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Generative Artificial Intelligence in Arabic Language Education: Student Experiences with ChatGPT for Translation, Nahwu Learning, Conversation, and Writing

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Abstract
Arabic language mastery requires adaptive support for grammar, translation, writing, and conversation. This study explores how ChatGPT supports Arabic Language and Literature students in their Arabic learning activities. A qualitative descriptive design was applied using in-depth interviews and screenshot documentation of students' ChatGPT activities. The data covered Arabic text translation, nahwu term searches, Arabic conversation, and writing support. The findings show that ChatGPT provides fast, interactive, and contextually useful assistance. Students used it to understand texts, clarify grammar, practice dialogue, correct writing, and develop academic ideas. The discussion indicates that ChatGPT was perceived as supporting personalized learning, motivation, and low- anxiety practice, but teacher guidance remains essential. The study contributes practical evidence for integrating ChatGPT responsibly into Arabic language education

Keywords:
ChatGPT; Arabic language learning; translation; nahwu; Arabic writing; conversational practice

A. INTRODUCTION

The rapid development of artificial intelligence has reshaped foreign language education in higher education by enabling more personalized, adaptive, and interactive learning environments. AI-powered platforms can analyze learners' proficiency levels, learning behaviors, and recurring difficulties, then provide individualized pathways and real- time feedback that are difficult to achieve through conventional instruction alone (Ai-jun, 2024; Liu, 2023; LIULKA et al., 2024; Oke et al., 2023; Yunina, 2023). In language education, technologies such as natural language processing, speech recognition, intelligent tutoring systems, and chatbots have expanded opportunities for learners to practice speaking, writing, reading, and listening in flexible digital environments (Yu & Nazir, 2021). Empirical studies further suggest that AI tutoring models can improve language learning outcomes when compared with traditional approaches, particularly when learners receive immediate correction, repeated exposure, and adaptive support (Kemelbekova et al., 2024; Yan, 2024). Nevertheless, the adoption of AI in language learning also raises concerns about excessive dependence on technology, weakened interpersonal communication, academic integrity, and the limited capacity of automated systems to reproduce cultural understanding(Zhao, 2024). These developments are particularly relevant to Arabic language education, where learners frequently encounter complex grammatical, morphological, orthographic, and communicative challenges.

Arabic mastery requires not only memorization of vocabulary and rules but also the ability to apply grammar, understand syntactic relations, produce coherent writing, translate meaning

contextually, and engage in meaningful conversation. Research on foreign language learning indicates that writing competence depends on cultural and social understanding as well as linguistic control. Grammar learning also remains difficult because AI correction cannot fully replace the nuanced explanation and pedagogical judgment of human teachers (Journal, 2024). Similarly, conversational competence requires authentic communicative situations, which AI simulations can support but not completely replicate(Aini et al., 2023). These issues become more demanding in Arabic because its grammatical system differs substantially from many learners' first languages and includes variation across Classical Arabic, Modern Standard Arabic, and dialectal forms (Zaimah, 2024).

The central problem addressed in this study is the limited availability of flexible, individualized, and interactive support for students majoring in Arabic Language and Literature, especially outside formal classroom settings. Traditional teaching practices often provide insufficient opportunities for continuous conversation practice, immediate writing correction, contextual translation, and independent grammar exploration. Earlier research shows that AI chatbots can increase motivation and engagement by offering low-anxiety spaces where students can practice language skills without fear of judgment while receiving immediate personalized feedback (Anwar, 2023; Hanandeh et al., 2024). Chatbots can also function as conversational partners that adapt to learners' proficiency levels and provide responsive learning experiences. In Arabic learning, machine learning and chatbot applications have been reported to improve learner motivation and writing comprehension by making linguistic input more accessible. Thus, the general solution to the problem lies in the careful integration of AI-based conversational tools into Arabic learning processes, with appropriate pedagogical guidance and attention to responsible academic use.

More specifically, ChatGPT represents a generative AI tool that may support Arabic learning through translation, grammar inquiry, writing assistance, and conversational practice. Previous studies on Arabic chatbots and Arabic NLP have emphasized the importance of accurate conversational analysis and the need to address linguistic complexity in chatbot development (Fuad & Al-Yahya, 2022). NLP is central to these developments because it enables chatbots, voice assistants, and intelligent tutoring systems to process Arabic morphology, syntax, and semantic ambiguity (Almelhes, 2023). However, Arabic chatbot research remains relatively limited because Arabic has rich morphology, orthographic variation, and high ambiguity, while many systems still depend on retrieval-based models and limited annotated datasets (AlAfnan, 2024). Research has also shown that AI chatbots can support autonomous learning, self-regulated practice, and continuous interaction (Alabbas & Alomar, 2024; Pitychoutis, 2024). Yet, empirical investigation of how ChatGPT is actually used by students in Arabic Language and Literature programs remains insufficient, particularly for nahwu learning, Arabic writing, translation, conversation, literary learning contexts, dialect variation, and long-term proficiency development (Mohideen, 2024). This gap justifies closer examination of student experiences and documented use of ChatGPT in Arabic learning.

