

Exploring the attitudes of EFL university instructors and students toward utilizing ChatGPT for acquiring writing fluency and accuracy skills



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ABSTRACT

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Technological advancements, including ChatGPT, influence foreign language education in several ways. This study specifically explores the attitudes of university instructors and students regarding the use of ChatGPT, a robust language model capable of producing error-free essays and translating texts, among other uses, to enhance writing fluency and accuracy skills in English as a foreign language (EFL). Four research questions were addressed to examine the study's main concerns. Conducted during the 2023–2024 academic year at a private university in Sharjah, where the author works, the study involved a sample of EFL instructors and students. A mixed methods design was used by employing two tools: a five-point Likert scale questionnaire comprising nine items and a semi-free interview with two questions. The findings indicated that most of the study's subjects did not view utilizing ChatGPT in EFL higher education as significant in terms of augmenting writing fluency and accuracy skills. Based on the findings, it can be concluded that using ChatGPT for the acquisition of fluent and accurate writing skills is not significantly impactful in EFL in higher education. Unless wisely utilized as a supportive tool for developing writing abilities rather than the main means for performing writing tasks, ChatGPT utilization is not significantly beneficial.

Contribution/Originality: The studies on utilizing ChatGPT for enhancing students' writing fluency and accuracy skills are still scarce. This study, therefore, contributes to the existing literature by exploring the attitudes of two essential categories, instructors and students, toward utilizing ChatGPT for the enhancement of EFL writing fluency and accuracy skills within higher education contexts.

1. INTRODUCTION

Technological applications and facilities have transformed the teaching-learning process, becoming a cornerstone requirement in the digital era of artificial intelligence (Kohnke, 2023). During the Covid-19 pandemic, for instance, they were a means of delivering teaching and assessment online to students worldwide (Chun & Park, 2021; Suleymanova, Gawanmeh, & Al-Alami, 2023). ChatGPT is among the recent technological advancements which have begun to impact many aspects of life, including education. Launched at the end of 2022, ChatGPT is a robust language model which is capable of producing essays and assisting with research work and personalized learning (Baidoo-Anu & Ansah, 2023; Hong, 2023; Van Dis, Bollen, Zuidema, Van Rooij, & Bockting, 2023). ChatGPT is also capable of translating texts and generating written responses cohesively among other features (Baidoo-Anu & Ansah, 2023; Baskara & Mukarto, 2023; Hariri, 2023; Lo, 2023; Lund & Wang, 2023). This explains

why students are tempted to use ChatGPT, as it would save a great deal of time and effort, not to mention that the texts generated by ChatGPT are accurate in terms of language use (Crompton & Burke, 2023; Fitria, 2023).

How ChatGPT can be utilized to enhance language skills is currently an issue of concern for educationalists around the world. Interested in the impact of utilizing ChatGPT on promoting EFL writing fluency and accuracy skills within higher education contexts, the current paper seeks to explore the attitudes of both university instructors and students toward utilizing ChatGPT to augment writing fluency and accuracy. Writing fluency is the ability to convey the intended message easily and quickly. Writing fluency necessitates a repertoire of vocabulary and sufficient knowledge about language elements such as spelling, punctuation, grammar and syntax. Confidence and motivation are also constructs of fluent writing. Writing accuracy, on the other hand, is the use of correct vocabulary, grammar, syntax, punctuation and spelling, indicating that the writer is thoroughly aware of writing mechanics and conventions.

Section two contains a literature review pertaining to the topic the current paper deals with, section three highlights the study's aims and questions, section four presents the methodology employed for the research, section five portrays the research findings, and section six discusses the findings. Section seven then reflects on the study's limitations, and section eight proposes several recommendations. The paper concludes with section nine, providing a final thought for the reader to consider.

2. LITERATURE REVIEW

The literature presents several opinions and studies pertaining to the topic of the current paper. To begin with, ChatGPT has the potential to generate texts which are grammatically and semantically correct (Rebolledo & Gonzalez, 2023). It has the potential to assist learners in honing research competencies and fostering language skills (Hariri, 2023). Kohnke, Moorhouse, and Zou (2023) emphasize ChatGPT's practicality in offering a variety of reading texts and tasks for instructors to select from. Several scholars, such as Baskara and Mukarto (2023) among others, refer to the utilization of ChatGPT within the field of natural language processing as a remarkable step.

