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Exploring the Pros and Cons of Using ChatGPT in EFL Context

Case Study: Second Year Master Students of English at Chadli Bendjedid

University El-Tarf

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List of abbreviations

EFL: English as a Foreign Language

AI: Artificial Intelligence

NLP: Natural Language Processing`

GPT: Generative pre-trained Transformer

BERT: Bidirectional Encoder Representations from Transformers

ABSTRACT

This dissertation explores the implementation of ChatGPT, a powerful conversational language generation model, in English as a Foreign Language (EFL) classrooms. The explosion of artificial intelligence technologies has given rise to a growing interest in the application of ChatGPTs in language learning. Nevertheless, little is known about the potential mechanisms involved or the potential advantages and disadvantages of its use in educational settings. This study seeks to bridge this gap by providing an in-depth examination of the opportunities, and challenges, associated with the integration of ChatGPT in EFL teaching. The methodology employed involves a descriptive method, where both qualitative and quantitative techniques are used to collect the data. In order to answer all these questions, and as a first of its kind study, EFL instructors and second year LMD Master students will have a higher perception of effectiveness scores of ChatGPT in English language learning related activities. Results presents different opportunities with ChatGPT in EFL class. To this end, ChatGPT enables real time feedback and adaptive guidance experiences that are personalized based on each learner's unique needs. In addition, it has an interactive characteristic which if you consider it the right way, there are a high chance that you can make your students or learners speak more, to attain more communicative language learning strategies. Furthermore, it is quite good at being a general language practice suite for grammar, vocabulary, and fluency. In spite of these advantages, the examination similarly uncovers various difficulties that are identified with ChatGPT execution in EFL guidance. At the light of this study many recommendations are set for the sake of future research

Key Words: Artificial intelligence, ChatGPT, EFL classroom, Advantages and disadvantages.

المخلص

تهدف هذه الدراسة الى تفصي فكرة ادماج روبوت الذكاء الاصطناعي المعروف ب ChatGPT من شركة OPENAI في تعليم اللغة الانجليزية كلغة أجنبية و بالتحديد في مستوى الماستر. من الجلي أن تقنيات الذكاء الاصطناعي قد اقتحمت العديد من المجالات عنوة و أحدثت جدلا كبيرا يطرح العديد من التساؤلات حول كيفية عمل هذه التقنيات و الموقف الذي ينبغي أن يتخذ تجاهها. من بين هذه الميادين نجد أن التعليم قد مسته هذه الطفرة التقنية و بالتالي تقرر دراستها عن كثب لمعرفة ايجابيات و سلبيات دمجها في الأوساط التعليمية لقسم الأداب و اللغات الخاص باللغة الانجليزية و محاولة وضعها تحت المجهر لتبين العقلية المثلى لاستغلالها في اطار القانون و من دون حدوث اي انتهاكات تجاه المثل و القيم الاجتماعية. باستعمال كل من الاساليب النوعية و الكمية, تم طرح استبيانات على طلبة السنة الثانية ماستر و مجموعة من أساتذة قسم اللغة الانجليزية بجامعة الشادلي بن جديد كأداة لجمع المعلومات المتعلقة باستعمال هذه التقنية و النتائج المتحصل عليها اثر ذلك. أظهرت النتائج اقبالا شديدا على تبني فكرة الذكاء الاصطناعي و ضرورة استغلاله في هذا المجال بشكل أفضل بالتنسيق مع كل من الاساتذة, الطلبة و ادارة القسم.

CHAPTER ONE: INTRODUCTORY CHAPTER TO THE STUDY

INTRODUCTION

In the recent years, the field of education witnessed an increasing interest in the integration of artificial intelligence technologies to boost the learning experience including ChatGPT language model bot from OpenAI company which received a lot of attention for its potential applications in English as a Foreign Language (EFL) and mostly for how impressive and extremely fast the feedbacks given by the bot can be. ChatGPT, a language generating model developed by OpenAI, offers almost natural language processing capabilities that enables it to engage in human like conversations. Its ability to generate coherent and contextually relevant responses has ignited curiosity about whether its effective in language learning context or not. English proficiency is increasingly recognized as a critical skill in today's globalized world.

Traditional classroom methods often face challenges in providing personalized feedback, and adapting to individual learner's needs. ChatGPT somehow proved to show a hell of a promise when it comes to finding solutions to some challenges by offering interactive language practice experiences to enhance learners proficiency levels and extend learning preferences. However, the integration of ChatGPT into the EFL classroom raises a lot of question marks about its effectiveness, practical implications, and ethical considerations.

OBJECTIVES OF THE STUDY

This study's main objective is to conduct a clear and simple display for the examination of both pros and cons of using ChatGPT in the EFL setting by analysing the feedbacks that entail the experiences and perceptions of both teachers and students of LMD Master 2 at Chadli Benjedid university. The study aims to provide insight about the advantages and disadvantages of merging and

incorporating this bot into language learning programs and curriculums. Also, the research seeks to identify the best and most appropriate practices for integrating ChatGPT effectively while stressing and raising ethical concerns by ensuring responsible use during class.

STATEMENT OF THE PROBLEM

Despite the growing interest in leveraging AI technologies for language learning, there is a small number of researches examining the specific implications of integrating ChatGPT into the EFL classroom. This study endeavours to fill this gap by exploring the advantages and disadvantages of including this technology and having it put to use in EFL context by investigating the following questions:

RESEARCH QUESTIONS

1. What are the perceived advantages and disadvantages of using ChatGPT in EFL learning from the perspectives of both teachers and students?
2. What are the ethical considerations revolving the use of ChatGPT in educational settings, and how can they be addressed?
3. What best practices can be recommended for integrating ChatGPT effectively into EFL setting?

RESEARCH HYPOTHESIS

H1: Integrating ChatGPT into the EFL classroom will lead to improving students language learning experiences and their proficiency as well, not just that but also It'll add up in helping them step up more and engage with each other providing a more active and dynamic experience.

H2: We also expect that a few challenges related to technical limitations, the adaptability of the students with the bot's advanced protocols, and of course the most controversial part to it which is the ethical concerns that can directly impact the overall effectiveness of ChatGPT in EFL context.

SIGNIFICANCE OF THE STUDY

This study is easily a big concern for the responsables and stakeholders in education generally and EFL specifically. More research should be raised to provide a better insight concerning this topic as it could offer a revolutionary lift in education not only for students but teachers as well since the targeted aspect we're most likely manipulating is teaching and learning strats and approaches. We believe that this subject as newly introduced as It is should get most attention because its already here and its unsystematically being executed in the EFL environments, eventually monitoring this case will greatly contribute in helping the chairmen come up with the appropriate policy to deal with such influence and basically making more data available for that sake is all this study is primarily about.

METHODOLOGY AND DATA GATHERING TOOLS

In conducting our research, we have selected a descriptive research type, with both quantitative and qualitative methods, a conducted online questionnaire implemented as the main tool to analyse, observe, and helps us to understand the present study concepts . In order to conduct this study two online questionnaires used as a data collection tool in order to save more time and effort. The first questionnaire is directed to our sample the second year LMD Master students of the Chadli Bendjedid University. The second questionnaire is meant for professors in order to obtain information about their takes regarding the topic.

Questionnaire Development: Both questionnaire will be submitted on google forms platform and will be linked to two separate sheets, one is meant for teachers and one is for the students to make things easier both for us and the participants.

Sampling: We recruit participants through a link that is going to be shared on a private messenger group to ensure that only students from Chadli Bendjedid university second year master will be able to access it. As far as teachers, it has been sent via email each individually.

Data Collection: The feedbacks of our respondents are going to be automatically added to the sheets mentioned earlier in order to save time and effort creating bars and pie charts since the results of this study are decided to depend on a mix of those for an easier readability.