Artificial intelligence has expanded language learning through adaptive feedback, personalized practice, and interactive communication. AI chatbots are increasingly used to support speaking, vocabulary acquisition, writing, and learner autonomy because they provide immediate responses and low anxiety practice environments (Elmaadaway et al., 2025). Empirical studies show that chatbot interaction can improve fluency, intonation, willingness to communicate, vocabulary development, content organization, and grammatical accuracy (Tajik, 2025). These findings are consistent with earlier studies arguing that chatbots can stimulate student interest, enrich language practice, and provide conversational learning opportunities beyond the classroom (Yang et al., 2022).

Arabic poses distinctive challenges for natural language processing because of its root pattern morphology, inflectional richness, optional diacritization, right to left script, syntactic ambiguity, and dialect diversity. The coexistence of Classical Arabic, Modern Standard Arabic, and regional dialects further complicates chatbot development and automated language analysis. Although Arabic chatbots such as Arabot, BOTTA, ArabChat, and Nabiha indicate progress, Arabic chatbot research remains limited by retrieval based designs and insufficient annotated datasets (Fuad & Al-Yahya, 2022).

Transformer based models provide opportunities for Arabic translation and grammar support, but their accuracy remains uneven. The transformer and multitask learning approaches can

enhance Arabic translation quality, while recent evaluations warn that ChatGPT may struggle with Arabic nuance, parsing, and literal translationn (Elsaadany, 2024; Sallam et al., 2024). For grammar learning, reliable references and computational tools remain essential for nahwu explanation and syntactic analysis. Accordingly, AI-generated explanations should be treated as supplementary learning support and verified against authoritative Arabic grammar references and lecturer guidance.

Chatbot mediated interaction can support Arabic writing and conversation through immediate correction, adaptive dialogue, and self regulated practice (Bahari et al., 2024). Studies indicate that AI chatbots can support Arabic writing comprehension and provide useful feedback for grammar, spelling, organization, and vocabulary (Zaimah, 2024). However, Arabic specific limitations remain, including grammatical errors, repetition, ambiguity, and difficulty handling dialectal variation (Al-Otaibi et al., 2025). Therefore, further empirical research is needed to examine how students actually use ChatGPT for Arabic translation, nahwu learning, writing, and conversation in higher education, including how learners critically evaluate AI-generated responses and use them responsibly in academic work.

Accordingly, this study aims to explore how Arabic Language and Literature students use and perceive ChatGPT as a learning support tool through translation, nahwu term exploration, Arabic conversation, and Arabic writing. The novelty of the study lies in its focus on practical student use rather than purely technical chatbot development. Rather than assuming measurable improvements in proficiency, the study examines students' reported experiences of ChatGPT as a source of personalized and adaptive support for linguistic clarification, grammar learning, interactive practice, and motivation, while recognizing the continuing need for critical academic supervision and responsible use. The scope of the study is limited to qualitative evidence gathered from students who actively used ChatGPT, including interview data and documentation in the form of screenshots showing translation, grammar searching, conversation, and writing activities. By examining these practices, the study contributes to the growing discussion on AI-assisted Arabic language learning and offers a basis for integrating ChatGPT into Arabic curricula in a pedagogically responsible manner (Mazlan et al., 2021).

B. METHODOLOGY

Research Design

This study employed a qualitative descriptive design to examine how Arabic Language and Literature students used ChatGPT in Arabic learning activities. This design was appropriate because the study focused on students' experiences, perceptions, and documented practices rather than statistical measurement. Qualitative approaches are widely used to investigate AI-assisted language learning because they enable researchers to examine learners' interactions with technology in authentic educational settings (Chieh & Aun, 2025; Hz et al., 2023; Wardat et al., 2023).