Even though ChatGPT is capable of checking language mistakes, offering answers, and generating material for language students to learn, it has several drawbacks within the realm of education including language instruction (Zhang, 2023). Submitting ChatGPT-generated assignments such as essays and projects for assessment purposes is considered academic misconduct. Besides violating academic integrity regulations, it has been found that some ChatGPT-generated texts contain biased data, inappropriate ideas, or illogical content (Amaro, Della Greca, Francese, Tortora, & Tucci, 2023).

Several studies have been carried out to explore the potential and limitations of utilizing ChatGPT in instructional contexts. Concerned with examining ChatGPT's capability of assisting Japanese students in writing English papers, Schmidt-Fajlik (2023) concluded that ChatGPT was more effective in providing clearer explanations with regard to grammar mistakes compared to ProWritingAid and Grammarly. This finding advocates those of a study by Kohnke et al. (2023) which also confirmed the usefulness and benefits of explanations related to grammar mistakes specifically for foreign language learners with low-proficiency levels.

Kim, Shim, and Shim (2023) investigated technical aspects of using ChatGPT with a focus on two areas: course teaching and course design. The research was conducted in Korea involving a participant who was an intermediate-level student in designing a course for Business English writing. While conducting the study, the participant was taught Business English writing using ChatGPT. This study confirmed ChatGPT's potential to provide an effective language learning experience. Yan (2023) observed that students considered ChatGPT as an 'obedient servant,' effectively locating mistakes and paraphrasing texts. Ali, Shamsan, Hezam, and Mohammed (2023) emphasized the usefulness of ChatGPT as a language learning tool to be utilized for self-editing purposes in different registers.

Regarding the assessment of writing assignments, Mizumoto and Eguchi (2023) believe that ChatGPT could be an efficient assessment tool for measuring students' writing skills and pinpointing areas of weakness for the

instructor to consider. On the other hand, Moqbel and Al-Kadi (2023) realized that language teachers who had prior experience dealing with artificial intelligence chatbots for writing assignments regarded ChatGPT as a source for weak students to submit essays. In other words, the submitted written assignment for assessment would be a ChatGPT-generated text rather than a self-dependent written paper.

More recently, Ho (2024) conducted a study to examine students' perceptions and attitudes toward using ChatGPT for language learning purposes. The sample included 120 IT students at the University of Da Nang and the Korea University of Information and Communication Technology who were taking an ESP course. Interviews were conducted, and a four-point Likert scale questionnaire was used. The study's findings indicated that, despite recognizing the effectiveness of utilizing ChatGPT in checking language accuracy such as grammatical mistakes, the participating students confirmed the need to have physical classrooms and instructors as the main source of instruction.

Ozcelik and Eksi (2024) implemented a one-case pre-experimental design to examine the effectiveness of using ChatGPT for acquiring formal register knowledge which would assist students in using a formal register style while writing. Based on their findings, they confirmed the potential of ChatGPT in terms of helping students to improve their writing abilities, specifically in a formal register context.

In conclusion, ChatGPT is an advanced technological tool which has the potential to assist language learners in several ways, such as locating language mistakes. Nevertheless, its use for language acquisition and assessment still has drawbacks, such as integrity-related issues.

3. THE CURRENT STUDY: AIMS AND QUESTIONS

Writing is among the most essential skills for higher-education students to acquire. As seen by Al-Alami (2019) among other researchers, the acquisition of writing skills in higher education is a springboard for academic success, effective communication, and self-fulfillment. Focusing on using ChatGPT for writing purposes, the current study examines the attitudes of EFL university instructors and students toward utilizing ChatGPT for enhancing writing fluency and accuracy skills. The following four research questions were addressed:

Question 1: What are the attitudes of EFL university instructors toward utilizing ChatGPT for enhancing students' writing fluency skills?

Question 2: What are the attitudes of EFL university instructors toward utilizing ChatGPT for enhancing students' writing accuracy skills?

Question 3: What are the attitudes of EFL university students toward utilizing ChatGPT for enhancing writing fluency skills?

Question 4: What are the attitudes of EFL university students toward utilizing ChatGPT for enhancing writing accuracy skills?

4. RESEARCH METHODOLOGY

The research discussed in this paper explores attitudes and quantifies the data accordingly. To achieve the intended aims, a mixedmethods design was employed by applying quantitative and qualitative techniques. To portray the methodology adequately, this section delineates the research sample, tools, conduct, and ethics.

