructions, it may well be the proverbial dagger in the monkey's hand. For non-technical users, however, creating a suitable prompt for ChatGPT is a task that requires trial and error. Woo (2023) examined the patterns in the quantity and calibre of ChatGPT prompts used by EFL students to complete writing tasks. The study looked at the substance of the prompts. The data came from iPad screen grabs of EFL secondary school students completing the same writing task for the first time using ChatGPT and other SOTA chatbots. Results showed four different routes with different combinations of timely content and quantity and illustrated the process of trial and error. Findings also demonstrated that, in the context of an EFL writing classroom, students need to get basic engineering training as soon as possible to go past a long process of trial and error and develop a larger range of prompt material and more complex prompts to assist their writing. In an EFL set up, however, this can be a double challenge for the learners as then they will need to excel in two skills: Language and Engineering.

At this early stage of development of ChatGPT (at the time of writing this, it has yet not seen its first birthday), Ali (2023) looked into the merits and drawbacks of the platform to learn more about how faculty members felt about it as it related to teaching English as a foreign language (EFL). Using an exploratory descriptive research approach, this study collected data from 58 faculty members at the University of Bisha in Saudi Arabia, both quantitatively and qualitatively. Information on the potential and problems that ChatGPT presents in the field of English as a foreign language (EFL) was gathered via the use of a questionnaire that included both open-ended and closed-ended items. The findings showed that although the majority of EFL instructors were very favourable about ChatGPT's contribution to English language instruction and learning in higher education, some were worried about issues like plagiarism and overreliance on chatbots, which required investment of minimum effort from students. Regarding the advantages and difficulties of using ChatGPT, there was no discernible variation in the instructors' opinions based on sex. Also, compared to the other two groups, instructors with six to ten years of teaching experience had exceptionally positive views. The study recommended doing more research with a bigger sample size to determine the real use of ChatGPT and its effects on EFL instruction and learning in light of these findings. However, the takeaway from this study is that teachers can improve their students' language learning by utilizing ChatGPT-based teaching approaches in order to fully utilize the potential of this technology, though the fulcrum of the success of this approach lies on how educators use ChatGPT to positively engage students while minimizing its adverse impacts.

Literature appreciation

The ability of artificial intelligence to calibrate EFL teaching and learning methodologies may enable a clever transition that gives stakeholders a customized and interesting teaching and learning experience. Talukder (2023) established an EFL Big Data Environment based on big data, machine learning, analytics, and many areas of EFL instructional and learning materials. The foundational idea of the framework was that patterns, similarities, and differences in the contents of the cluster domains of the EFL huge data environment may be identified by neural network computational methods when they are subjected to structured or semi-structured data stored in those domains. The premise was that eventually, these machine learning algorithms would be able to do new tasks on ChatGPT, etc. using these previously identified patterns. When this happens, these algorithms would be able to identify similar contents that should be acknowledged by using these previously identified patterns to complete new tasks on an open Big Data platform. As a result, the study built its architecture using two membranes: (i) an Open Big Data Membrane that has randomly selected data gathered from several source domains, and (ii) a Machine Learning Membrane that holds structured and semi-structured data that has been properly prepared. In theory, organised and semi-structured data should be created according to skill, attribute, technique, and preference in order to meet the various demands and individualised preferences of different people for teaching and learning. The study comprised several steps inside the machine learning membrane, including knowledge creation, and development of cluster domain.

The development of ChatGPT by OpenAI has presented significant prospects as well as obstacles for the language education sector (Alowedi & Al-Ahdal, 2023). Whereas ChatGPT has emerged as a significant tool in the age of cutting-edge AI technology thanks to its amazing capacity to produce a variety of text formats, respond to inquiries, and translate text in a matter of minutes, the degree to which it can help students finish language learning assignments, is still largely unexplored. In light of this, the purpose of Yangyu (2023), a small-scale qualitative study was to examine students' opinions about ChatGPT's function in language learning as well as their experiences using it. Five students from a prestigious international institution in China participated in semi-structured interviews that were used to gather the data. The replies from the students showed that ChatGPT plays the role of a proficient learning partner and helps learners in finishing up linguistic-related assignments. In addition, participants demonstrated critical judgment in assessing the calibre of concepts and outputs produced by ChatGPT and in adjusting prompts to optimize learning outcomes. This analysis lends credence to the

notion that ChatGPT may be an effective method for giving students personalized learning experiences and fast feedback. The study's findings have an impact on how technology-enhanced instruction in languages is designed, and its critical judgment counters the possible risks that technology such as ChatGPT poses to education as students acknowledge its personalized guidance and role in improving ongoing education skills like autonomous and critical thinking.

