مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

بسم الله الرحمن الرحيم

مجلة العلوم الإنسانية

للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعــــــة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نجحت مجلة العلــــوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل " آرسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلميـــة المتخصصـــة في المجـــال الإنسـاني، وتمكـــن الباحثين –مــن مختلــف بلــدان العــــالم– من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشــكلات الحياتية، وتأســـيس الأطـــر النظريــــة والتطبيقية للمعـــارف الإنسانية في المجالات المتنوعــــة، وفــــق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نـــر البحث العلــي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.

2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.

3- يُكتــب عنـوان البحـث وملخصه ومراجعــه باللغة الإنجليزيـة للبحـوث المكتوبة باللغـة العربية، علــى أن تكـون ترجمـة الملخـص إلى اللغة الإنجليزية صحيحـة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليهـــا دوليًّا، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلـــة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصـدر المجلة ورقيًّا حسـب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشـر البحوث المقبولة بعد تحكيمها إلكترونيًّا لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتّسم بالأصالة والجِدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلًّا من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانيًا: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربيّة والإنجليزيّة، والملاحق اللازمة (إن وجدت).
2. فــي حال (نشر البحث) يُزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاًّ لبحثه.
3. فــي حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيًّا أو إلكترونيًّا، ويحقّ لها إدراجه في قواعد البيانات المحليّة والعالميّة – بمقابل أو بدون مقابل– وذلك دون حاجة لإذن الباحث.
4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة فــي البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي <u>وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.</u>

ثالثًا: توثيق البحث

أسلوب التوثيق المعتمد فــي المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشرة (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاًّ من الرسائل العلمية للماجستير أو الدكتوراة.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونيّاً بصيغة (word) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغي.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. فـي حال اكتمال تقارير المحكِّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمَّن إحدى الحالات التَّالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنَّشر؛ بعد التَّعديل.

ج. تعديل البحث، ثمَّ إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنَّه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.

15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

17. لا ترّد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

19. لهيئة تحرير المجلة الحق فــي تحديد أولويات نشر البحوث، وترتيبها فنّياً.

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AI Chatbots in Saudi EFL Higher Education: From Teacher-Dominated Instruction to Student-Centered Learning

دور الذكاء الاصطناعي في التعليم العالي في التخفيف من سيطرة المعلم وزيادة دور الطالب في تعلم اللغة الإنجليزية

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Abstract

Proficiency in the English language continues to be mired in numerous hurdles for Saudi leaners: one major problem is hanging on teacher-dominated instruction and GTM. This study aims to look into how Artificial Intelligence chatbots, such as ChatGPT, can redefine it into a more student-centered way of teaching. The research is intuitive and coherent in the context of connectivism and socio-cultural theory in finding relevant evidence whether AI can reduce such teacher domination and improve student autonomy and communicative competence among Saudi undergraduates in the field of English. A mixed-method design was employed, with a quantitative survey (N=72) together with qualitative interviews. The findings indicated that AI use is a strong positive predictor of both student-centered teaching practices and improvements in learner autonomy and communication competence. Moreover, it showed that greater engagement with AI was significantly associated with a more student-centered orientation in learning, increased learner autonomy, and enhanced communicative skills. Qualitative data further supported these findings, suggesting that AI boosts students' confidence and participation. Thus, AI tools present a juncture in the trajectory of Saudi higher education's pedagogical change concerning diminished conventional teacher dominance and a more autonomous student-centered learning environment in line with Saudi Vision 2030.

Keywords: AI Chatbots; Student-Centered Learning; Teacher Dominance; Saudi EFL Education; Learner Autonomy.