4.1. Sample

The study sample comprised 93 students, all of whom were taught by the author during the implementation of this study. It should be noted that the author did not adopt any criteria for the sample selection. Instead, she involved the students who she was teaching while conducting the study. In addition to the 93 students, the sample also included 18 university instructors from different institutions in the United Arab Emirates. No criteria were

used to select the instructors. However, the author ensured ease of communication with the instructors and their willingness to participate in the study. Table 1 presents the students' demographic data.

Table 1. Students' demographic data.

School	Year of study	Gender	Number
School of business	First	Female	31
School of business	First	Male	56
School of computing	First	Female	2
School of computing	First	Male	4

Table 2 contains the instructors' demographic data. The instructors' experience ranges from 5 to 35 years of university teaching experience.

Table 2. Instructors' demographic data.

Terminal degree	Major	Gender	Number
PhD	Linguistics, literature, & TEFL	Female	9
PhD	Linguistics, literature, & TEFL	Male	5
MA	Linguistics, literature, & TEFL	Female	2
MA	Linguistics, literature, & TEFL	Male	2

4.2. Tools

Emphasizing objective findings, the author applied two research tools: a five-point Likert scale questionnaire encompassing nine items, and a semi-free interview with two questions. With reference to the questionnaire, the author created two forms, one addressing the students and the other targeting the instructors. The student questionnaire was distributed during the 2024 spring semester at a private university in Sharjah, where the author works, covering a total of 87 students from the School of Business who were taught by the author during the time of implementing the study. The instructor questionnaire, on the other hand, was distributed to a sample of eighteen EFL instructors from different academic institutions in the United Arab Emirates during the same semester.

Items one and two of the questionnaires are related to writing fluency. Items three, four, five, six, and seven are related to writing accuracy. Item eight on creative writing skills and item nine on critical writing skills are both related to writing fluency and accuracy. Table 3 and Table 4 present the student and instructor questionnaires respectively. A value of 1 = strong disagreement, 2 = disagreement, 3 = unsure, 4 = agreement, and 5 = strong agreement.

Table 3. Student questionnaire.

No.	Item	1	2	3	4	5
1.	Using ChatGPT for essay writing can significantly improve my writing fluency in English.					
2.	Relying on ChatGPT for essay writing will boost my self-confidence in writing English essays.					
3.	Using ChatGPT for essay writing can significantly enrich my English vocabulary.					
4.	Using ChatGPT for essay writing can significantly enrich my knowledge of English grammar.					
5.	Using ChatGPT for essay writing can significantly enrich my knowledge of English syntax.					
6.	Using ChatGPT for essay writing can significantly enrich my knowledge of English spelling.					
7.	Using ChatGPT for essay writing can significantly enrich my knowledge of punctuation in English.					
8.	Relying on ChatGPT for essay writing will significantly improve my creative writing skills in English.					
9.	Relying on ChatGPT for essay writing will significantly improve my critical writing skills in English.					

Table 4. Instructor questionnaire.

No.	Item	1	2	3	4	5
1.	Using ChatGPT for essay writing can significantly improve students' writing fluency in English.					
2.	Relying on ChatGPT for essay writing will boost students' confidence in writing English essays.					
3.	Using ChatGPT for essay writing can significantly enrich students' English vocabulary.					
4.	Using ChatGPT for essay writing can significantly enrich students' knowledge of English grammar.					
5.	Using ChatGPT for essay writing can significantly enrich students' knowledge of English syntax.					
6.	Using ChatGPT for essay writing can significantly enrich students' knowledge of English spelling.					
7.	Using ChatGPT for essay writing can significantly enrich students' knowledge of punctuation in English.					
8.	Relying on ChatGPT for essay writing will significantly improve students' creative writing skills in English.					
9.	Relying on ChatGPT for essay writing will significantly improve students' critical writing skills in English.					

On the other hand, the semi-free interview involved the instructors and students who were willing to participate and whose circumstances allowed for that, namely, four instructors from different institutions in the United Arab Emirates and six students from the School of Computing at the university where the author works. The interviews were conducted at the end of 2023 and the beginning of 2024. The two interview questions are as follows:

Interview Question 1: How can utilizing ChatGPT enhance students' writing fluency skills in English as a foreign language?

Interview Question 2: How can utilizing ChatGPT enhance students' writing accuracy skills in English as a foreign language?