Participants and Sampling

The participants were four students enrolled in the Arabic Language and Literature program, primarily from fith dan sventh semester, who actively used ChatGPT for learning purposes. Participant selection began with an initial questionnaire to identify students who regularly used ChatGPT for Arabic translation, writing, conversation, and grammar exploration. A criterion-based purposive sampling procedure was applied. To be included, students had to (1) be actively enrolled in the Arabic Language and Literature program, (2) have prior experience using ChatGPT for at least one Arabic-language learning activity, including translation, writing, conversation, or nahwu exploration, and (3) be willing to participate in an interview and provide relevant documentation of their ChatGPT use. Students who did not meet these criteria were not included in the interview and documentation stage. Students who met these criteria were then selected for further interviews and documentation analysis.

Data Collection

Data were collected through in-depth interviews and documentation. The interviews explored students' perceptions of ChatGPT, including ease of use, response speed, accuracy, usefulness, and perceived effects on their learning experiences. Semi-structured interviews are commonly used in studies of AI-assisted learning because they allow researchers to probe learners' motivations, challenges, and technology-use experiences (Ardyansyah et al., 2024; Choi et al., 2024;

Hmoud et al., 2024).

Documentation consisted of screenshots showing ChatGPT use for translating Arabic texts, writing Arabic, conducting Arabic conversations, and searching nahwu terms. The screenshots were used as supporting evidence of the types of learning activities reported by participants rather than as direct measures of learning achievement. Combining interviews with usage screenshots strengthens interpretation by linking self-reported experience to documented patterns of technology use (Dai et al., 2023; Sun et al., 2025).

Data Analysis and Trustworthiness

The data were analyzed using qualitative descriptive and thematic analysis. Interview transcripts were coded to identify recurring themes related to translation, writing, conversation, grammar learning, and students' perceptions of ChatGPT use. Screenshot documentation was analyzed descriptively to clarify patterns of ChatGPT use, following prior technology and Arabic writing studies. Trustworthiness was supported through triangulation between interview data and documentation, systematic coding, transparent research procedures, and cross-checking of evidence, consistent with qualitative rigor standards (Sun et al., 2025).

C. RESULTS AND DISCUSSION

General Patterns of ChatGPT Use in Arabic Learning

The findings show that ChatGPT was the most frequently used AI tool among Arabic Language and Literature students who participated in this study. Students used ChatGPT not as a single-purpose application, but as a multifunctional learning medium that supported several aspects of Arabic learning. The main patterns of use included translating Arabic texts into Indonesian, searching for grammatical terms related to nahwu, defining Arabic terms, conducting Arabic conversations, writing Arabic texts, developing presentation concepts, and searching for academic references. These uses indicate that students positioned ChatGPT as a flexible academic assistant that could respond to different learning needs in real time.

The interview data and screenshot documentation revealed that students relied on ChatGPT especially when they needed immediate clarification. In conventional learning situations, students often had to consult textbooks, dictionaries, lecturers, or peers to understand difficult Arabic expressions. Through ChatGPT, they could ask direct questions and receive instant responses. This immediacy became one of the most frequently mentioned advantages. Students also valued the conversational format of ChatGPT because it allowed them to refine prompts, request simpler explanations, ask for examples, and repeat questions when the first answer was not fully understood. Another important finding was that students used ChatGPT for activities involving both receptive and productive language skills. Receptive use appeared when students used the tool to understand Arabic texts, translate sentences, interpret meanings, and clarify grammatical concepts. Productive use appeared when they used ChatGPT to compose Arabic sentences, check writing accuracy, practice dialogue, and improve the style of Arabic expression. This pattern suggests that participants perceived ChatGPT as useful across different stages of learning, from comprehension to production.