To sum up, critical appreciation of foreign language literature can be a challenging task for EFL learners, a fact which is especially true of the Saudi learners as evidenced in previous literature and the researcher's classroom experience (Alshammari et al., 2020; Hussein & Al-Emami, 2016). As an educational technology tool, ChatGPT has entered strongly into the field of English language learning. Various studies have already established its claim to fame (Alkhodimi & Al Ahdal, 2019; Ahmed, 2023; Bin-Hady et al., 2023). Such studies among many displayed the role of ChatGPT in giving learners one-to-one assistance in these tasks which is a promising area of research. Some other studies focused on various diminutions and angles: teaching writing (Baskara, 2023; Woo et al., 2023), teaching reading (Young & Shishido, 2023), and language teaching (Mohamed, 2023). However, no previous study focused on ChatGPT as a tool in EFL learners' literary appreciation. Accordingly, this study will investigate the efficacy of ChatGPT in enriching EFL learners' literary concepts, their grasp of themes, symbols, character development and narrative. The study will also aim to assess the role of ChatGPT in facilitating the understanding of literary concepts, enhancing EFL learners' critical thinking abilities, and stimulating creative expression pertaining to the prescribed literature. By analyzing the quality of essays, analyses, and creative pieces produced with ChatGPT's assistance, the research seeks to provide insights into the integration of AI in teaching appreciation and writing in literature.

3. Methods

Research design

This study is experimental in nature and the data were quantitative with a one-group pre-post-test approach and detailed analysis of the changes in literary appreciation across nine parameters. The study was held at Prince Sattam Bin Abdelaziz University (PSBAU), KSA, in the Academic year 1445AH.

Participants

A convenience sample of 28 female EFL learners enrolled in the sophomore year at Prince Sattam Bin Abdelaziz University (PSBAU), KSA, comprised the sample for this study. The group was homogenous in terms of age, language proficiency, and English language exposure. All incumbents to the English and Literature Department are mandated to undergo an English proficiency test after they have successfully completed a six-month bridge course in English. The sample in this study was rated at the intermediate-advanced level before they were enrolled in the course. However, it may be noted that the placement test comprises only grammar components. They were asked for their consent to participate in the study. The researcher clarified to them the purpose of the study and that they could withdraw from the experiment at any stage.

Intervention

Anigbogu and Uwakwe (2019) define literary appreciation as the ability to analyze and evaluate a literary work by comprehending its theme, style, utilization of figurative and non-figurative language, and other literary elements. Literature appreciation is part of the EFL curriculum and in the conventional classroom in Saudi Arabia it usually takes the form of teacher-guided breaking down of textual content in terms of meaning and literary elements. So far, this practice falls within the definition of literature appreciation. However, where it fails is in the participation of the learners in the exercise as they encounter serious challenges in understanding the text, most of which is placed in a foreign context. Consequently, what would have ideally been an exchange of critical views takes the form of a teacher-dominated exposition on mostly the meaning of the text. During the intervention, the teacher introduced the learners to the ethical use of AI tools in learning by educating them about the purpose of learning as being self-development and improving one's future prospects in the vocation they choose to take up. She also shared with them the many concerns that lie open to debate about the reliability of (specifically) ChatGPT as a learning mechanism given its many lacunae such as creating false information and failing to interpret prosody in communication. In short, she explained that ChatGPT is still some way from fully replacing (as of now, it only replicates or copies human language patterns) humans. Lastly, she laid before them the serious consequences that one may be faced with for abusing AI tools like ChatGPT where they are expected to apply their critical thinking and intelligence such as in writing assignments.

Once the learners were imparted with essential ethical preconditions to the use of ChatGPT, the researcher assisted the teacher with completing several language tasks using the tool. These included seeking its assistance in helping correct grammatical mistakes in their written output, finding relevant information about the authors whose works they were reading and having such information composed by ChatGPT, improving short passages produced by them, seeking help with identification of literary characteristics such as nature of narratology, etc. During the intervention period of three weeks at two and a half hours per week, at the end of every session, the researcher always sought learners' feedback on their engagement, motivation, and learning satisfaction when using ChatGPT in the literary activities. These reactions were audio recorded (with consent) and later transcribed to compile learners' first-hand experiential data on the use of ChatGPT in literature appreciation. These findings are presented later in this study as we answer the second research question.