Data Analysis: Quantitative data collected from the questionnaires will be analysed using google forms statistics tool and it'll likely include bars and pie charts, tables..etc. as for the qualitative data we'll go through it ourselves in order to make an appropriate interpretation then to be summarized in the third chapter in accordance with the rest of the data. Comparative analysis may be conducted to identify differences in perceptions between teachers and students.

LIMITATION OF THE STUDY

Now for the limitations we faced an unfortunate series of events that led this research to be conducted in a less comfortable and enjoyable process. The topics have been received late and we were mostly left with a small window of time to work things especially that we are talking about a topic that is brand new and requires a lot of reading and searching. We suffered mostly with the lack of resources and ended up getting most of them from the web, the literature chapter was a hell of a ride because of that. A classroom observation was desired but sadly, it was not possible because of distance and time. But mostly the time and the pressure were the major dysfunctioning factor in this journey. Despite these limitations, the online questionnaires worked wonders in getting fast responses. The google forms platform facilities as if the sheets skipped a lot of work and helped us avoid the burden of designing the charts ourselves. The participants seemed to have enjoyed answering It and they were generous in their feedback.

STRUCTURE OF THE DISSERTATION

The present dissertation is divided into five main chapters. Starting by chapter one is an introductory chapter to the study. Chapter two, consists of two sections, their aim is that familiarizing artificial intelligence (AI) and its components, especially ChatGPT our main focus and its chatbot AI language models by providing definitions to explain how it functions and how it can be integrated and exploited in EFL teaching and learning. It also provides literature about our subject of interest that is to be the advantages and disadvantages of using this technology in EFL classrooms. The third chapter deals with the method of data collection. Chapter four reveals results obtained from questionnaire. The final chapter will contain a general discussion of all that has been tackled in this research, also offering a few recommendations and pedagogical implications for the chairpersons and responsible of the pedagogy.

CONCLUSION

To sum up, this chapter's solely aim is to establish the key components of this research, to display the research questions in accordance with the hypothesis and the structure followed in order to investigate its validity.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

This chapter presents the literature review of the study. It consists of two sections, the first part deals with defining first the AI and how this technology works starting from a broad raw material which brings AI tech altogether and second section reveals ChatGPT language model and its possible implications in EFL context as well as the interactions and the other possibilities it bring to language learning experience.

SECTION ONE: ARTIFICIAL INTELLIGENCE AND CHATGPT LANGUAGE MODEL

Artificial intelligence AI:

Starting this chapter by ,what is exactly Artificial intelligence to familiarize this concept a little further or what we know as (AI) is a term first coined by John McCarthy in 1956 a computer scientist who is assumingly the father of AI defines artificial intelligence as “the science and engineering of making intelligent machines”. Marvin Minsky defines It as "the science of making machines do things that would require intelligence if done by men." Yet another description made by Simon Herbert where he states that artificial intelligence is "the science of the artificial". Another definition stated by the famous Elon Musk the CEO of Tesla and "summoning the demon," Now this invention was directed to act independently to solve problems or process data provided by the user almost instantly, with a high level of intellect that can be exploited even greater when understood deeply and executed accordingly. Artificial intelligence covers a wide range of patterns thanks to a massive number of patterns tatted in its system, it gets even better as there are algorithms dedicated for frameworks that are autonomous and prepared to adapt instantly with the processed data. This includes a few services

where AI excels like machine learning, natural language processing, computer monitoring, autonomy and more! All meanwhile generated and executed in a very human like and natural manner that its almost impossible to detect with the naked eye.

Stuart Russell and Peter Norvig define AI in their book *Artificial Intelligence: A Modern Approach* as "the study of agents that perceive the environment and take actions to achieve goals." A book that servers as one of the most common and popular references in this department. The definition itself now focuses as presented here as a reaction or a response made by intelligent systems to their environment in order to achieve the specific goals and objectives.

In a nutshell, the intelligent behaviour that requires human features exhibited by these machines is the essence of this foundation and what made it primarily show this great promise in lots of aspects and domains and as far as we're concerned the field of EFL aka English as a foreign language teaching and learning.

AI Language Model:

The previous section speaks and explains the nature of Artificial intelligence and how it exactly functions in order to solve problems by using provided data on the subject matter leads to a more specific area that is more likely to have strings with EFL English as a foreign language teaching and learning. This is the part where we exclusively expose one of its features that works with the language processing to achieve language learning tasks. The first and most important thing to know is that AI language model is a type of artificial intelligence system that is designed to cope and understand and therefore generate human language. Equipped with a large set of data and algorithms that covers all the components of language such as structure, grammar, semantics and context allowing them to be put in use for the sake of generating natural texts, answering questions, translating language, summarizing content and more. OpenAI defines its GPT (Generative Pre-trained Transformer) series

of language models, including GPT-3.5, as "autoregressive language models capable of generating human-like text based on the input they receive." Google's language models, such as BERT (Bidirectional Encoder Representations from Transformers), are described as "deep learning-based models for natural language understanding and generation tasks, trained on large corpora of text data." Microsoft's language models, including Turing NLG and LayoutLM, are described as "sophisticated AI systems trained to understand and generate human-like text for a wide range of applications, from chatbots to document analysis."

To sum up, the Artificial intelligence language model is the one aspect of AI that we are mostly concerned with since the upcoming chapters are designed to reveal how it can be incorporated in EFL classroom and what are the goods and bads of doing so.

Chatbots:

Chatbots like ChatGPT (Generative Pre-trained Transformer) usually is equipped with a great deal of text data, rules and context. OpenAI the company that launched ChatGPT describes chatbots as "conversational AI agents trained on large-scale language models capable of understanding and generating human-like responses to user inputs." Also, TechCrunch a different company from the same field defines chatbots as "AI-powered programs designed to simulate human conversation through text or voice interfaces, providing users with information, assistance, or entertainment." The creators of ChatGPT describe it as "a state-of-the-art conversational AI model based on the GPT architecture, capable of understanding context, generating coherent responses, and engaging users in meaningful dialogue."

When the order is executed, the model starts to adapt really quick to predict the next word in the sequence following the previous words and this operation enables it to understand the context like an actual human, also the syntax and semantics in natural language. When You interact with the chatbot (texting it) by providing input (like a message or a question) the model processes the input then generates a response based on its understanding of the input and its context and answers back the user, this response generating process is carried out by the patterns and algorithms constructed in that phase when the model learned structures of the text data.

Chatbots like ChatGPT and so.. are more related to language than we possibly comprehend as they rely on NLP that's to be our sophisticated natural language processing techniques to understand and generate text the same way we humans do. They put to use the principles of linguistics and the rules of semantics, syntax, and pragmatics to understand the user messages and produce coherent and contextually relevant responses. These chatbots contribute to the evolution of language modeling technologies by leveling up the game of what machines can understand and generate in natural language. They make human - computer interaction work like magic by making communication easier despite the language barriers and therefore unlocking the potential to assist the users in different tasks related language learning or teaching.

ChatGPT:

Though chatbots are available with different types, designs and from various companies and brands and most of them can be occupied in EFL classroom curricula, our attention is on ChatGPT by OpenAI which is arguably the most popular among people whom are interested in this technology generally and EFL students specifically the ones at Chadli Bendjedid University, second year of master. ChatGPT can be accessed online only either by using the web which is free or by purchasing the application on your desired platform, store and hardware. It comes with all the latest and newest

language models needed for regular use like generating, translating and paraphrasing natural human like text. It can be easily set since it works like any other ordinary chat app, all you got to do is text the bot and it'll recognize the context and the structure used allowing it to immediately provide a feedback that vary in terms of accuracy according to the input provided by the user. OpenAI describes ChatGPT as "a conversational AI model based on the GPT architecture, capable of understanding context, generating coherent responses, and engaging users in meaningful dialogue" (source: OpenAI website). The creators of ChatGPT may describe it as "an advanced language model designed to facilitate natural and engaging conversation between humans and machines, trained on a diverse corpus of text data" (source: OpenAI research paper). TechCrunch might define ChatGPT as "a cutting-edge chatbot developed by OpenAI, powered by state-of-the-art natural language processing technology".