ChatGPT for Arabic Text Translation

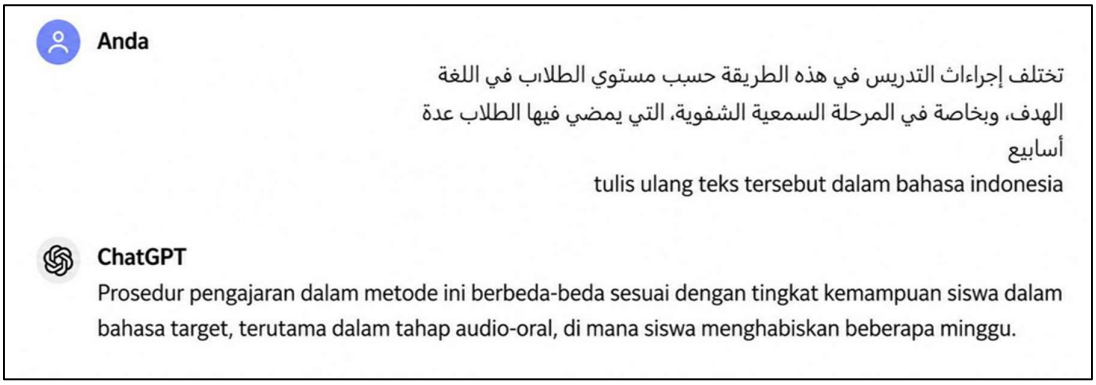


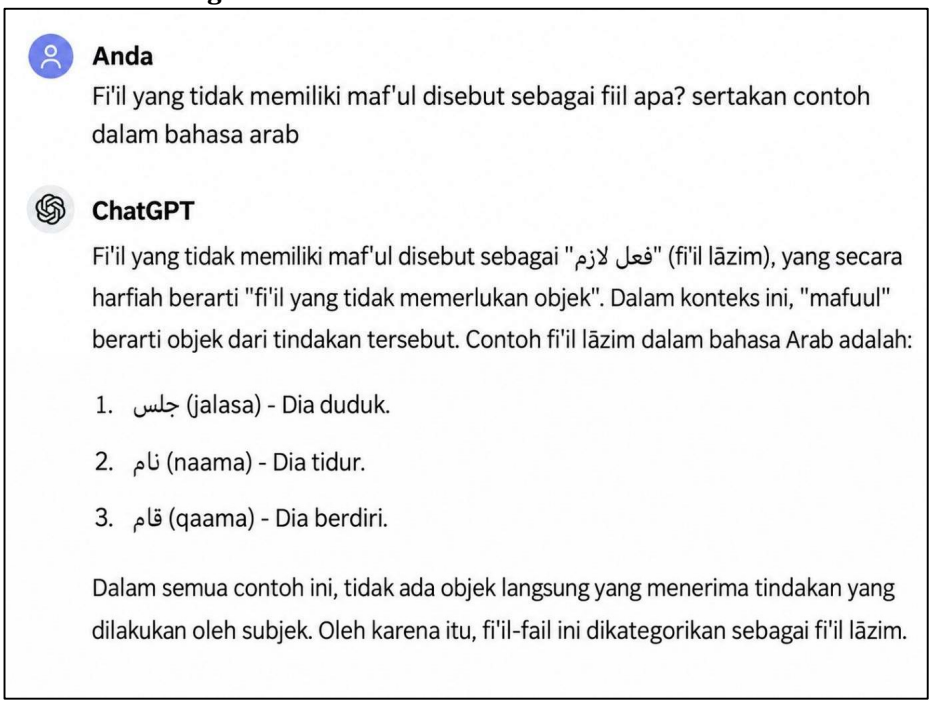
Figure 1: ChatGpt For Translation Arabic Text

Figure 1 presents an example of ChatGPT being used to translate Arabic text into Indonesian. The screenshot indicates that students submitted Arabic text to ChatGPT and requested an Indonesian translation. The output was then used to help them understand the meaning, structure, and readability of the original Arabic text. Students reported that this feature was highly useful because they perceived the resulting translations as generally easy to understand and contextually relevant. The results show that students perceived ChatGPT as more interactive than conventional translation tools. They could ask ChatGPT to revise a translation, explain specific words, simplify the meaning, or compare literal and contextual translation. According to participants, this interaction encouraged them to move beyond direct word-for-word translation and consider how meaning was constructed across languages. Students also stated that ChatGPT helped them recognize sentence.

Patterns and vocabulary choices in Arabic texts.

Translation support was especially important when students encountered long or syntactically complex Arabic passages. ChatGPT allowed them to divide difficult texts into more manageable units. Students could ask for sentence-by-sentence translation and request explanations of unfamiliar terms. Participants described this process as making translation an interactive learning activity rather than merely producing a final translated text. The finding suggests that ChatGPT was perceived not merely as a translation tool, but also as a source of support for reading comprehension and linguistic analysis.

1.1 ChatGPT for Searching Nahwu



Terms Figure 2: ChatGpt For Searching Nahwu Terms

Figure 2 shows the use of ChatGPT to search for nahwu terms. Students used this feature to ask about grammatical concepts, definitions, examples, and the function of specific terms in Arabic sentence construction. The findings indicate that ChatGPT was considered useful because it provided quick explanations and examples that students perceived as helping them understand abstract grammar concepts more concretely.

Students explained that nahwu is one of the most challenging areas in Arabic learning because it requires mastery of sentence position, word function, case endings, and syntactic relationships. They perceived ChatGPT as making these concepts more accessible by presenting explanations in a question-and-answer format. When students did not understand a particular concept, they could ask follow-up questions and request additional examples. This flexibility enabled

them to revisit grammatical explanations according to their individual learning needs and pace.