4.3. Study Implementation

As mentioned earlier, this study was conducted at a private university in the emirate of Sharjah, United Arab Emirates, where the author works. The study was implemented at the end of the 2023 fall semester and the beginning of the 2024 spring semester. At the end of the fall semester, semi-free interviews were conducted with six computing students who were taught an English course by the author.

Upon the commencement of the 2024 spring semester, the author designed and distributed the student questionnaire. The aim of the study was explained and the questionnaire was distributed to the students during class time so that any questions or concerns regarding the questionnaire could be addressed.

The instructor questionnaire, on the other hand, was distributed to a sample of 18 instructors who work at different highereducation institutions in the United Arab Emirates. Regarding the semi-free interview with instructors, four instructors participated. The semi-free interviews were conducted at some of the academic forums and conferences which were held in the United Arab Emirates during the 2023-2024 academic year.

Finally, the statistical treatment applied was a simple measure, calculating percentages for each of the questionnaires' responses.

4.4. Ethics

It is universally acknowledged that research ethics must be respected while implementing research projects, whatever the type. This research posed no risk of physical harm. Moreover, the subjects' awareness of the study's aims was ensured, their willingness to participate was a condition to proceed, and their identities and responses

were kept anonymous. None of the students expressed an unwillingness to respond to the questionnaire. The instructor questionnaire was distributed upon the instructors' consent to be involved. Regarding the semi-free interview, the students and instructors had the chance to be exempted from the interview. Therefore, it can be stated that the author abided by research ethics as an essential requirement for quality research conduct and a transparent study outcome.

5. FINDINGS

This section reports on the findings via the study's tools and statistical treatment. Table 5 and Figure 1 demonstrate the results of the students' responses to the questionnaire.

Table 5. Students' responses to the questionnaire.

No.	Item	1	2	3	4	5
1.	Using ChatGPT for essay writing can significantly improve my writing fluency in English.	10%	70%	7%	12%	1%
2.	Relying on ChatGPT for essay writing will boost my self-confidence in writing English essays.	18%	55%	10%	15%	2%
3.	Using ChatGPT for essay writing can significantly enrich my English vocabulary.	7%	33%	2%	53%	5%
4.	Using ChatGPT for essay writing can significantly enrich my knowledge of English grammar.	23%	54%	2%	21%	0%
5.	Using ChatGPT for essay writing can significantly enrich my knowledge of English syntax.	26%	57%	2%	13%	2%
6.	Using ChatGPT for essay writing can significantly enrich my knowledge of English spelling.	35%	54%	2%	7%	2%
7.	Using ChatGPT for essay writing can significantly enrich my knowledge of punctuation in English.	29%	55%	5%	8%	3%
8.	Relying on ChatGPT for essay writing will significantly improve my creative writing skills in English.	38%	52%	5%	5%	0%
9.	Relying on ChatGPT for essay writing will significantly improve my critical writing skills in English.	36%	54%	5%	5%	0%

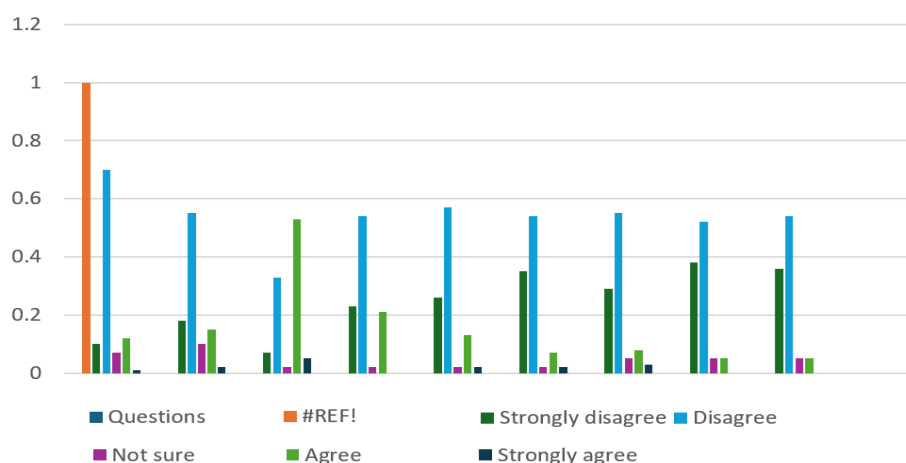


Figure 1. Students' responses to the questionnaire.