Pre- and post-tests

As stated earlier, the participants in this study were at an intermediate-advanced level of language proficiency at the entry level. Learners’ performance in this test is used as the basis for their placement in the language courses. As a pre-test score, the researcher used the scores of the participants in the EFL literature exam conducted by the university and compared these to the test specially administered at the end of the intervention. For all facts and purposes, the two exams were similar in design and tested items and the two sets of scores were then compared to answer some of the research questions using the paired sample test.

4. Results

RQ1: Does the Saudi EFL students' performance differ significantly in literature appreciation in the post-test?

For learners in any formal educational system, test scores are the only means of learning evaluation. In the Saudi university system, language tests are mostly written unless the course is a very specialized one, and test performance remains the single criterion for certification. The researcher chose to go for the paired sample t-test as the aim was to compare the means of the two data sets obtained via the pre and post-tests. Table 1 summarizes the mean marks obtained.

Table 1. Saudi EFL students' in the pre and post-test

		Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Pretest	17.96	28	2.82	-7.184-	27	.000
	Posttest	21.53	28	3.99			

Results of the paired-t test indicated that students in the pre-test scored 17.96 with a standard deviation of 2.82. Their performance in the post-test was better; they scored 21.53 with a standard deviation of 3.99. The result showed the existence of a significant difference between the pre and post-test. The probability value showed a value of .000.

RQ2: In what ways does the interaction with ChatGPT contribute to enhancing EFL learners' critical thinking skills when engaging with foreign language literature?

The researcher sought the answer to this research question by keeping aside a short window for one-to-one interaction with the participants at the end of each interventional session throughout the intervention period of three weeks at two and a half hours per week. During this time, she sought learners’ feedback on their engagement, motivation, and learning satisfaction when using ChatGPT in the literary activities and the different ways in which they felt that this AI tool enhanced their literature appreciation which was not possible in the conventional classroom where they interacted with the teacher. These reactions were audio recorded (with consent) and later transcribed to compile learners’ first-hand experiential data on the use of ChatGPT in literature appreciation. The leading themes that stood out were as follows:

1. ChatGPT can be a valuable tool for foreign language learners of English who want to critically appreciate literature in several ways.
2. ChatGPT can help learners improve English language proficiency. It can provide explanations of complex words, phrases, or idioms found in literature and offer suggestions for improving grammar and syntax. This assists in understanding the text more thoroughly but asking for these clarifications in the conventional class sometimes causes unrest to peers and the teacher too as the class size is large and there are many such queries.
3. ChatGPT can help analyze the context and nuances within literary works. These are very minor, almost hidden features for which repetition may be needed but they are important too and ChatGPT was able to provide insights into cultural references, historical events, and literary techniques, helping learners grasp the full meaning of the text.
4. When attempting literary analysis, learners need to identify themes, motifs, symbolism, and character development within a text, these may be different from a native culture and therefore, difficult to do. With the one-to-one assistance of ChatGPT and its adoption of different ways to explain content promoted a deeper understanding of the author's intentions.
5. When writing assignments on literature appreciation, ChatGPT was eager to engage in discussions about literature, was almost like a person in its interactions, this enabled (us) to express thoughts, interpretations, and critiques of the work. By doing this several times over the experiment period, (we) were able to practice language and critical thinking skills.
6. The EFL teachers are mostly Arab with little or no exposure to the literature of the world. But ChatGPT being an AI tool has these data and when it is used for literary appreciation it can give examples of similar works across cultures and languages. This was a really exciting part of the exercise as (we) were able to appreciate that human emotions are common across geographical boundaries.
7. Writing terrifies EFL learners but with ChatGPT (participants) could write analysis papers on the literature content as it gave guidance on the writing mechanics such as coherence and cohesion which are remove difficult to achieve in a foreign language. Some of the other ‘basic’ features such as error correction were also a big welcome.