المستخلص

تستمر الكفاءة في اللغة الإنجليزية في مواجهة العديد من العقبات للمتعلمين السعوديين: ومن أبرز هذه المشكلات التعلق بالتدريس الذي يهيمن عليه المعلم وطريقة الترجمة النحوية. تهدف هذه الدراسة إلى استكشاف كيفية إعادة تعريف تعليم اللغة الإنجليزية باستخدام الدردشات الذكية بالذكاء الاصطناعي، مثل ChatGPT، لتصبح أكثر تركيزًا على الطالب. تأتي الدراسة في سياق نظرية التواصل والنظرية الاجتماعية الثقافية للعثور على أدلة ذات صلة حول ما إذا كان بإمكان الذكاء الاصطناعي تقليل هيمنة المعلم، وتحسين استقلالية الطلاب وكفاءتهم التواصلية بين الطلاب الجامعيين السعوديين في مجال اللغة الإنجليزية. تم استخدام تصميم مختلط، حيث تم إجراء مسح كمي (N=72) مع مقابلات نوعية. أشارت التحليلات إلى أن استخدام الذكاء الاصطناعي هو تنبوء إيجابي قوي لكل من ممارسات التدريس المتمركزة حول الطالب (تفسر 43.1 % من التباين) وتحسينات في استقلالية المتعلم وكفاءته في التواصل. بشكل أكثر تحديدًا، أظهرت النتائج أن زيادة التفاعل مع الذكاء الاصطناعي كانت مرتبطة بشكل كبير بوجود توجيه أكثر تركيزًا على الطالب في التعلم، وزيادة استقلالية المتعلم، وتحسين المهارات التواصلية. وقد دعمت البيانات النوعية هذه النتائج، مشيرة إلى أن الذكاء الاصطناعي يعزز ثقة الطلاب ومشاركتهم. ختاما أدوات الذكاء الاصطناعي تمثل نقطة تحول في التعليم العالي السعودي، فيما يتعلق بتقليص الهيمنة التقليدية للمعلم وخلق بيئة تعلم أكثر استقلالية تركز على الطالب.

الكلمات المفتاحية: الدردشة الآلية بالذكاء الاصطناعي؛ التعلم المتمركز حول الطالب؛ هيمنة المعلم؛ تعليم اللغة الإنجليزية في السعودية؛ استقلالية المتعلم.

Introduction:

The fast-paced changes in the Kingdom of Saudi Arabia have generated interest in English Language Teaching. Saudi Arabia is currently going through a transformation under The Saudi Vision 2030 to transform the economy from an oil-based economy to a knowledge-based global economy. This transformation warrants immense alterations in English language learning to accomplish the goals of Vision 2030.

Many studies have reported discouraging findings, as proficiency in English language use in Saudi Arabia still remains relatively low (Al-Khairy, 2013; Alrabai, 2016; Alshammari, 2018, 2020; Grami, 2010). Those studies revealed that even in the aftermath of the Ministry of Education's attempts at changing school outcomes, Saudi Arabian English language learners continue to function at a level below average in regard to English proficiency. A recent study suggested low English language performance among university graduates as well (Al-Seghayer, 2021; Alshammari, 2020; Shousha, 2021). One of the major factors making this weak is that the Grammar-Translation Method still occupies the major share of the teaching methods employed in Saudi Arabia. As a result, teacher-centered instruction remains the mainstay, whereby the teacher is the only source of knowledge within the classroom (Al-Mwzaiji & Muhammad, 2023). This turns students into passive receptacles whose role is merely to answer the teacher's questions and fulfill their demands. In other words, an over-dependence upon teachers and lack of opportunities for students to express their own opinions within the classroom are fundamental problems fettering the advancement of EFL learners' low proficiency (Alrabai, 2016; Haque et al., 2023).

The advent of the era of Artificial Intelligence (AI) tools, namely ChatGPT, extends an opportunity for the learners to break out of the teacher-dominated learning environment and into the independent channels of knowledge. The AI tools, in this respect, provide opportunities for students to engage in independent learning and, thus, develop their language skills in the Saudi context. For example, AI chatbots have been flagged to increase learners' motivational level for self-learning (Ali et al., 2023). The development of AI began years back, but the real leap in making headways into education is said to have come in 2018 when Open AI birthed the first Generative Pre-trained Transformer (GPT) model (Yin, 2022). Further models, GPT-2, and, working its charm, supported language learning even more effectively under GPT-3 (Ahmed, 2023). By doing away with the conventional teacher-centricity, AI disentangles second language learners' opportunities for independent practice and feedback in language learning (George & amp; George, 2023). These developments raise pertinent questions: What kind of impact will AI have in terms of language learning for students? Will AI be instrumental in bringing teacher dominance down in the classrooms and creating avenues for learners to afford independent practice in English?

This paper will focus on investigating the possible influence of artificial intelligence tools like ChatGPT on English language instruction in Saudi Arabia; whether AI would, in fact, dilute teacher domination and facilitate student-centered practices. More specifically, the target population of this study would be undergraduate students who majored in English recently and who utilized AI tools in their studies at Saudi universities. Therefore, this gives a chance to assess whether control in the classroom by instructors remains dominant or whether AI tools have moved the other way towards a more student-centered approach. The purpose of the current research is to carry out a mixed-method investigation based on different methods, such as a quantitative survey conducted among 72 Saudi undergraduate English majors, along with qualitative follow-up interviews. In this way, it will create the potential to statistically evaluate the relationship between AI use and educational approaches while also gaining more insights into how students perceive those technologies. This research focuses on students who had active, one-year use of AI tools, such as ChatGPT, targeting students who have pioneered technology applications in the Saudi EFL context.