The Integration Of Artificial Intelligence (Chatgpt) In Efl Learning And Teaching

ChatGPT in Personalized Language learning:

Firstly, we need to give a glimpse pf literature about personalized language learning approach in EFL classroom before we move to showing how it is the closest approach that can accommodate the integration of ChatGPT in language learning. The linguist Paul Nation defines personalized language learning as "an approach to teaching and learning English as a Foreign Language that caters to the individual needs, interests, and learning styles of learners, fostering autonomy and motivation in the language acquisition process". Jack C. Richards, a prominent figure in language teaching, might describe personalized language learning as "an instructional methodology that tailors language learning experiences to the specific linguistic and communicative needs of learners, promoting learner-centeredness and engagement". TESOL Quarterly, a leading journal in the field of English language teaching states that personalized language learning is "an educational approach that emphasizes individualized instruction, feedback, and support to address the diverse needs and goals

of English language learners, often facilitated by technology and learner autonomy". The reason behind going for this approach first remains the fact that it's the most versatile among its peers, and that the idea of integrating ChatGPT into its strategies is very likely doable. We also expect that It can fit since ChatGPT is a an Artificial intelligence based language model after all (a new tech) so It belongs to the applications category that has a high chance of being compatible with its practices and methods. Once exploited appropriately by the students and under the right management, It can help boost their learning experience and enhance their language proficiency.

ChatGPT in Technology-Enhanced Language Learning:

The integration of technology in language learning has become increasingly vital in the field of EFL English as foreign language classroom. The search for new strategies and ideas to help improve the learning experience never stopped nonetheless. Technology offers unique opportunities for language learners to engage with the target language. Learners make great use of videos and audios for instance for their kinesthetic nature, since learners in the EFL settings are dealing with a variable like a foreign language, their abilities and their needs vary from each one another. Therefore, ChatGPT with its chatbot system equipped with a reliable language model that recognizes linguistic patterns, syntax and semantic, context and pragmatics of the language will be a huge lift for a large number of learners. It'll help them become more interactive and creative with the language. The motivation that technology can create is quite formidable, We shouldn't bat and eye on its magical effect in drawing learners into a more active learning rather than just being passive because the strategies provided are limited or don't match their styles or cognitive abilities. Basically, ChatGPT adds up to that gap and gives more choices that can eliminate a few barriers and take away some limiations that can seriously paralyze students potential. Taking into account how fun and accommodating using the bot of ChatGPT can be is also a very slept on psychological factor that can be a game changer for these learners, They are digital natives who surely will find much more comfort dealing with technology as they are practicing their language. That also is a positive aspect to a bigger picture here, that means

that they are less likely to face problems using ChatGPT because they already have the handle of the basics at least. The conclusion here is that we are bending technology to a good use while at the same time making a profit of the situation which states that nowadays learners are eligible to develop a new language learning approach that exploits ChatGPT's whole concept.

SECTION THREE: PROS AND CONS OF USING CHATGPT IN EFL CONTEXT AND ETHICAL CONSIDERATIONS

Benefits of Integrating ChatGPT Language Model in EFL Classroom:

Using ChatGPT in an English as a Foreign Language (EFL) classroom offers several benefits according to various authors. Some of these benefits include:

- 1- **Enhanced Language Practice:** according to Zhang, ChatGPT provides students with ample opportunities to practice their language skills in a natural and interactive way, leading to improved proficiency
- 2- **Individualized Learning:** When it comes to individual learning, Thorne believes that the model can tailor responses to individual student needs, offering personalized language learning experiences
- 3- **Increased Engagement:** Chen states that Interacting with ChatGPT can stimulate student interest and engagement with the learning material, a point that we went through several times in this study before we got here, making language learning more enjoyable is key to foster students language acquisition.

- 4- 24/7 Availability: Lee and Yeung claim that ChatGPT is available round the clock, allowing students to practice their English language even outside of the traditional classroom hours, facilitating continuous learning.
- 5- Error Correction: Liu states that the model can provide immediate feedback on grammar, vocabulary, and pronunciation errors, aiding in the correction and reinforcement of language concepts.
- 6- Cultural Understanding: According to Xiao and Morrison, ChatGPT can generate responses that reflect cultural nuances and idiomatic expressions, helping students understand cultural contexts of the English language.
- 7- Promotion of Autonomy: Yu and Lee believe that Interacting with ChatGPT promotes learner autonomy as students take charge of their own learning process, exploring language independently These benefits underscore the potential of integrating ChatGPT into EFL classrooms to enhance language learning experiences.

The Drawbacks of Integrating ChatGPT in EFL Classroom:

Well, Even though It offers a lot of facilitations, ChatGPT has its own weaknesses and drawbacks that can prove to be difficult to overcome if encountered by learners in their language practice experience. Some key disadvantages according to previous literature is listed down below.

1. **Limited Contextual Understanding:** ChatGPT may struggle to grasp the context of a conversation, leading to irrelevant or nonsensical responses, which could confuse learners according to Huang & Liu, 2020.

2. **Dependency on Technology:** Garcia Penalvo thinks that the overreliance on ChatGPT for language practice might hinder students development of critical thinking and problem-solving skills in language learning.
3. **Lack of Emotional Intelligence:** ChatGPT lacks emotional intelligence, so it may not effectively address students emotional needs or provide empathetic responses, which are essential in language learning contexts according to Park & Kim, 2020.
4. **Potential Bias in Responses:** Tang claims that ChatGPT's responses might reflect biases present in its training data, potentially reinforcing stereotypes or inaccurate language usage.
5. **Privacy Concerns:** Sangar points out that the use of ChatGPT in the classroom raises privacy concerns, especially regarding the collection and storage of students' conversation data.
6. **Difficulty in Assessing Progress:** Zhao states that It can be challenging for teachers to assess students language proficiency accurately when using ChatGPT, as the model's responses may not always reflect learners true abilities.
7. **Risk of Misinformation:** According to Yang, ChatGPT may generate inaccurate information or promote misconceptions, particularly in subjects where precise and reliable information is crucial.

Considering these drawbacks is essential for educators when incorporating ChatGPT into EFL classrooms to mitigate potential challenges, It's also is fair to know what can be adjusted or changed for it can help the developers fix the gaps that directly or indirectly impact language practice efficiency using ChatGPT so that it can be improved.

The Limitations of Integrating ChatGPT in EFL Context:

- 1- **Lack of Real-time Interaction:** ChatGPT's responses may not always be immediate, leading to disruptions in conversational flow and hindering real-time interaction.

- 2- **Inability to Provide Authentic Pronunciation Practice:** While ChatGPT can correct written text, it may not effectively help students improve their pronunciation, which is crucial in language learning.

- 3- **Difficulty in Handling Complex Questions:** ChatGPT may struggle to comprehend and respond accurately to complex or abstract questions, limiting its usefulness in addressing advanced language topics.

- 4- **Risk of Dependency:** Excessive reliance on ChatGPT for language practice may lead to students becoming dependent on the model, potentially reducing their motivation to engage in other forms of language learning.

- 5- **Limited Customization:** While ChatGPT can be fine-tuned to some extent, it may lack the flexibility to adapt fully to the diverse needs and preferences of individual learners and classrooms.

- 6- **Potential for Inaccurate Feedback:** ChatGPT's responses are generated based on patterns in its training data, which may include errors or inconsistencies, leading to occasional inaccuracies in the feedback provided to students.

- 7- **Ethical Concerns:** There are ethical considerations surrounding the use of AI in education, including issues related to privacy, data security, and the potential for bias in the model's responses.