Regarding item one on whether using ChatGPT for essay writing can significantly improve writing fluency in English, 1% of the respondents strongly agreed, 12% agreed, 70% disagreed, 10% strongly disagreed, while 7% were unsure. With respect to item two on whether relying on ChatGPT for essay writing would boost one's self-confidence in writing English essays, 2% of the respondents strongly agreed, 15% agreed, 55% disagreed, 18% strongly disagreed, while 10% were unsure. Concerning item three on whether using ChatGPT for essay writing can significantly enrich one's vocabulary in English, 5% of the respondents strongly agreed, 53% agreed, 33% disagreed, 7% strongly disagreed, while 2% were unsure. With respect to item four on whether using ChatGPT for essay writing can significantly enrich one's knowledge about English grammar, 21% agreed, 54% disagreed, 23%

strongly disagreed, while 2% were unsure. In relation to item five on whether using ChatGPT for essay writing can significantly enrich one’s knowledge of syntax, 2% of the respondents strongly agreed, 13% agreed, 57% disagreed, 26% strongly disagreed, while 2% were unsure. Regarding item six on whether using ChatGPT for essay writing can significantly enrich one’s knowledge of English spelling, 2% of the respondents strongly agreed, 7% agreed, 54% disagreed, 35% strongly disagreed, while 2% were unsure. Concerning item seven on whether using ChatGPT for essay writing can significantly enrich one’s knowledge of English punctuation, 3% of the respondents strongly agreed, 8% agreed, 55% disagreed, 29% strongly disagreed, while 5% were unsure. Concerning item eight on whether relying on ChatGPT for essay writing will significantly improve one’s creative writing skills in English, 5% of the respondents agreed, 52% disagreed, 38% strongly disagreed, while 5% were unsure. Finally, regarding item nine on whether relying on ChatGPT for essay writing will significantly improve one’s critical writing skills in English, 5% of the respondents agreed, 54% disagreed, 36% strongly disagreed, while 5% were unsure.

Table 6 and Figure 2 demonstrate the results of the instructors’ responses to the questionnaire.

Table 6. Instructors’ responses to the questionnaire.

No.	Item	1	2	3	4	5
1.	Using ChatGPT for essay writing can significantly improve students’ writing fluency in English.	18%	76%	0%	6%	0%
2.	Relying on ChatGPT for essay writing will boost students’ confidence in writing English essays.	0%	94%	1%	5%	0%
3.	Using ChatGPT for essay writing can significantly enrich students’ English vocabulary.	0%	78%	0%	22%	0%
4.	Using ChatGPT for essay writing can significantly enrich students’ knowledge of English grammar.	0%	94%	0%	6%	0%
5.	Using ChatGPT for essay writing can significantly enrich students’ knowledge of English syntax.	0%	94%	0%	6%	0%
6.	Using ChatGPT for essay writing can significantly enrich students’ knowledge of English spelling.	0%	88%	0%	12%	0%
7.	Using ChatGPT for essay writing can significantly enrich students’ knowledge of punctuation in English.	0%	88%	0%	12%	0%
8.	Relying on ChatGPT for essay writing will significantly improve students’ creative writing skills in English.	50%	50%	0%	0%	0%
9.	Relying on ChatGPT for essay writing will significantly improve students’ critical writing skills in English.	50%	50%	0%	0%	0%

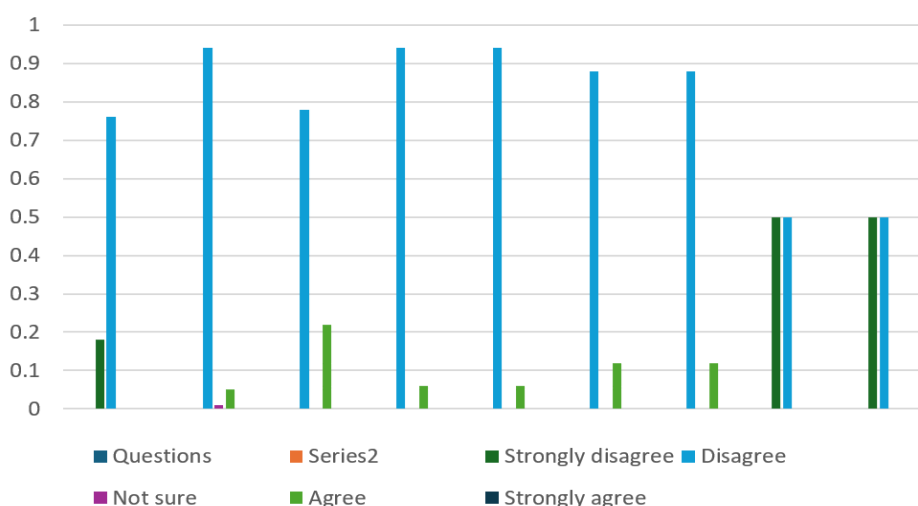


Figure 2. Instructors’ responses to the questionnaire.