Theoretical Framework

With the emergence of AI tools in education, the connectivism theory (Siemens, 2004) became relevant again, emphasizing the role of digital connections, interactions, and the collective knowledge created therein. Connectivism became more applicable and meaningful as AI fosters global digital networks for learners and resources. Most of the literature on educational technology, till AI's release in 2022, concentrated on school labs and on using apps under the direct supervision of the teacher. In this scenario, AI has emerged as an independent variable in the language learning process, but its role in foreign and second language contexts is still unclear. Besides, Vygotsky's sociocultural theory explains how learning is constructed in interaction with others, particularly knowledgeable peers (Luckin, 2018). The chatbots of ChatGPT can scaffold, mediate, and enrich social, collaborative, and culturally meaningful

learning with the core of Vygotsky's sociocultural theory (Luckin, 2018). Luckin proposed that AI enables critical dialogue and problem solving.

Thus, the present study is at the intersection of two theories. It proposes that AI chatbots are the prima facie connectivist tools, establishing a new node in the learner's network for information and interaction. They are also seen as a scaffold for the learner within their Zone of Proximal Development (ZPD), providing the guidance and mediation that Vygotsky viewed as fundamental to development. The main research question investigates whether this digital, AI-mediated kind of connectivity and scaffolding can actually disrupt the traditional teacher-centered knowledge flow that has characterized the EFL classrooms in Saudi Arabia.

LITERATURE REVIEW

Challenges of EFL teaching in the Saudi context

The last several studies into the performance of English departments in universities in Saudi Arabia indicated that students majoring in English in Saudi Arabia are not competent in the language (Almarshedi, 2022; Hameed, 2016; Khan et al., 2020; Alshammari, 2021, 2022; Alqahtani, 2019). Among these, the methods of teaching in the classroom were most significantly factor in the decline. The Grammar Translation Method (GTM) and Audiolingual Method (ALM) are still firmly placed as the favoured methods of English language teaching (Al-Seghayer, 2005; Alshammari, 2018, 2020). Several factors explain this predominance. First, GTM closely mimics traditions in Saudi culture whereby elders dictate their wishes upon the younger generations (Alshammari, 2020). Next, GTM is a much cheaper option for teachers because students just have to memorize information and vomit it back in the examination. But this denies English, the primary mode of learning by practicing communicating actively. In Saudi classrooms, students often carry out their activities following the "banking model" of education, where they become passive receivers of the teacher's knowledge (Freire, 1970; Alrabai, 2014; Alrashidi & Phan, 2015; Rajab, 2013). Thirdly, GTM is contextually very favourable to large classes, students with low proficiency, and an exam-oriented approach (Assalahi, 2013). Since it is really antiquated, the Grammar Translation Method rose in popularity during the nineteenth century and yet remains the most frequently employed approach to teaching in a majority of countries (Sari et al., 2021; Megawati, 2017; Rosi, 2024). Although student-centered methods are gradually on the rise, EFL classes in Saudi Arabia remain heavily teacher-centered, not allowing much room for students to express their views (Haque et al., 2023).

Role of AI in Language Education

Since the official release of ChatGPT in November 2022, research on using AI chatbots as pedagogical tools in EFL classes has surged (Bin-Hady et al., 2023; Ahmed, 2023; Lo, 2024). AI programs can facilitate students' development of language skills through prompt feedback and engaging practice (Bin-Hady et al., 2023). While most early studies evaluated ChatGPT's influence mainly on developing writing skills, recent AI advancements like ChatGPT-4 are adding multimedia conversation processing such as text, vision, and voice, providing more expansive applications for teaching language (Lo, 2024). Furthermore, the fresh findings show that as opposed to traditional teaching of languages, ChatGPT persuades sharing of critical views between students and teachers and being a simulated partner, it facilitates students' participation in meaning-focused input and output (Lo et al., 2024; Kim & Prak, 2023), and simulated role play provides students with opportunities to practice real-world problem solving (Muniadndy & Selvanathan, 2024).

AI tools such as ChatGPT generate new ways to motivate students to take an active role in their learning (Ali et al., 2023) and the glories of its idea fosters independence lessening dependency on teachers. For instance, Rusmiyanto et al. (2023) showed that AI chatbots foster highly customized learning experiences and promote learner autonomy while increasing motivation and engagement. There is new evidence that the AI sector and its technologies foster learners' autonomy and self-confidence (Dai & Liu, 2024; Amer, 2020; Mahendra et al., 2023). These features steer learning toward approaches integrating student control of the entire progress. Klimovan & Chen (2024) have reviewed eleven empirical investigations centered around the AI's influence on boosting university students' communicative competence. It was found that AI, to a great extent, positively influences communicative competence through immersive, personalized, and context-specific learning opportunities aiding students in addressing communicative competence skills.