The screenshot documentation also showed that students used ChatGPT to clarify the meaning of grammatical terms and to identify their use in sentences. This was particularly helpful for students who needed rapid confirmation before completing assignments or classroom exercises. The results suggest that ChatGPT served as a supplementary resource for grammar learning by offering accessible explanations, practical examples, and repeated clarification opportunities. However, the screenshots document patterns of use rather than objectively measured gains in grammatical proficiency.

ChatGPT for Arabic Conversations

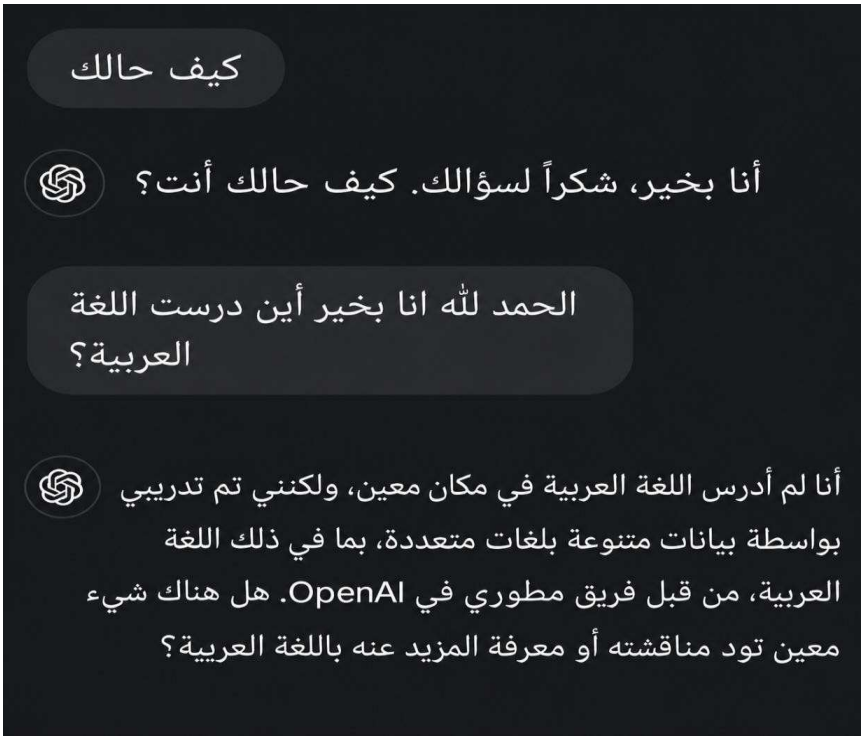


Figure 3: ChatGpt For Arabic Conversations

Figure 3 illustrates students' use of ChatGPT for Arabic conversation practice. In this activity, students interacted with ChatGPT by writing prompts or responses in Arabic. The tool replied in Arabic and created a conversational exchange that students could use to practice vocabulary, sentence structure, and communicative expression. Students reported that this function was useful because it allowed them to practice Arabic outside the classroom without waiting for a human conversation partner.

The results indicate that students perceived ChatGPT as providing a low-pressure environment for communication practice. Students could make mistakes without embarrassment and could repeat the same topic several times. They could also ask ChatGPT to correct their Arabic responses, provide alternative expressions, or adjust the level of language difficulty. Participants described these characteristics as useful for practicing communication with greater confidence.

Students also used ChatGPT to simulate everyday dialogue and academic conversation. For example, they could ask for examples of greetings, classroom expressions, formal sentences, or short discussions on certain topics. Participants reported that the tool's ability to respond continuously helped sustain their engagement in the interaction. Although the study did not measure fluency quantitatively, student perceptions suggested that ChatGPT provided additional opportunities for conversational exposure and repeated practice.