Regarding item one on whether using ChatGPT for essay writing can significantly improve students' writing fluency in English, 6% of the respondents agreed, 76% disagreed, and 18% strongly disagreed. With respect to item two on whether relying on ChatGPT for essay writing would boost students' self-confidence in writing English essays, 5% of the respondents agreed, 94% disagreed, while 1% were unsure. Concerning item three on whether using ChatGPT for essay writing can significantly enrich students' vocabulary in English, 22% of the respondents agreed and 78% disagreed. With respect to item four on whether using ChatGPT for essay writing can significantly enrich students' knowledge of English grammar, 6% of the respondents agreed and 94% disagreed. In relation to item five on whether using ChatGPT for essay writing can significantly enrich students' knowledge of English syntax, 6% of the respondents agreed and 94% disagreed. Regarding item six on whether using ChatGPT for essay writing can significantly enrich students' knowledge of English spelling, 12% of the respondents agreed and 88% disagreed. Concerning item seven on whether using ChatGPT for essay writing can significantly enrich students' knowledge of English punctuation, 12% of the respondents agreed and 88% disagreed. Concerning item eight on whether relying on ChatGPT for essay writing will significantly improve students' creative writing skills in English, 50% of the respondents disagreed and 50% strongly disagreed. Finally, regarding item nine on whether relying on ChatGPT for essay writing will significantly improve students' critical writing skills in English, 50% of the respondents disagreed and 50% strongly disagreed.

As highlighted earlier, the semi-free interviews were conducted with four EFL instructors and six students. Regarding the first interview question on how utilizing ChatGPT can enhance students' writing fluency skills in English as a foreign language, instructors A, B, and C believed that it might not play a significant role, as students' reliance on ChatGPT could diminish their amount of writing practice. Though holding the same opinion in some ways, instructor D added that ChatGPT-generated essays could act as models for students to emulate, thus increasing students' confidence and eventually promoting writing fluency skills in the long run. Relating the discussion to the second interview question on how utilizing ChatGPT can enhance students' writing accuracy skills in English as a foreign language, the four instructors reiterated that if writing tasks were performed by ChatGPT, students would not be able to promote writing accuracy skills. All four instructors, however, suggested that ChatGPT should be utilized to detect language mistakes, which, in turn, would foster students' writing accuracy skills throughout their study journey. Instructor B proposed requesting the students to summarize and paraphrase ChatGPT-generated essays and then deliver an oral presentation on the content of the essay to ultimately develop writing accuracy and oral presentation skills. Instructors C and D argued that ChatGPT-generated essays would be good models to consider when writing an essay independently. How EFL instructors can enhance students' writing accuracy skills via ChatGPT, according to instructor D, would be to expose students to ChatGPT-generated essays as an accurate language composition for them to learn new words and recognize the use of grammatical structures in context. Finally, all four instructors valued the use of ChatGPT for highlighting language mistakes.

Concerning students' responses to the first interview question on how utilizing ChatGPT can enhance their writing fluency skills in English as a foreign language, students A, B, C, and D thought that exposure to ChatGPT-generated essays might enrich their language knowledge and could promote their writing fluency skills as they would become more confident in using language. Students E and F asserted that heavy reliance on ChatGPT for the submission of written assignments would not generate fluent writers due to the lack of writing practice. In relation to students' responses to the second interview question on how utilizing ChatGPT can enhance students' writing accuracy skills in English as a foreign language, all the interviewees thought that, if fully used for assignment writing such as essays and projects, ChatGPT utilization for the enhancement of writing accuracy skills would not yield significant impacts due to the lack of writing practice. Students A, C and D added that wise utilization of ChatGPT could include reading and paraphrasing ChatGPT-generated essays. Though not highly

related, student E explained that as long as the submitted writing task is not a human-written product, genuine feelings and human touches would be missing, which, in effect, would negatively impact the tone of the essay.