Much of the benefits that AI tools like ChatGPT can do lies for the teacher in lesson planning, material development, and grading (Mohamed, 2024; Jeon et al., 2023; Misumoto & Eguchi, 2023). Thus, it removes a burden from the teachers so that they can spend their time on the enhancement of classroom practices. Equally, students across Saudi Arabia were found to hold positive attitudes toward

AI-assisted tools-giving teaching tools to chatbots, voice assistants, and adaptive learning programs (Sakib, 2023; Huang et al., 2022). To this very effect, AI tools might create an opportunity to break the monopoly of Grammar-Translation and Audio-Lingual Methods which have long beleaguered Saudi second language learners.

Challenges of using AI in EFL Classroom

Indeed, while the prospects for the EFL learner appear to be huge, AI has some challenges in the view of some researchers. First, Spector and Ma (2019) argued that by promoting students' dependence on AI for learning, problem-solving, creativity, and other higher-level thinking skills will be affected negatively. The readiness with which students absorb AI rather than engaging in its arduous activities-such as problem-solving-, could put the practice of higher-order thinking skills. Kalnina et al. (2024) also raised concern that with increasing dependence on AI, students will begin to think similarly and find solutions to problems in the same way. Moreover, overreliance on technology or AI can heavily affect deep learning, motivation of the learners, and human interaction (Akinwalere & Ivanov, 2022). Probably, another downside of using AI is plagiarism as it generates lots of plentiful information to students in terms of valid answers that they can easily copy not to improve on their own language skills (Posca et al, 2023; Kalnina et al, 2024). The main goal of this paper is to explore the extent to which AI tools have changed these traditional methods of teaching in Saudi Arabia. The present research will address the following research questions:

1. How can AI tools like ChatGPT influence English language teaching methods and promote a shift from traditional to student-centered learning approaches in Saudi Arabia?

2. To what extent does the use of AI tools correlate with measurable improvements in learner autonomy and communicative competence among Saudi EFL undergraduates?

METHODOLOGY

A mixed-methods research design was selected to investigate the research questions comprehensively. The reason for this was to increase the benefits of both quantitative and qualitative designs. Quantitative surveying identified and measured the extent to which AI usage predicts teaching practices and learner outcomes across a survey sample of students; after that, qualitative interviews provided contextual depth explaining the how and why of statistical trends, capturing the lived experiences and perceptions of the participants. This design also allowed triangulation, wherein qualitative data illustrated, and provided further nuance, to all quantitative results leading to a well-rounded understanding of the phenomenon under study. The first mode is a quantitative, cross-sectional survey to examine how AI tools (e.g., ChatGPT) relate to shifts toward student-centered teaching and to learner outcomes (autonomy and communicative competence) among Saudi EFL undergraduates. All attitudinal items used a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The items of the questionnaire were designed on the research questions and relevant literature review. it was sent to experts in language learning to review and modify. The questionnaire consisted of three parts, AI use, Teacher practices, learners' outcomes. The second is qualitative design consisted of deep interview which was conducted to who volunteer to have the interview.

Study Tool

This research was based on a mixed-methods tool consisting of a quantitative survey. The survey was a self-designed instrument consisting of four sections with 34 items: perceptions regarding AI, impact on teaching approaches, practical use, challenges, and a specific role of ChatGPT. Items were anchored in a 5-point Likert scale to measure constructs such as AI Use, Student-Centeredness, Teacher Dominance, Autonomy, and Communication Competence. Validity of the questionnaire was established through intimate correspondence with research questions and a wide-ranging literature review. It was also subjected to expert scrutiny by specialists in language learning, who examined the clarity and relevance of the items and their appropriateness for the target group, which prompted revisions that enhanced content validity. In respect of reliability, the study estimated the internal consistency of the scales used in the survey. Although the specific values for Cronbach's alpha have not been quoted in the present text, an instrument well developed along these lines, with validation from experts, would typically set out to achieve and often succeed in achieving a high level of reliability (e.g., > 0.7), indicating that the items that went into each scale are consistently measuring the same underlying construct. Triangulation of the quantitative data with qualitative interviews only enhanced the overall trustworthiness and contextual depth of the findings.