ChatGPT for Writing in Arabic

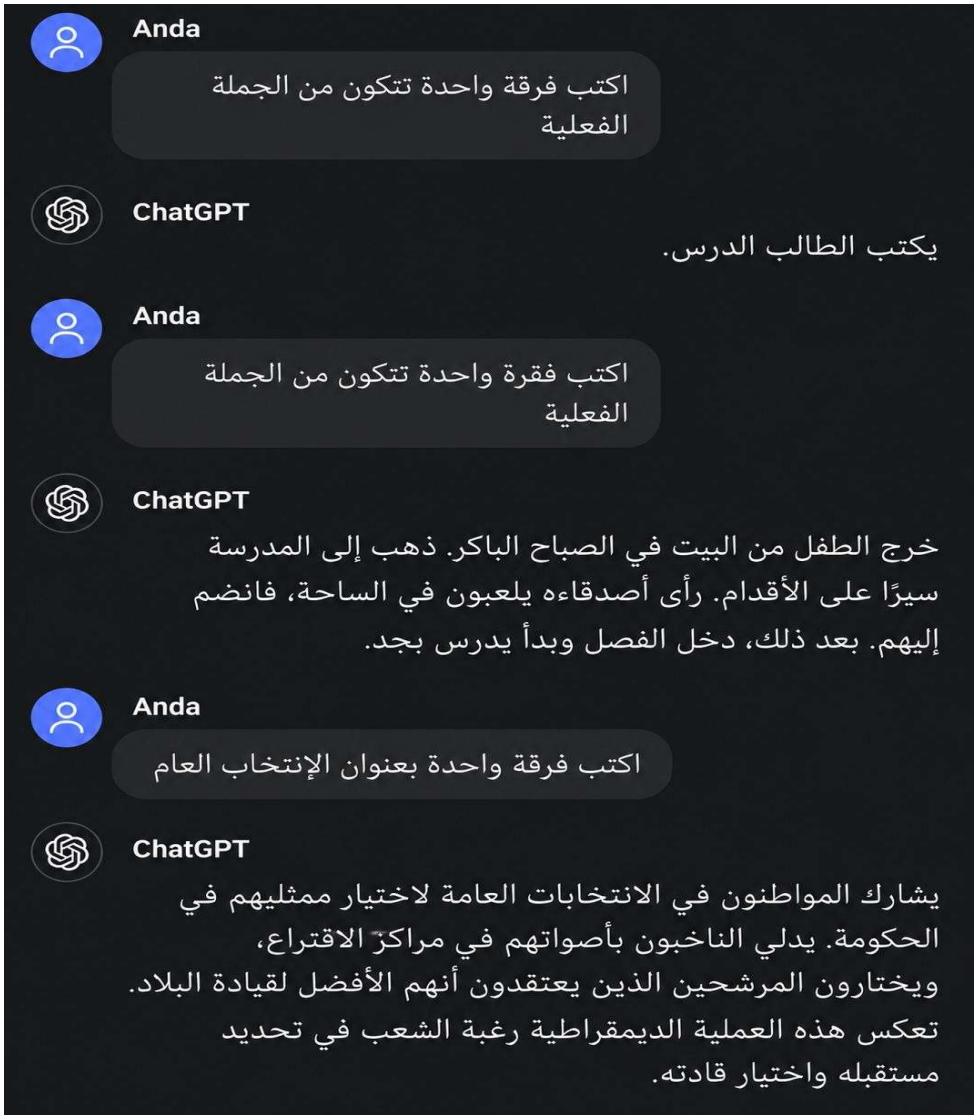


Figure 4: ChatGpt for Writing in Arabic

Figure 4 presents an example of ChatGPT being used to support Arabic writing. Students used ChatGPT to compose Arabic sentences, check grammar, improve spelling, refine style, and obtain suggestions for clearer expression. This function was perceived as highly beneficial because writing in Arabic requires attention to grammar, vocabulary choice, spelling, sentence structure, and coherence.

Students reported that ChatGPT enabled them to identify potential mistakes more quickly. When they submitted Arabic sentences, ChatGPT could provide corrections and explanations. This immediate feedback allowed students to compare their original writing with the revised version. Participants perceived this comparison as useful for recognizing errors and considering alternative ways of expressing their ideas in Arabic.

The findings also show that students used ChatGPT to support idea development. Students did not only use it to correct finished writing, but also to generate sentence examples, outline short texts, and develop presentation concepts. In this sense, ChatGPT was used during both the planning and revision stages of writing. The tool also provided suggestions for more appropriate word choices and sentence arrangements, which students could evaluate when revising their texts.

Overall, the results indicate that students perceived ChatGPT as a useful source of support for Arabic language learning. Its main strengths as reported by participants were speed, accessibility, interactivity, contextual explanation, and adaptability to different learning needs. The documented uses in translation, nahwu learning, conversation, and writing show that ChatGPT was used as a multifunctional learning assistant across activities involving both comprehension and language production.