8- **Technical Limitations:** ChatGPT's performance may be affected by technical issues such as internet connectivity, server downtime, or software glitches, which can disrupt its availability and functionality in the classroom.

Ethical Considerations of Integrating ChatGPT in EFL Setting:

Integrating artificial intelligence (AI) models like ChatGPT into English as a Foreign Language (EFL) classrooms offers promising opportunities for enhancing language learning experiences. However, along with its benefits, the use of ChatGPT raises significant ethical considerations that educators must carefully navigate. This discussion explores the ethical considerations associated with leveraging ChatGPT in EFL classrooms, addressing issues such as privacy, bias, transparency, and educational equity. By examining these considerations, educators can make informed decisions about the responsible use of ChatGPT to support students' language learning journey while upholding ethical standards and promoting positive learning outcomes.

Ethical Considerations:

1- **Privacy:** There are concerns about the privacy of students' data, including their conversations with ChatGPT. Educators must ensure that appropriate measures are in place to protect students' privacy and comply with relevant data protection regulations.

2- **Data Security:** It's essential to safeguard the security of the data collected and processed by ChatGPT to prevent unauthorized access, breaches, or misuse of sensitive information.

- 3- **Informed Consent:** Educators should obtain informed consent from students before using ChatGPT in the classroom, ensuring that students understand how their data will be used and giving them the option to opt out if they have concerns.

- 4- **Bias and Fairness:** ChatGPT's responses may reflect biases present in its training data, potentially reinforcing stereotypes or discriminatory language. Educators should be aware of these biases and take steps to mitigate their impact on students.

- 5- **Transparency:** Educators should be transparent about the use of ChatGPT in the classroom, including how it works, its limitations, and the potential implications for students' learning experiences.

- 6- **Educational Equity:** There may be disparities in access to technology and digital resources among students, which could exacerbate existing inequalities in education. Educators should consider these disparities and strive to ensure equitable access to ChatGPT and other educational tools.

- 7- **Responsibility and Accountability:** Educators have a responsibility to use ChatGPT ethically and responsibly, ensuring that its use aligns with educational goals and promotes positive learning outcomes. They should also be accountable for the consequences of its use in the classroom.

- 8- **Continual Evaluation and Improvement:** It's important to continually evaluate the ethical implications of using ChatGPT in the EFL classroom and make adjustments as needed to address any

emerging concerns or issues. This includes staying informed about developments in AI ethics and best practices in educational technology.

CONCLUSION

In conclusion, while ChatGPT holds tremendous potential as a tool for facilitating language learning in EFL classrooms, it is imperative for educators to approach its integration with careful consideration of ethical principles. By prioritizing privacy, transparency, fairness, and equity, educators can harness the benefits of ChatGPT while mitigating potential risks and ensuring that its use aligns with the best interests of students. Additionally, ongoing evaluation and refinement of ethical practices in the use of ChatGPT will be essential to foster a learning environment that is both innovative and ethically sound. Ultimately, by addressing these ethical considerations thoughtfully, educators can maximize the positive impact of ChatGPT on students' language learning experiences.

CHAPTER THREE: METHODS

INTRODCUTION

This chapter outlines the methodology used for the research, detailing the design, participants, data collection methods, and analytical procedures. The purpose of this study was to investigate the perceptions of both students and teachers regarding the pros and cons of using ChatGPT in EFL classrooms, along with pedagogical recommendations and ethical considerations. The data was collected through separate questionnaires administered to second-year master LMD students and EFL instructors. The results were analysed using both quantitative and qualitative methods.

Research Design

The study employed a descriptive approach, combining quantitative and qualitative data to gain a comprehensive understanding of the perceptions and experiences of both students and teachers. This design facilitated the collection of numerical data for statistical analysis and narrative data for in-depth insights.

Participants

Students: The student participants comprised second-year master LMD students who have had some exposure to using ChatGPT for language learning purposes.

Teachers: The teacher participants included EFL instructors who have varying levels of familiarity with ChatGPT and have used it to different extents in their teaching practice.

Data Collection

Data was collected through two separate Google Forms questionnaires: one for students and one for teachers. Both questionnaires included a mix of closed-ended questions for quantitative analysis and open-ended questions for qualitative insights.

Questionnaires

A reliable, cheap and fast way to elicit a great deal of data in a short period of time as questions for both learners and instructors are going to target the research questions in order to elicit responses in accordance and answer those research questions or eventually validate research hypotheses. An online survey is the ultimate form of a questionnaire, It gets the job done in no time and automatically links recent data to a sheet where the rest of the data are.

Students Questionnaire

Combined of three sections, It starts with background information to draw out how familiar our participants (second year Master LMD students in Chadli Bendjedid University) with artificial intelligence. It goes from broad and narrows down to specific as the respondents are more likely to understand the assignment given to them midway. It helps in eliciting data that are relevant to our concerns and make connections with the core elements of this study.

Teachers Questionnaire

Alike students questionnaire, the structure is the same but in contrast, the targeted feedbacks are drawn with questions that are presented to match the instructor's perspective. It also has three sections starting with background interrogations and goes down to more specific questions to gain as much insights from our teachers as far as our study goes especially section three that deals with ethical considerations assuming that the takes made by instructors are the most important aspect of their perceptions towards ChatGPT use in EFL context.

CONCLUSION

By presenting our design, this chapter lets the reader more about the study and how it was conducted, for the next chapter will bring the data and findings of this research that we drew out of the responses of our questionnaires followed by data analysis and interpretations.

CHAPTER FOUR: RESULTS

INTRODUCTION

As far as the practical part goes, in this chapter we outline the data and findings of this study that we managed to get from the responses of our pre-built and administered questionnaire for both learners and teachers which concerns our area of interest that's to be exploring the advantages and the disadvantages of using ChatGPT in EFL context.

Data Analysis

Students Responses

Section One: Background

Student Familiarity with ChatGPT

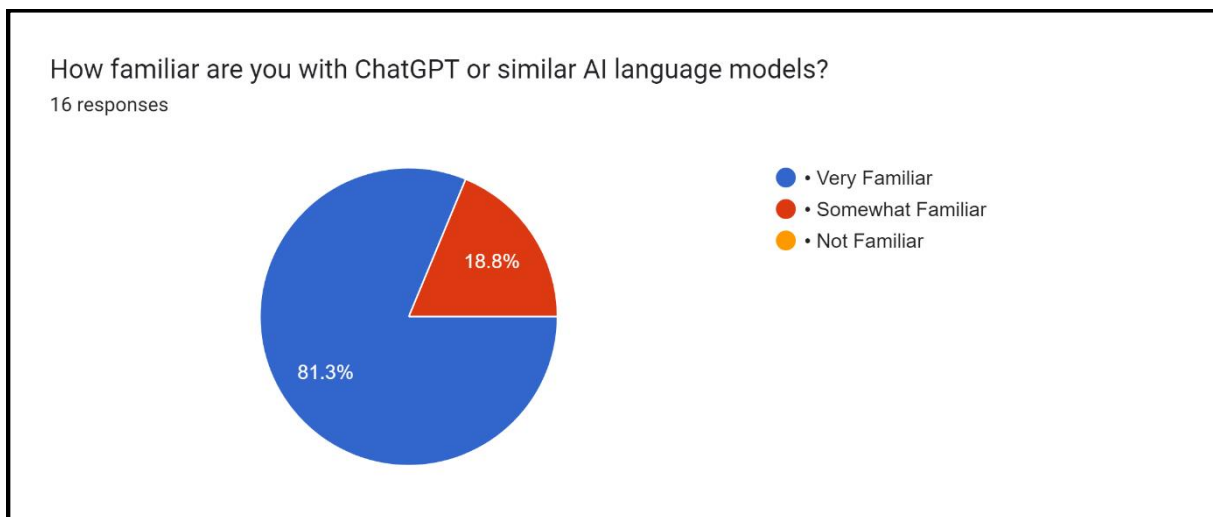


Figure 01: Familiarity with ChatGPT

This figure shows LMD second year of Master students familiarity with ChatGPT and shows a promising start that enforces the significance of this study and why its conducted in the first place. ChatGPT is pretty popular amongst our participants, so the next data are likley to be somewhat accurate in reliable in contrast with how familiar our sample population with it.