To clarify the central constructs being assessed by the survey, the key variables were operationalized as follows: AI Use was defined in terms of fre-

quency and varieties of interactions by the student with tools such as ChatGPT, measured with items like "I regularly use ChatGPT to clarify concepts I don't understand."; Student-centeredness evaluated a learning environment that empowers students, as indicated by agreement with statements such as "In my English classes, students are encouraged to lead discussions."; In contrast, Teacher Dominance assessed the control and authority exercised by the instructor and was measured by items such as "The teacher is the primary source of knowledge in the classroom."; Autonomy assessed ideas of self-directed student learning through items looking at students' perception of their confidence to resource find independently; Communication Competence focused on the perceived gains in practical language skills. All items were rated on a 5-point Likert scale.

Participants

Participants were N = 72 English majors from Saudi universities (female = 41, 56.9%; male = 31, 43.1%). All participants admit that they use the ChatGPT for at least one year in their academic studies as a condition to enroll in the study. Academic level was heterogeneous, spanning lower levels through graduation. Participation was voluntary and anonymous.

For the nuanced understanding of student experiences, a qualitative component was integrated with the preceding quantitative one. From among the participants in this study, semi-structured interviews were conducted with a subset. Twenty-nine undergraduate English majors willing to undergo in-depth interviewing volunteered after filling out the previous quantitative survey (N=29). The review encompassed 16 female and 13 male students, presenting a diverse picture of academic standing within their program. The interviews were audio-recorded, transcribed verbatim, and thematically analyzed for patterns and rich insights. The analysis adopted a six-phase process as proposed by Braun and Clarke (2006). The researcher became familiar with the data through repeated reading of the transcripts, then initial codes were generated; codes were collated into potential themes; themes were reviewed and refined for an accurate fit with the data set; and finally, a clear definition and naming of each theme were devised.

Participation was strictly voluntary and anonymous with prior approval for use obtained from each interviewee. The interviews were approximately 20-30 minutes long and followed an open-ended question protocol. Themes revolved around altered participation in class, self-ascribed autonomy, communicative confidence, and the perceived role of the professor since AI tools have been adopted. The interviews were audio-recorded, transcribed verbatim, and subjected to thematic analysis to seek out patterns and rich insights clarifying the statistical findings.

Table 1

Descriptive statistics for composite variables.

Variable	N	Min	Max	M (SD)
AI Use	72	2.00	5.00	3.66 (0.74)
Student-Centeredness (SCS)	72	1.67	5.00	3.40 (0.81)
Teacher Dominance (TD)	72	1.50	5.00	3.39 (0.79)
Autonomy	72	1.67	5.00	3.54 (0.78)
Communication Competence	72	1.25	5.00	3.52 (0.77)
AI Concerns	72	2.00	5.00	3.74 (0.74)

* note

Mean scores indicated moderate AI use and generally positive views of student-centeredness, autonomy, and communication competence

Table 2

Pearson correlations (two-tailed) among AI Use, Student-Centeredness, Teacher Dominance, Autonomy, Communication Competence, and AI Concerns.

	AI Use	ST	TD	Autonomy	CC	AC
AI Use	—					
Student-Centeredness	r = .657 p < .001	—				
Teacher Dominance	r = .434 p < .001	r = .470 p < .001	—			
Autonomy	r = .751 p < .001	r = .696 p < .001	r = .421 p < .001	—		
Communication Competence	r = .788 p < .001	r = .708 p < .001	r = .388 p < .001	r = .639 p < .001	—	
AI Concerns	r = .225 p = .058	r = .209 p = .078	r = .441 p < .001	r = .127 p = .290	r = .179 p = .132	—

AI Use showed strong positive correlations with Student-Centeredness, Autonomy, and Communication Competence (all p < .001).

Figure 1
Relationship between AI Use and Student-centered tendency

Scatter Plot of StudentCentered_Pos by AI_use
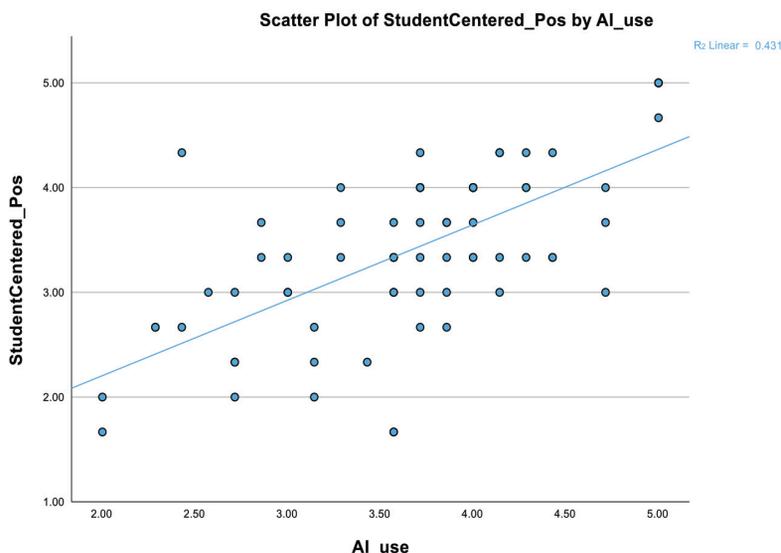
R₂ Linear = 0.431

Figure 1 shows a positive relationship between AI use and student-centered tendency: as AI use increases, student-centered practices tend to increase. The linear fit indicates a moderate association ($R^2 \approx 0.43$), meaning AI use explains about 43% of the variance in student-centeredness.