6. DISCUSSION OF STUDY FINDINGS

As discussed earlier, the current study addresses four research questions and implemented two study tools. First, the questionnaire's corresponding items to the first research question on university instructors' attitudes toward utilizing ChatGPT for enhancing writing fluency skills are one, two, eight, and nine. For item one on whether using ChatGPT for essay writing can significantly improve students' writing fluency in English, 18% strongly disagreed, 76% disagreed, and 18% agreed. For item two on whether relying on ChatGPT for essay writing will boost students' confidence in writing English essays, 94% disagreed, 5% agreed, while 1% were unsure. For item eight regarding whether relying on ChatGPT for essay writing will significantly foster students' creative writing skills in English, 50% strongly disagreed and 50% disagreed. Finally, for item nine regarding whether relying on ChatGPT for essay writing will significantly foster students' critical writing skills in English, 50% strongly disagreed and 50% disagreed.

For the second research question, which is concerned with examining the attitudes of EFL university instructors toward utilizing ChatGPT for enhancing students' writing accuracy skills, the questionnaire's corresponding items are three, four, five, six, seven, eight, and nine. For item three on whether using ChatGPT for essay writing can enrich students' English vocabulary, 78% disagreed and 22% agreed. Regarding the fourth item on whether using ChatGPT for essay writing can enhance students' knowledge of grammar, 94% disagreed and 6% agreed. Concerning item five on whether using ChatGPT for essay writing can enhance students' knowledge of syntax, 94% disagreed and 6% agreed. With reference to item six on whether using ChatGPT for essay writing can significantly enrich students' knowledge of spelling, 88% disagreed and 12% agreed. Concerning item seven on whether using ChatGPT for essay writing can significantly enrich students' knowledge of punctuation, 88% disagreed and 12% agreed. For item eight regarding whether relying on ChatGPT for essay writing will significantly improve students' creative writing skills in English, 50% strongly disagreed and 50% disagreed. Finally, for item nine regarding whether relying on ChatGPT for essay writing will significantly improve students' critical writing skills in English, 50% strongly disagreed and 50% disagreed.

With reference to the third research question on university students' attitudes toward utilizing ChatGPT for enhancing writing fluency skills, the questionnaire's corresponding items are one, two, eight, and nine. For item one on whether using ChatGPT for essay writing can significantly improve a student's writing fluency in English, 10% strongly disagreed, 70% disagreed, 12% agreed, 1% strongly agreed, while 7% were unsure. For item two on whether relying on ChatGPT for essay writing will boost a student's confidence in writing English essays, 18% strongly disagreed, 55% disagreed, 15% agreed, 2% strongly agreed, while 10% were unsure. For item eight regarding whether relying on ChatGPT for essay writing will significantly improve a student's creative writing skills in English, 38% strongly disagreed, 52% disagreed, 5% agreed, while 5% were unsure. Finally, for item nine regarding whether relying on ChatGPT for essay writing will significantly improve a student's critical writing skills in English, 36% strongly disagreed, 54% disagreed, 5% agreed, while 5% were unsure.

For the fourth research question on university students' attitudes toward utilizing ChatGPT for enhancing writing accuracy skills, the questionnaire's corresponding items are three, four, five, six, seven, eight, and nine. For item three on whether using ChatGPT for essay writing can enrich a student's English vocabulary, 7% strongly disagreed, 33% disagreed, 53% agreed, 5% strongly agreed, while 2% were unsure. Regarding the fourth item on whether using ChatGPT for essay writing can enhance a student's knowledge of grammar, 23% strongly disagreed, 54% disagreed, 21% agreed, while 1% were unsure. Concerning item five on whether using ChatGPT for essay writing can enhance a student's knowledge of syntax, 26% strongly disagreed, 57% disagreed, 13% agreed, 2% strongly agreed, while 2% were unsure. With reference to item six on whether using ChatGPT for essay writing

can significantly enrich a student's knowledge of spelling, 35% strongly disagreed, 54% disagreed, 7% agreed, 2% strongly agreed, while 2% were unsure. Concerning item seven on whether using ChatGPT for essay writing can significantly enrich a student's knowledge of punctuation, 29% strongly disagreed, 55% disagreed, 8% agreed, 3% strongly agreed, while 5% were unsure. For item eight concerning whether relying on ChatGPT for essay writing will significantly improve a student's creative writing skills in English, 38% strongly disagreed, 52% disagreed, 5% agreed, while 5% were unsure. Finally, for item nine regarding whether relying on ChatGPT for essay writing will significantly improve a student's critical writing skills in English, 36% strongly disagreed, 54% disagreed, 5% agreed, while 5% were unsure.