Use of ChatGPT for Language Learning:

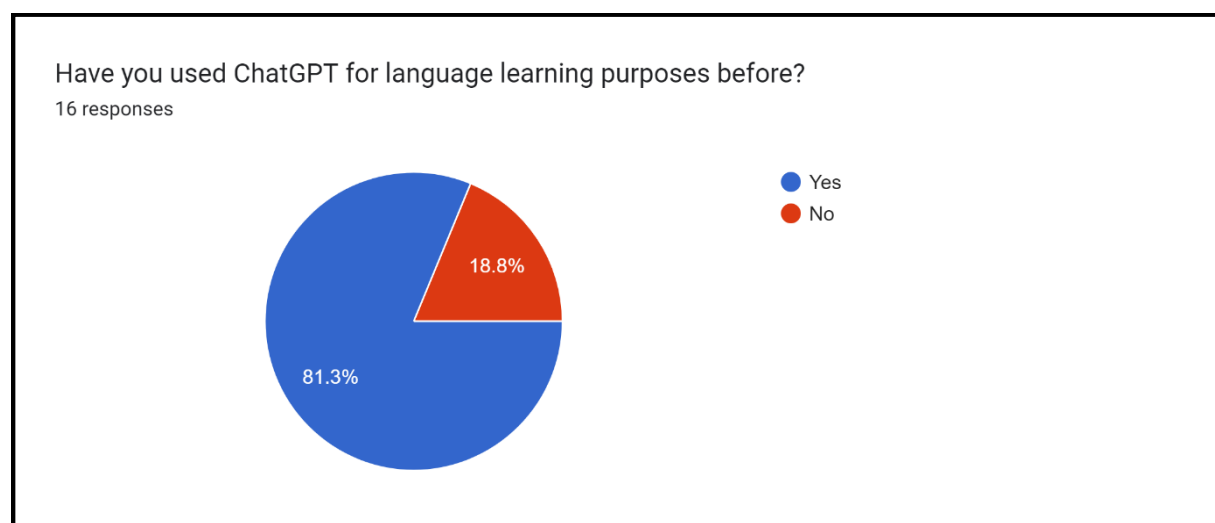


Figure 02: Students use of ChatGPT

ChatGPT language model chatbot once again proved to be popular among our participants with a dominant response rate of 81.3% for students who claim that they already have been spamming this bot to use in EFL classroom.

Students Overall Experience with the use of ChatGPT in EFL Classroom

Most students reacted super positively with this question, We let them express and describe their experience to draw out why its so popular according to the first data and to prepare for next phase which endeavours to reveal their perceptions towards that practice. The same question was

administered a little differently for teachers to bridge both takes as we expect to find some contradictions.

Section two: Students perceptions of using ChatGPT in EFL context

Perceived Advantages

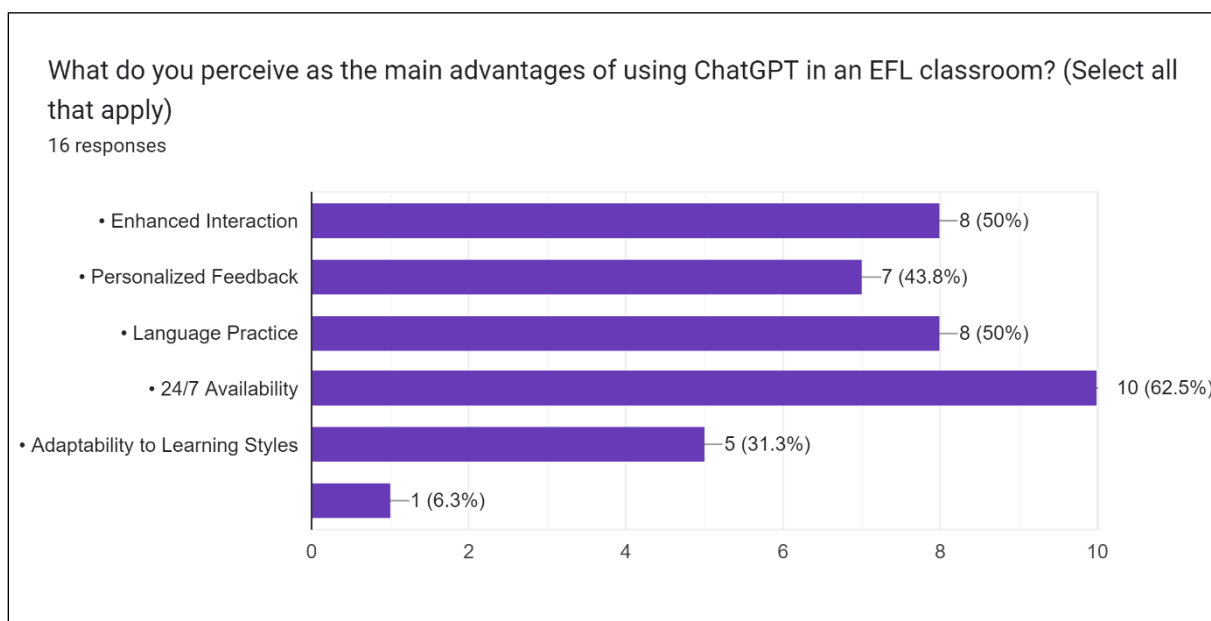


Figure03: Students perceived advantages of using ChatGPT in EFL context

This figure shows how we intentionally planted a question in a manner that allows the participants to point out the pros of exploiting ChatGPT's potential in EFL classroom, and as we already have expected, It's clearly a versatile learning experience offered by the bot's language model. A model that has the ability to learn and adapt with the situations students might face in EFL classroom. That only proves that the integration of ChatGPT isn't an odd idea but on the contrary It could be a game changer especially for learners with special needs.

Perceived Disadvantages:

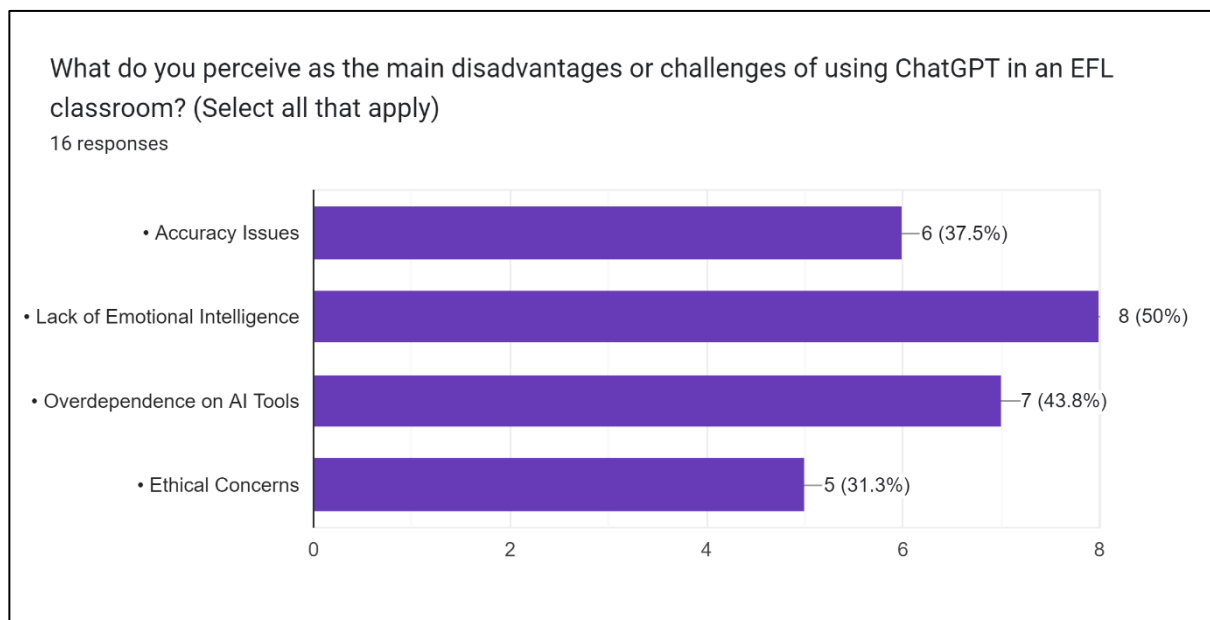


Figure04: Students perceived disadvantages of using ChatGPT in EFL context

Surprisingly, the data we gathered from these responses displayed on the figure2.2 don't match the data in figure2.1. At first it seemed like an issue but we interpret that to the fact that these learners recognise the conscience should be made when dealing with ChatGPT, that even if they are enjoying themselves while using the bot's language model, they still have in mind that there's a reasonable amount of use is allowed even without monitoring.

Section three: Students ethical considerations and implementing suggestions of ChatGPT in EFL Classroom

Ethical considerations

It looks like what we interpreted from previous data charts about the contradiction that was found between both perspectives and takes of our participants is actually a moral factor. The same reaction was made and expressed only using different words as they keep talking about how using ChatGPT should be reasonable and only directed to the ethical practice. For instance, a few respondents used the term cheating to describe the overreliance on ChatGPT's language model. Some other, called for imitation and that it shouldn't be allowed to happen when putting the bot to use. Another variant of answers that revolves around the same point is that they called for plagiarism and theft using the expression "stealing".

Integration Suggestions

Our participants been creative when they encountered this question and provided a number of good ideas that can help integrate ChatGPT language model into a positive and fruitful use for the sake of language practice. Most respondents claim that ChatGPT has the ability to rid the learners from a few challenges that they are likely to face in EFL classroom, time issues and organising related takes where made in this context. Some respondents notoriously believe that ChatGPT will definitely be a part of EFL learning and they add that its merely a matter of time before that comes to realization. A bold statement it might be but it sounds optimistic and somewhat realistic as if its an invitation to the caretakers of curricula and policy makers to take actions about this matter. For instructors, our participants called them to not miss out on what ChatGPT language model can offer, Most of them are calling for personalized language practice since they are aware of the special needs and urgencies some learners can have sometimes which can be fixed by the implementation of ChatGPT.

Additional Comments Regarding the use of ChatGPT in EFL Classroom

This is the final part of the questionnaire we administered for LMD second year master students to gather more insights on using ChatGPT in EFL setting and the future of this practice. Most

participants genuinely believe that this is a revolutionary step that should be made for the profit of boosting learners language proficiency and enhancing their language acquisition. By merging learning approaches such as personalized language learning and technology enhanced learning with ChatGPT language model adaptive nature, a lot of challenges can be overcome for students with special needs.

Teachers Responses

Section One: Background

Teacher's familiarity with ChatGPT

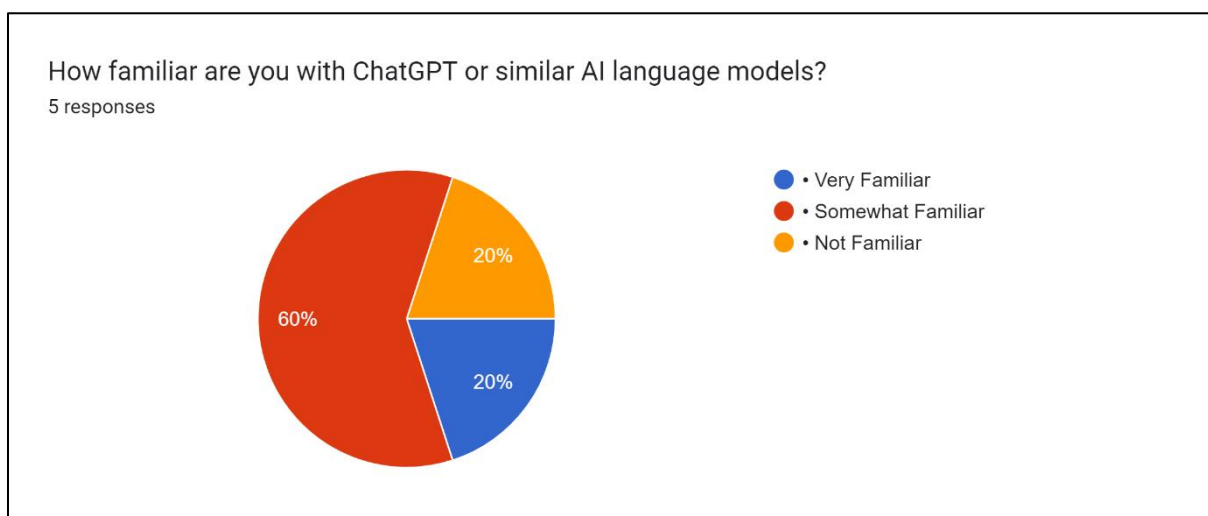
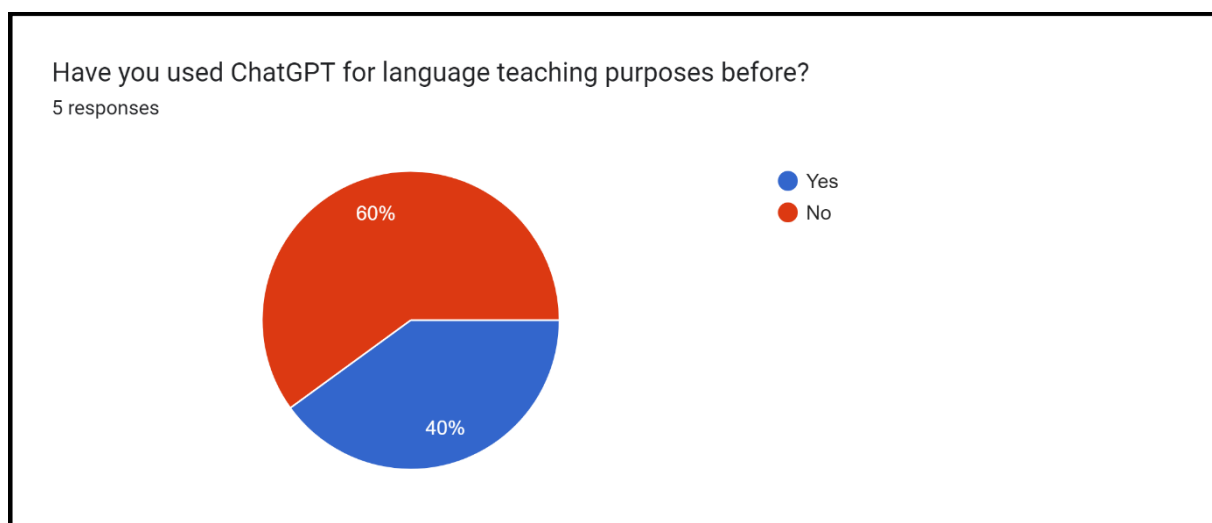


Figure 05: Teacher's familiarity with ChatGPT

We received responses from five LMD second year Master teachers at the university of Chadli Benjdid regarding how familiar they are with ChatGPT language model and it shown in the figure 3.1 they were not bias dealing with this questionnaire as 60% aka three of them say that they are

somewhat familiar with it, one of them claims to be familiar indeed with the bot and one decided to throw and call it off.