Regarding the first question that investigating the influence AI on English language teaching methods and promote a shift from traditional to student-centered learning approaches in Saudi Arabia, a simple linear regression showed that AI Use significantly predicted Student-Centeredness, B = 0.721, SE = 0.099, β = .657, t(70) = 7.29, p < .001, 95% CI [0.523, 0.918], accounting for 43.1% of the variance, R^2 = .431, F(1, 70) = 53.10, p < .001. Thus, greater AI engagement was associated with a more student-centered teaching orientation.

Regarding the second question—examining how AI tools correlate with measurable improvements in learner autonomy and communicative competence among Saudi EFL undergraduates—multiple regression analyses were conducted for both autonomy and communicative competence, as detailed below.

Table 3
Multiple regression predicting Autonomy

Predictor	B	SE B	B	t	P	95% CI (LL, UL)	Model Fit
AI Use	0.53	0.10	0.51	5.147	<0.001	(.327, .740)	R^2 = .637, adj. R^2 = .621,
Student-Centeredness	0.33	0.10	0.34	3.414	<0.001	(.137, .522)	F(3,68)=39.79, p < .001
Teacher Dominance	0.04	0.08	0.04	0.47	p = .640	(-.126, .203)	

The regression model (table 3) significantly predicted learner autonomy, explaining 63.7% of its variance (R^2 = .637, adj. R^2 = .621), F(3, 68) = 39.79, p < .001. AI Use was the strongest positive predictor (B = 0.53, SE = 0.10, β = 0.51, t = 5.15, p < .001, 95% CI [0.327, 0.740]). Student-Centeredness also showed a significant positive effect (B = 0.33, SE = 0.10, β = 0.34, t = 3.41, p < .001, 95% CI [0.137, 0.522]). Teacher Dominance was not significant after adjustment (B = 0.04, SE = 0.08, β = 0.04, t = 0.47, p = .640, 95% CI [-0.126, 0.203]). Thus, greater AI Use and student-centered practices uniquely enhance autonomy, whereas teacher-dominant practices do not.

Table 4
Multiple regression predicting Communication Competence

Predictor	B	SE B	B	t	P	95% CI (LL, UL)	Model Fit
AI Use	0.59	0.10	0.57	6.223	<.001	(0.404, 0.786)	R^2 = .685, adj. R^2 = .671,
Student-Centeredness	0.32	0.09	0.34	3.645	<0.001	(0.147, 0.502)	$F(3,68)$=49.19, p < .001
Teacher Dominance	-0.021	0.08	-0.22	-0.275	p = .784	(-0.173, 0.131)	

The regression model (table 4) significantly predicted the outcome, explaining 68.5% of its variance (R^2 = .685, adj. R^2 = .671), $F(3, 68)$ = 49.19, p < .001. AI Use was the strongest positive predictor (B = 0.59, SE = 0.10, β = 0.57, t = 6.22, p < .001, 95% CI [0.404, 0.786]). Student-Centeredness also showed a significant positive effect (B = 0.32, SE = 0.09, β = 0.34, t = 3.65, p < .001, 95% CI [0.147, 0.502]). In contrast, Teacher Dominance was not a significant predictor after adjustment (B = -0.02, SE = 0.08, β = -0.02, t = -0.28, p = .784, 95% CI [-0.173, 0.131]). Thus, greater AI use and student-centered practices uniquely and positively enhance communication competence, whereas teacher-dominant practices do not contribute additional explanatory power.

Qualitative data analyzed through interviews with 29 participants supported the quantitative outcomes; discrepancies were found to be justified by strong opinions on a number of core themes. The affirmation was reinforced that most of the participants noted that the AI tools bring them extra confidence and vigor in the classroom. For instance, over twenty participants expressed similar views to P4: "I use ChatGPT to prepare before lectures, which gives me the confidence to raise my hand and contribute to discussions." Sometimes this was associated with an emergent sense of autonomy, with many participants reiterating comments similar to those of P7, P12, P23, P24 and P19: "AI allows me to find answers instantly, so I don't have to wait for the professor's office hours, making me a more independent learner." Another common observation shared by more than half of the participants was the change in dynamics inside the classroom; in the words of P15 and P23, "The classroom has become more of a discussion place now, because students come prepared with ideas they developed using AI."