Discussion

The findings of this study indicate that students used ChatGPT as a flexible AI-assisted learning medium across several interconnected learning activities, namely translation, nahwu exploration, Arabic conversation, and Arabic writing. This pattern suggests that participants did not regard ChatGPT only as a technical answer generator, but also as an interactive learning resource offering immediate clarification, adaptive explanation, and repeated practice opportunities. Such use aligns with technology-enhanced language learning perspectives, particularly constructivist learning theory, because learners actively construct linguistic understanding through dialogue, correction, and meaning negotiation rather than passively receiving information (Lamtara, 2023; Yin & Hanif, 2024). The findings are also consistent with studies showing that chatbot-mediated Arabic learning can support meaning-making and writing comprehension through interactive translanguaging processes (Ahmad, 2024).

The translation findings suggest that ChatGPT can provide students with support in interpreting Arabic texts through readable and context-sensitive Indonesian translations. Students' ability to request revisions, explanations, and sentence-level clarification can make translation more interactive as a learning process. This supports earlier arguments that Transformer-based and multitask learning approaches can improve Arabic translation quality. However, this benefit must be interpreted cautiously because ChatGPT may still struggle with Arabic cultural nuance, literal translation, parsing accuracy, and long-distance syntactic dependencies (Aljanabi, 2024; Elsaadany, 2024; Sallam et al., 2024). Therefore, ChatGPT should be positioned as a guided translation assistant rather than an unquestioned authority. Teacher supervision remains necessary to help students evaluate semantic accuracy, contextual appropriateness, and cultural meaning.

The use of ChatGPT for nahwu learning illustrates its perceived value as supplementary support for managing the complexity of Arabic grammar. Nahwu requires understanding sentence position, syntactic function, case marking, and grammatical relations. Students' use of ChatGPT to search for terms, examples, and explanations reflects the need for accessible grammar support. This finding is consistent with the importance of reliable Arabic grammar references and syntactic tools in supporting grammatical understanding. From Vygotsky's sociocultural perspective, ChatGPT can function as a scaffolding tool that provides temporary assistance while learners work toward greater independence (Tajudeen & Zakaria, 2021). Nevertheless, because Arabic morphology and syntax are highly complex, explicit teacher-led grammar instruction remains essential (Abdulkader & Al- Irhayim, 2022; *The Cambridge Handbook of Arabic Linguistics*, 2021).

The educational use of ChatGPT also raises important questions of academic integrity. The same capabilities that make generative AI useful for translation, grammatical clarification, and writing support may enable students to submit AI-generated work without adequate understanding, attribution, or independent intellectual engagement. Responsible integration therefore requires a clear distinction between using AI as a learning aid and allowing it to substitute for the learner's own academic work. Instructors should establish explicit expectations regarding acceptable AI assistance, require students to verify generated information against authoritative linguistic and academic sources, and encourage transparent acknowledgment of substantial AI use. Students should also be trained to question generated references, translations, grammatical analyses, and written passages rather than assuming that fluent output is necessarily accurate. Such practices are important for maintaining academic honesty while preserving the pedagogical benefits of generative AI.

Within the context of Islamic education, responsible use of generative AI can also be approached through ethical principles such as *amanah* (trustworthiness and responsibility), *sidq* (truthfulness), and accountability for one's academic work. From this perspective, the ethical issue is not simply whether students use AI, but how they use it and whether they remain intellectually

responsible for the knowledge and work they present. Using ChatGPT to seek explanations, compare linguistic alternatives, or receive formative feedback can be compatible with learning when students critically evaluate the output and retain ownership of their reasoning. In contrast, presenting AI-generated content as one's own work without understanding, verification, or appropriate disclosure would conflict with the values of honesty and responsibility expected in education. Consequently, lecturers remain important not only as language instructors but also as ethical guides who help students develop critical, responsible, and academically honest practices when engaging with generative AI.

The conversation and writing findings further show that students perceived ChatGPT as providing a low-anxiety learning environment. Students can practice Arabic, make mistakes, request correction, and repeat interactions without embarrassment. This supports Krashen's affective filter hypothesis, since reduced anxiety may increase willingness to communicate and facilitate acquisition (Koç & Savaş, 2024; Wiyaka et al., 2024). ChatGPT also provides comprehensible input that can be adjusted to learners' proficiency levels, which corresponds to the input hypothesis. In writing, students reported benefits from grammar correction, spelling assistance, style refinement, and idea development. These findings are consistent with studies showing that AI-driven writing platforms provide personalized feedback and support progressive writing development (Sun et al., 2025). Yet, the possibility of over-reliance must be acknowledged, as excessive dependence on ChatGPT may weaken critical thinking, independent problem-solving, and genuine language production (Aljuaid, 2024; Syahrin & Akmal, 2024). This concern also highlights the importance of distinguishing legitimate AI-assisted learning from the uncritical submission of AI-generated work as a student's own academic product.