The use of ChatGPT in language teaching

Figure06 :Teachers use of ChatGPT in EFL context

Three out of five teachers claim that they have used ChatGPT for language teaching purposes before which is a percentage that we cherish since it reflects some sort of promise for the rest of the data we're about to draw out of these responses. Also It shows that there's no bias whatsoever when answering the sensitive questions in our questionnaire, another advantage of going for anonymity as a policy of gathering data.

Overall experience with ChatGPT in EFL classroom

Only three out of five teachers responded to this question, all of them claim that using prompts provided by ChatGPT was helpful in language practice.

Section Two: Teachers perceptions of using ChatGPT in EFL classroom

Perceived advantages

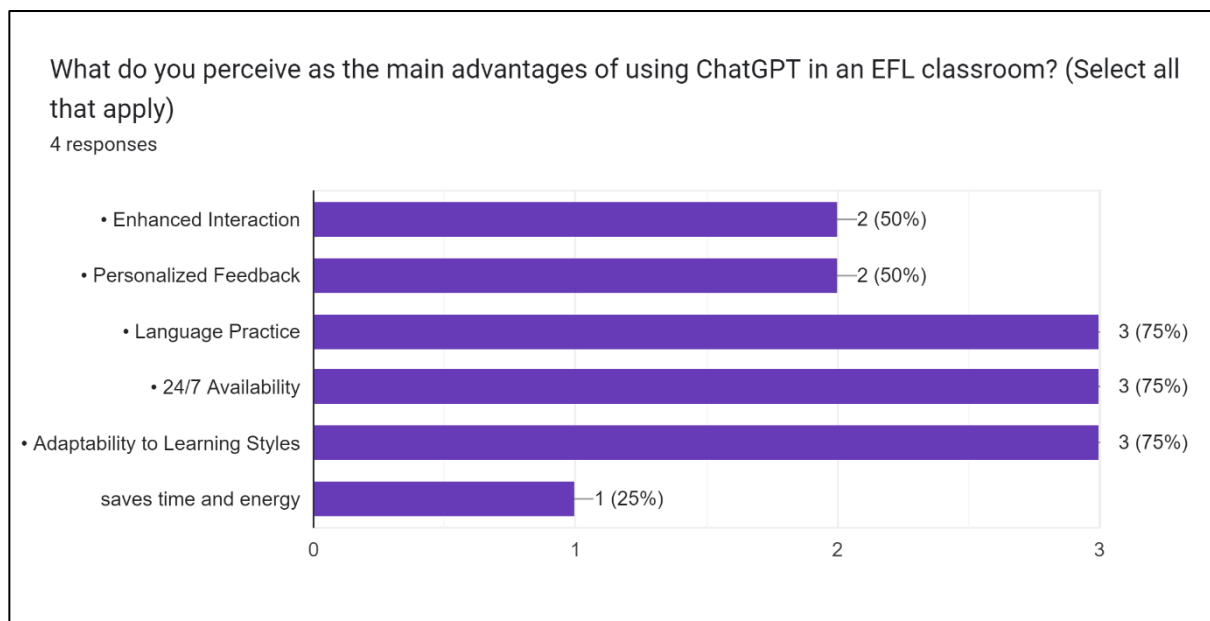


Figure 07: *The perceived advantages of using ChatGPT in EFL classroom*

Provided the responses of our participants, a few advantages were chosen to be the most recognized by teachers including language practice, 24/7 availability and the adaptability to learning styles. Enhanced interaction and personalized feedback were only chosen twice and once goes for saving time and energy.

Perceived Disadvantages

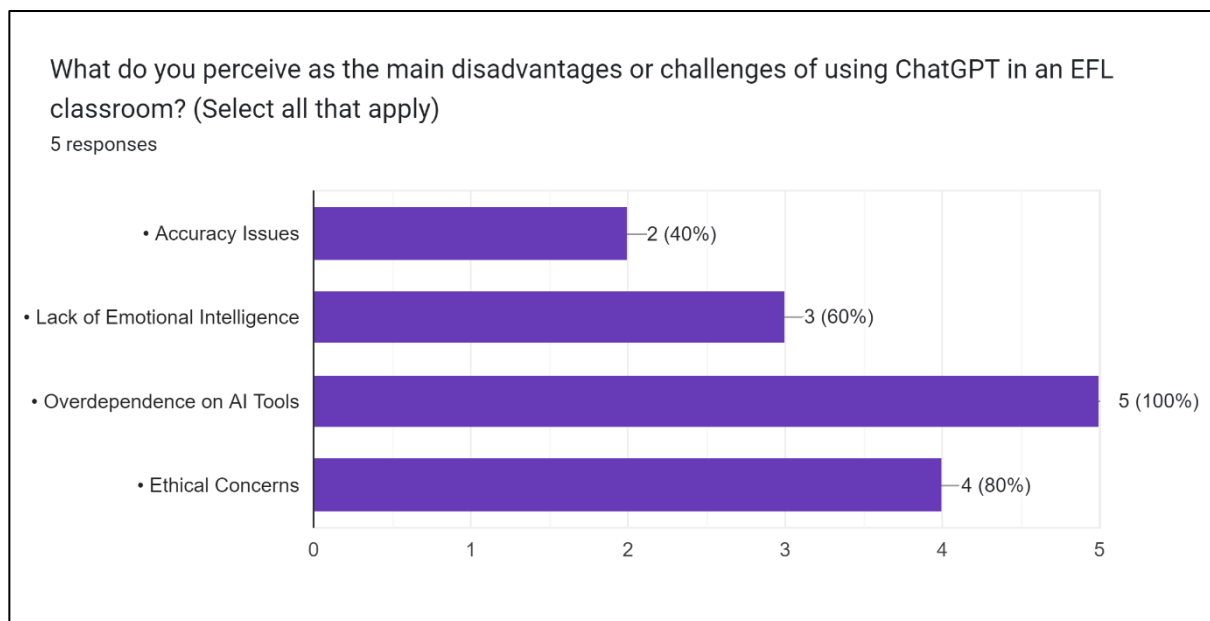


Figure 08: The perceived disadvantages of using ChatGPT in EFL classroom

In this figure we display participants takes on the provided choices, 100% rate was taken by the overreliance on ChatGPT and 80% for ethical concerns, as for accuracy issues and lack of emotional intellect were had only a rate of 40% and 60% in a row.

Section Three: The integration of ChatGPT in EFL classroom and its ethical concerns

The integration of ChatGPT

The participants all share the same idea that ChatGPT use should be monitored by dedicating a limited amount of time. The perfect implementation for them is group work and as for the approaches they chose that they think are best fit for ChatGPT language model adaptive nature are hybrid learning and task based approach.

Pedagogical Strategies recommendations for teachers

All of our participants share the same perspective when It comes to the most appropriate approach that fits with the nature of ChatGPT's language model. Thanks to its adaptivity to language structure

and linguistic patterns, the participants see that it'll work best if used partially in student based instruction especially when tackling the writing tasks that can be targeted through projects and homeworks.

Ethical Considerations

Our participants believe that the irresponsible use of ChatGPT in EFL classroom is a serious matter of ethics and learners mustn't lose the track of the academic morals while putting the bot's language model to use. In this context, they raise awareness towards avoiding the complete reliance on ChatGPT and give insights how to exploit it appropriately by being creative with its potential and using techniques that reflect their understanding like paraphrasing and citing the sources.

Additional Comments

It was a positive feedback overall that we received from our respondents during this questionnaire distribution phase but it was shown the most in the responses of our last open ended question. They actually want to adapt ChatGPT's technology and accommodate it into the EFL classroom and they already have a few ideas how to merge it with a variety of language learning styles, practices and approaches. It seems they believe that regardless of the disadvantages ChatGPT has, its advantages cannot be missed out and it should be outmaneuvered to maximize the learners profit.