Despite a strong transitioning trend towards independence, the interviews reveal a less critical and almost uniform nuance around the role of the professor. Almost all participants, including P2, P9, P18, and P26, stressed that AI can be a great tool, but the professor remains the ultimate authority. A typical statement made by P11 was, "I trust my professor's explanation more than ChatGPT's, especially for complex topics, because the professor understands our context and can clarify in a way that the AI cannot." At times, this trust became assessment-related, as indicated by participants like P5 and P21, who accepted, "At the end of the day, the professor creates the exams and grades us, so their interpretation is final." This gave rise to a solid consensus that AI will best serve as a supplementary tool, not as a replacement. Here, P28's statement, supported by many others, was, "ChatGPT is my first resource for quick questions, but my professor is my final resource for deep understanding." Table 5 below summarizes the qualitative findings from the all 29 participants.

Table 5
Summary of the responses from qualitative data

Theme	Participant Consensus	Supporting Participants	Representative Quotes
Increased Confidence & Active Participation	26/29 (90%)	P1, P3, P4, P5, P7, P9, P10, P11, P12, P14, P15, P16, P19, P20, P21, P22, P23, P24, P25, P26, P28, P29	*"I use ChatGPT to understand the topic before the lecture, so I feel brave to share my opinion in class."* (P4) *"It gives me the answer immediately, so I'm not afraid to ask more questions in front of my peers."* (P12)
Enhanced Learner Autonomy & Independence	27/29 (93%)	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P18, P19, P20, P22, P24, P25, P26, P27, P28, P29	*"Before, I always waited for the teacher or asked the smart student. Now, I can find the explanation myself anytime."* (P5) *"It has become like a personal tutor. I rely less on the professor for simple questions and can learn at my own pace."* (P16)
Shift in Classroom Dynamics	25/29 (86%)	P1, P3, P4, P5, P7, P9, P10, P11, P12, P14, P15, P16, P19, P20, P21, P22, P23, P24, P25, P26, P28, P29	*"The discussions in class are now deeper because most students have already explored the topic with AI."* (P14) *"Our role has changed from just listening to actually debating and discussing ideas with the professor."* (P23)
Persistent Trust & Preference for Professors	28/29 (97%)	P1, P2, P3, P4, P5, P6, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P24, P25, P26, P27, P28, P29	*"I trust my professor's explanation more. She understands the context and can explain in a way that connects with our culture."* (P11) *"For the final exam, the professor's opinion is what matters. I always verify AI answers with her."* (P21)
AI as a Supplemental Tool	29/29 (100%)	All Participants (P1-P29)	*"ChatGPT is my first resource for a quick answer, but my professor is my final resource for true understanding."* (P28) *"It is a fantastic tool, but it cannot replace the human connection and motivation a teacher provides."* (P9)

DISCUSSION

The study explores the influence of AI use on the pedagogical practices in teaching English in higher education in Saudi Arabia. The first question investigates the teachers' dominance in English department classroom in Saudi Arabia universities. The results show that AI has significant effects in reducing teacher dominance and enhancing students-centered practices. These results show AI usage in English departments in Saudi Arabia might be the solution to a teacher's dominance which represent a huge obstacle in teaching English as second language in Saudi Arabia (Sari et al., 2021; Megawati, 2017; Rosi, 2024; Al-Seghayer, 2005; Alshammari, 2018, 2020). During the interview students indicated that the usage of AI gives them more confidence to participate during class discussions since the AI helps them to revise the topics in a short time (Ali et al., 2023). However, the majority of the participants indicate that they still prefer to ask the teacher because they understand from him more than AI. This indicate that the AI, at least in this stage, is still an instrument to facilitate learning not a replacement of EFL teacher (Bin-Hady et al., 2023). Moreover, the participants said that they still have more confidence in teacher's answers than of AI's. This might be due to their beliefs that teacher will give them the final exam and graded them not the AI. However, all the participants agreed that after the emerge of AI the discussions between teacher and students in the classroom increased substantially. Overall, the results indicate that AI usage reduce teacher dominance of the classroom significantly, more students' practices have increased shift toward more students-center orientation. However, teacher remains the main source of knowledge and still have students' confidence as reliable source of knowledge inside the classroom.