Pedagogically, the study supports a blended model of ChatGPT integration in Arabic instruction. ChatGPT can be used for supplementary translation practice, grammar clarification, guided dialogue, writing revision, and reflective learning activities. However, it should not replace teachers, who remain central in explaining cultural meaning, pragmatic competence, academic integrity, and Arabic's diglossic complexity (Mekheimer & AbdElaal, 2025; Moghazy, 2021). Educators should design tasks that require students to compare AI-generated responses with authoritative references, revise outputs critically, and document their learning process through portfolios, interaction logs, and reflective journals. Such practices also reinforce responsible academic conduct by requiring students to remain accountable for the accuracy, interpretation, and originality of the work they submit. Within an Islamic educational perspective, this responsibility is consistent with principles of amanah (trustworthiness), sidq (truthfulness), and ethical accountability in seeking and communicating knowledge. Accordingly, lecturers should guide students to use generative AI as a supportive learning resource rather than as a substitute for independent reasoning, authorship, and intellectual responsibility. Future research should examine long-term proficiency development, dialect variation, Arabic literary analysis, and curriculum integration, since current Arabic chatbot research remains limited by dataset scarcity, dialectal difficulty, and uneven model performance (Khondaker et al., 2023; Sallam & Mousa, 2024).

D. CONCLUSION

This study concludes that ChatGPT was perceived as providing meaningful support for Arabic Language and Literature students across four main learning functions: text translation, nahwu exploration, Arabic conversation, and Arabic writing. The findings show that students used ChatGPT as a flexible learning assistant that offered fast responses, contextual explanations, interactive clarification, and immediate feedback. Its usefulness was particularly visible when students needed help translating Arabic texts into Indonesian, understanding grammatical terms, practicing dialogue, correcting written Arabic, and developing ideas for academic tasks.

The discussion indicates that ChatGPT is consistent with several principles of technology-enhanced language learning. Its conversational format can encourage active learning because students can construct understanding through repeated questioning, revision, and reflection. Its ability to provide immediate input and correction may also contribute to a low-anxiety learning environment that may increase confidence and motivation. In writing and grammar learning, ChatGPT can function as a scaffolding tool that helps students identify errors, compare alternatives,

and gradually develop greater awareness of linguistic accuracy. These benefits suggest that generative artificial intelligence can expand learning opportunities beyond the classroom, especially for students who need continuous practice and individualized support.

The implications of this study are both pedagogical and theoretical. Pedagogically, ChatGPT can be integrated into Arabic instruction as a supplementary tool for translation exercises, grammar clarification, guided conversation, writing revision, and reflective learning. However, its use should remain guided by teachers because Arabic involves complex morphology, syntax, cultural meaning, and dialectal variation that cannot always be handled accurately by artificial intelligence. Students should therefore be trained to evaluate ChatGPT outputs critically, compare them with authoritative references, and avoid excessive dependence on automated responses. They should also be encouraged to disclose substantial AI assistance when required and remain responsible for the accuracy, originality, and interpretation of their submitted work. Theoretically, this study contributes to the growing body of knowledge on artificial intelligence-assisted language learning by providing qualitative evidence from the context of Arabic Language and Literature education.

For practical implementation, Arabic-language lecturers can design more AI-resistant or AI-resilient assignments by making the learning process, rather than only the final answer, visible. For example, students may first produce their own translation, nahwu analysis, dialogue, or written composition, then compare it with a ChatGPT-generated response, identify inaccuracies or differences, justify which linguistic choices are more appropriate, and submit a brief reflection on how the AI output was evaluated and revised. Lecturers can also incorporate oral explanations, in-class components, personalized or locally contextualized prompts, annotated drafts, interaction logs, and verification against authoritative dictionaries or grammar references. These strategies do not require banning generative AI; rather, they make students demonstrate understanding, critical judgment, and individual intellectual contribution even when AI tools are available

The significance of this study lies in its focus on practical student use rather than only technical discussions of Arabic chatbot development. It shows how ChatGPT is actually employed in everyday academic learning activities and how students perceive its benefits. Future research should examine larger and more diverse student populations, measure long-term effects on Arabic proficiency, compare ChatGPT with other artificial intelligence tools, and investigate its performance across Classical Arabic, Modern Standard Arabic, and regional dialects. Further studies should also explore how ChatGPT can support Arabic literary analysis, rhetoric, classical text comprehension, AI-resilient assessment design, and curriculum-based assessment

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