8. When connecting with the foreign culture in literature appeared too mammoth a task, ChatGPT promptly recommended literature that suited the participants' current language level and interests. This ensured learning engagement with a great deal of fun elements as modern learners is so connected with technology.
9. Asking questions that sometimes appear silly or inconsequential to the task at hand deters many EFL learners from participating in the learning process. But with their teacher in ChatGPT, they had no barriers of peer judgment and could freely ask for clarifications and help.
10. ChatGPT can provide cultural and historical context for a work of literature, helping learners appreciate the social and political factors that influenced the author's writing.

5. Discussion

The study established that the Saudi EFL learners' abilities in literature appreciation improved significantly compared with their performance prior to the intervention. This enhancement may be a result of the use of ChatGPT along the course. This finding can be supported by many previous studies which affirmed that ChatGPT has entered strongly into the field of English language learning. Various studies have already established its efficacy (Ahmed, 2023; Baskara, 2023; Bin-Hady et al., 2023; Mohamed, 2023; Woo et al., 2023; Young & Shishido, 2023). These studies among many displayed the role of ChatGPT in giving learners one-to-one assistance in these tasks.

ChatGPT is a valuable tool for EFL learners to appreciate literature critically and improve their English proficiency. It explains complex words, analyzes context and nuances, identifies themes and motifs, engages in discussions, guides writing analysis papers, recommends literature, and provides cultural and historical insights. Learners can ask for help without fear of judgment. These findings indicated the future of using ChatPGT in the field of language teaching and learning. Such findings are confirmed by previous studies (e.g., Ahmed, 2023; Baskara, 2023; Bin-Hady et al., 2023) which affirmed the positive usage of such AI-bot in developing learning skills.

Results indicated that ChatGPT can be a valuable tool for EFL learners in critically appreciating literature in multiple ways. ChatGPT engages in discussions about literature, allowing learners to express their thoughts, interpretations, and critiques of the work. It provides examples of similar works across cultures and languages, bridging the gap between foreign cultures and literature. Additionally, ChatGPT guides learners in writing analysis papers, offering assistance with writing mechanics and error correction. It recommends literature suitable for learners' language levels and interests, ensuring engagement and fun in the learning process.

6. Conclusion

This study set out to explore a relatively virgin area of inquiry in the upcoming field of educational technology related to AI tools. The tool under consideration here was Open-AI's ChatGPT, a Chat Generative Pre-trained Transformer, which is a large language model-based chatbot launched in November of 2022. The study was conducted with EFL learners at a public university in Saudi Arabia and the aims were to verify whether a chatbot enhanced their performance in one of the difficult areas to teach, i.e. Literature Appreciation, and what are the ways in which the interaction with ChatGPT may contribute to enhancing EFL learners' critical thinking and appreciation skills when engaging with foreign language literature in terms of ability to identify and interpret literary themes, symbols, and character development. Brief one-to-one discussion sessions were used to gather real-time experiential data of the participants and collated with pre and post-test scores in literature appreciation. Overall, results established that ChatGPT serves as a versatile companion for foreign language learners of English who want to critically appreciate literature. It can aid in the development of language skills, enhance comprehension, and encourage deeper analysis and discussion of literary works.

7. Recommendations

AI tools have come to be more accepted in the classrooms and not without reason too. They provide personalized learning opportunities, instant feedback, easy access, and are extremely cost-effective. Accordingly, this study recommends the following:

1. Educate learners rigorously on the ethical use of chatbots such as ChatGPT.
2. Make space for healthy application of ChatGPT as a learning aid in the EFL classrooms.
3. Place checks and balances in the educational paradigm to make optimum use of technology in education.
4. Encourage research to measure the gains that come with ChatGPT integration in other subject areas.

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Authors contributions

I am the only writer.

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Sample: The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Data sharing statement

No additional data are available.

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Appendix

Participant Difference	Pre-test	Post-test	Range
1.	19	23	4
2.	20	26	6
3.	17	18	1
4.	21	25	4
5.	20	27	7
6.	23	28	5
7.	16	21	5
8.	20	22	2
9.	22	28	6
10.	17	21	4
11.	13	12	-1
12.	15	20	5
13.	15	20	5
14.	18	19	1
15.	18	16	-2
16.	19	26	7
17.	13	19	6
18.	21	26	5
19.	15	18	3
20.	16	17	1
21.	17	18	1
22.	16	22	6
23.	21	19	-2
24.	22	27	5
25.	19	23	4
26.	20	21	1
27.	14	19	5
28.	16	22	6
Mean	17.96	22.21	3.5