Regarding the second question, the study investigates how AI tools correlate with measurable improvements in learner autonomy and communicative competence among Saudi EFL undergraduates. Aligning with several studies (Dai & Liu, 2024; Amer, 2020; Mahendra et al., 2023), the results shows that AI enhance students' autonomy and self-confidence. This confirms the significant shift toward student-center orientation. Moreover, AI students' usage increase communicative competence (Klimovan & Chen, 2024) where students stress in the interview that AI, particularly ChatGPT, enhance their ability to start conversation with a native speaker without anxiety of making mistakes as it is the case in the classroom which enhance their speaking and listening skill. These results indicated that with the rapid development of AI in educational

filed, more student-center practices will be seen in the classroom on the expense of teacher dominance.

These findings are encouraging but should be interpreted with caution. The scale of the project was reasonably good in the context of the exploratory nature of the research, though in terms of actual numbers, it could be argued that the sample may not reflect all Saudi undergraduate EFL students. Additionally, self-reported data are subject to perception biases; students favorably disposed toward technology may exaggerate the perceived advantages. Moreover, the correlational nature of the findings must be stressed: while AI use is closely correlated with positive outcomes, it cannot be said with certainty that it causes such an effect. The ongoing preference of the students for the teacher, particularly in high-stakes situations for clarification, sheds light on one of the important limitations of the AI discussed here-in that AI lacks understanding and context as does a human teacher. This raises an even ongoing challenge echoed in the literature: the threat of AI rendering is correct, but pedagogically shallow interventions (Zhang et al., 2022), and the fear of dependency which may undermine the students' ability to acquire actual problem-solving skills (Spector & Ma, 2019).

CONCLUSION

The aim of this study was to explore the potential of AI tools such as chatbots-Chabot, an instance being ChatGPT, to transform EFL learning in higher education in Saudi Arabia. Evidence collected suggests that integrating AI tools has been a catalyst in changing a long-held paradigm of teacher-centered instruction towards student-centered learning domains. Continuous reliance on Grammar-Translation Method (GTM)-traditional and teacher-centered paradigms-has often been cited among the reasons for the historically weak English proficiency results of Saudi learners. This research shows that AI has become a major disrupting force against this established practice.

The quantitative findings are emphatic: Attributed strongly and positively to student-centeredness, AI use constituted a great deal of its variance. This was furthermore the most potent predictor of both learner autonomy and communicative competence, which are two major goals for modern language teaching often curtailed by traditional approaches. The powerful statistical findings found ample qualitative backing from students' voices reporting an increase in confidence, classroom participation, and sense of agency over the learning experience. The ability to use AI for instant feedback, personalized practice, and anxiety-free con-

versation simulation directly addresses the communicative deficits fostered by passive, exam-oriented learning. Theoretically, the transition is strongly endorsed. The findings fit well within connectivism, whereby AI tools plug learners into dynamic global digital networks of knowledge to forge connections and interactions outside the traditional classroom. In parallel, AI serves in the role of an intelligent peer or a scaffolding tool in the sense that it mediates the learning experience, thus enriching the socially constructed knowledge, even in individual practice sessions-in accordance with Vygotsky's socio-cultural theory.

Nevertheless, this study puts a crucial nuance: teachers have not become obsolete; their role has changed. While AI lessens the dominance of any teacher, it holds them in place as important figureheads before whom the participants will consent to for all matters of clarification and guidance. This is a strong sign that the human presence remains irreplaceable in every deep understanding and motivation. The ideal model emerging from this research is not a replacement of educators with machines, but a synergistic partnership. In this new equilibrium, AI handles the repetitive, individualized practice and instant feedback, thereby freeing teachers to focus on higher-order tasks such as fostering critical thinking, facilitating complex collaborative projects, and providing nuanced, empathetic support.

In light of Saudi Vision 2030's emphasis on building a knowledge-based economy and empowering its citizens, the integration of AI in education is not merely an innovative option but a strategic imperative. The study proved that AI tools like ChatGPT are an enormous leverage for the fulfillment of this vision in the context of EFL. They permit learners, democratize access to knowledge, and nurture the very skills-autonomy, communication, and critical thinking-required for success in the 21st century. The far-reaching implications of this change have on the educational policies and teacher development in Saudi Arabia. For the policymakers, the findings of this study serve as an empirical support for investing in digital infrastructure and revising curricula to allow AI-driven, student-centered learning. For teacher training programs, this clearly signals an urgent need to prepare future EFL instructors not as sole knowledge authorities, but as facilitators and guides in an AI-augmented classroom. The set of required skills is evolving from knowledge delivery to curating AI resources, designing meaningful learning experiences that leverage AI, and fostering human-interaction skills, which technology cannot replicate. Future studies need to implement longitudinal research into the

sustained impact of AI and put in place comprehensive teacher training frameworks for effective AI integration in their educational practices to have a successful and equitable transition.

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