Based on the statistical findings in relation to the student and instructor questionnaires, it can be concluded that most of the instructors and students did not view utilizing ChatGPT in EFL higher education contexts as significant in terms of enhancing writing fluency and accuracy skills. By analyzing the findings more specifically, we can conclude that, as perceived by the instructors, utilizing ChatGPT to enhance writing accuracy would contribute most to enriching students' vocabulary, followed by enriching students' knowledge of spelling and pronunciation, and enriching students' knowledge of grammar and syntax. Reflecting on the students' opinions, utilizing ChatGPT to enhance writing accuracy would contribute most to enriching students' vocabulary, followed by enriching students' knowledge of grammar, syntax, and punctuation.

As mentioned earlier, semi-free interviews were conducted with four instructors and six students. With reference to the first research question on university instructors' attitudes toward utilizing ChatGPT to enhance students' writing fluency skills, it can be concluded that utilizing ChatGPT would not significantly contribute to enhancing writing fluency skills. However, using ChatGPT-generated essays as models for students to emulate would increase students' confidence, hence promoting their writing fluency skills in the long run. With reference to the second research question on university instructors' attitudes toward utilizing ChatGPT to enhance students' writing accuracy skills in English, it can be concluded that ChatGPT must not replace students in essay writing as this would yield negative results, one of which is impacting writing accuracy skills negatively. However, utilizing ChatGPT for locating mistakes and editing essays could promote writing accuracy skills. Additionally, exposing students to ChatGPT-generated essays as accurate language compositions for them to learn new vocabulary and grammatical structures would be beneficial in terms of augmenting writing accuracy skills. Another helpful suggestion, based on the instructors' interviews, would be for the students to summarize and paraphrase ChatGPT-generated essays since this could provide them with ample opportunities to develop writing accuracy skills. Though not directly related to writing skills, a final suggestion would be for the students to deliver oral presentations on ChatGPT-generated essays. If frequently applied, delivering oral presentations may improve students' presentation skills which, in turn, could improve writing fluency and accuracy skills.

Regarding the third research question on university students' attitudes toward utilizing ChatGPT to enhance writing fluency skills in English, it can be concluded that heavy reliance on ChatGPT for performing essay writing tasks would not contribute to enhancing writing fluency skills due to the lack of writing practice. Nevertheless, if ChatGPT is used for checking language accuracy before submitting written work, it can contribute to enhancing writing accuracy skills, which in turn, might enhance writing fluency skills. With reference to the fourth research question on university students' attitudes toward utilizing ChatGPT to enhance writing accuracy skills in English, it can be concluded that wise utilization of ChatGPT to check for mistakes in vocabulary, grammar, syntax, spelling, and punctuation may significantly enhance writing accuracy skills when language mistakes are highlighted, and the correct forms are learned.

7. STUDY LIMITATIONS

The current study sought to explore the attitudes of EFL university instructors and students toward utilizing ChatGPT to enhance writing fluency and accuracy skills, engaging a sample of university instructors and students.

The study, however, had three limitations. First, it was limited to a sample of 93 students and 18 instructors. Second, it was conducted at one private university. Third, the student sample comprised only two university majors: business and computing.

8. RECOMMENDATIONS

Considering the study limitations highlighted in section seven, it is recommended that further research on the issues this paper delineates be conducted with larger samples, more academic institutions, and more university majors. Moreover, future research projects need to thoroughly investigate the potential advantages of utilizing ChatGPT to enhance writing fluency and accuracy skills in English as a foreign language. Implementing experimental studies to examine the impact of using ChatGPT on enhancing students' writing fluency and accuracy skills compared to using other facilities and tools would also be helpful.

9. CONCLUSION

As the key findings portray, most of the subjects did not value the use of ChatGPT for fostering the skills of writing fluency and accuracy as significant, which, as highlighted before, is justified by factors such as lack of writing practice, which foreign language learners require due to reliance on ChatGPT as a main source for performing writing tasks. On the other hand, most of the study's subjects asserted the effectiveness of using ChatGPT for correcting errors and providing written input.

On a final note, utilizing ChatGPT must never replace students in performing writing tasks as this will breach academic integrity, hinder writing progress, weaken communication skills, and impede thinking ability. What matters a great deal is making the most of technological advancements, including ChatGPT, while ensuring quality education and rigorous assessment.

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