CONCLUSION

This chapter detailed the methodology and data analysis of the research on the use of ChatGPT in EFL classrooms. The descriptive approach provided a balanced view of both quantitative and

qualitative data, revealing significant insights into the perceptions and recommendations of students and teachers. The findings will inform the subsequent chapters, focusing on deeper analysis, discussion, and practical implications of the study.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATION

INTRODUCTION

In the previous chapters, we explored the utilization of ChatGPT in the EFL (English as a Foreign Language) classroom, delving into its applications, advantages, and limitations. In this chapter, we present a comprehensive discussion of the results obtained from our research and provide insights into the implications of these findings. Furthermore, we offer recommendations for future research endeavours aimed at enhancing the integration of AI-driven conversational agents like ChatGPT in EFL pedagogy.

DISCUSSION

The data indicates a general positive perception of ChatGPT among both students and teachers, with a strong emphasis on its potential to enhance interaction, provide personalized feedback, and offer 24/7 availability. However, concerns about accuracy, lack of emotional intelligence, overdependence, and ethical issues were prevalent. Both groups recommended supervised and limited use to prevent overreliance and ensure ethical application.

The thematic analysis of qualitative responses highlighted the importance of integrating ChatGPT as a supplementary tool rather than a replacement for traditional teaching methods. Both students and teachers stressed the necessity of proper supervision and ethical guidelines to maximize the benefits of ChatGPT while mitigating potential drawbacks.

DISSCUSION OF RESULTS

Our investigation into the use of ChatGPT in the EFL classroom yielded multifaceted results, highlighting both its strengths and weaknesses. The key findings of this study were so helpful in figuring out the best approaches and policies to maintain dealing with ChatGPT's language model in EFL context, those findings are presented below.

Pros

1. **Enhanced Language Practice:** One of the primary advantages of incorporating ChatGPT in EFL instruction is its ability to provide learners with ample opportunities for language practice. Through interactive conversations with the AI, students can engage in authentic language exchanges, thereby improving their proficiency in English.
2. **Personalized Learning:** ChatGPT's adaptive nature allows it to tailor interactions according to individual student needs. By analyzing responses and providing targeted feedback, the AI can offer personalized learning experiences, catering to the diverse learning styles and preferences of students.
3. **Immediate Feedback:** Unlike traditional classroom settings where feedback may be delayed, ChatGPT offers instantaneous responses, enabling students to receive immediate feedback on their language usage. This real-time feedback fosters a dynamic learning environment conducive to continuous improvement.
4. **Encouragement of Autonomous Learning:** The autonomy granted to students in navigating conversations with ChatGPT promotes self-directed learning. Students have the freedom to explore various topics at their own pace, fostering independence and initiative in language acquisition.

Cons

1. **Lack of Authenticity:** While ChatGPT simulates human-like interactions, its responses may lack the authenticity and cultural nuances inherent in genuine communication. As a result, students may not develop the interpersonal skills necessary for real-world language use.
2. **Limited Contextual Understanding:** Despite its impressive language capabilities, ChatGPT may struggle to grasp the contextual subtleties of communication, leading to instances of misinterpretation or inaccurate responses. This limitation can hinder the effectiveness of language learning activities reliant on contextually rich interactions.
3. **Overreliance on Technology:** The integration of ChatGPT in the EFL classroom may inadvertently foster overreliance on technology, diminishing the role of human instructors and interpersonal communication. This overreliance could impede students' ability to interact effectively in face-to-face communication situations.
4. **Ethical Considerations:** The use of AI-driven conversational agents raises ethical concerns regarding data privacy, algorithmic biases, and the ethical implications of delegating language instruction to non-human entities. Addressing these ethical considerations is paramount to ensuring the responsible use of ChatGPT in educational settings.

RECOMMENDATIONS FOR FUTURE RESEARCH

Building upon the insights derived from our research, several avenues for future investigation emerge:

1. **Investigating Pedagogical Strategies:** Future studies could explore innovative pedagogical strategies for integrating ChatGPT effectively into EFL instruction, considering factors such as task design, scaffolding techniques, and learner autonomy.
2. **Assessing Long-term Learning Outcomes:** Longitudinal studies are needed to assess the long-term impact of ChatGPT usage on students' language proficiency, communicative competence, and attitudes towards language learning.
3. **Addressing Ethical and Social Implications:** Research focusing on the ethical and social implications of AI integration in education is imperative. This includes examining issues related to data privacy, algorithmic biases, and the ethical responsibilities of educators and developers.
4. **Exploring Hybrid Approaches:** Investigating hybrid models that combine the strengths of AI-driven conversational agents like ChatGPT with human instruction could yield promising insights into optimizing language learning experiences.

CONCLUSION

In conclusion, our exploration of ChatGPT's pros and cons in the EFL classroom has illuminated both its potential benefits and challenges. While the AI offers unique opportunities for language practice, personalized learning, and immediate feedback, concerns regarding authenticity, contextual understanding, and ethical considerations must be addressed. Moving forward, continued research efforts aimed at refining pedagogical approaches, assessing long-term outcomes, and navigating

ethical complexities are essential for maximizing the potential of ChatGPT as a tool for EFL instruction.

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APPENDICES

Appendix A

Student's Questionnaire:

Participant Information:

1. Name (Optional):
2. Year of Study:
 - Second Year Master LMD
 - Other (Please specify): _____

Section 1: Familiarity and Experience

1. How familiar are you with ChatGPT or similar AI language models?
 - Very Familiar
 - Somewhat Familiar
 - Not Familiar
2. Have you used ChatGPT for language learning purposes before?
 - Yes
 - No
3. If you have used ChatGPT in language learning, please share your overall experience with its effectiveness in improving language skills (writing, speaking, comprehension, etc.).

Section 2: Perceived Benefits and Challenges

4. What do you perceive as the main advantages of using ChatGPT in an EFL classroom? (Select all that apply)

- Enhanced Interaction
- Personalized Feedback
- Language Practice
- 24/7 Availability
- Adaptability to Learning Styles
- Other (Please specify): _____

5. What do you perceive as the main disadvantages or challenges of using ChatGPT in an EFL classroom? (Select all that apply)

- Accuracy Issues
- Lack of Emotional Intelligence
- Overdependence on AI Tools
- Ethical Concerns
- Other (Please specify): _____

Section 3: Pedagogical Recommendations

6. How do you think ChatGPT can be effectively integrated into EFL classroom activities to enhance language learning outcomes?

7. What suggestions do you have for instructors to make the best use of ChatGPT in language learning?

Section 4: Ethical Considerations

8. What ethical considerations do you believe are important when using ChatGPT in EFL learning environments?
9. How can instructors ensure responsible and ethical use of ChatGPT among students in language learning contexts?

Additional Comments:

10. Please share any additional comments, suggestions, or experiences related to using ChatGPT in EFL classrooms.

Appendix B

Teacher's Questionnaire:

Participant Information:

1. Name (Optional):
2. Role: Teacher/Instructor

Section 1: Familiarity and Experience

1. How familiar are you with ChatGPT or similar AI language models?
 - Very Familiar
 - Somewhat Familiar
 - Not Familiar
2. Have you used ChatGPT for language teaching purposes before?
 - Yes
 - No
3. If you have used ChatGPT in language teaching, please share your overall experience with its effectiveness in supporting language learning among students.

Section 2: Perceived Benefits and Challenges

4. What do you perceive as the main advantages of using ChatGPT in an EFL classroom? (Select all that apply)
 - Enhanced Interaction

- Personalized Feedback
- Language Practice
- 24/7 Availability
- Adaptability to Learning Styles
- Other (Please specify): _____

5. What do you perceive as the main disadvantages or challenges of using ChatGPT in an EFL classroom? (Select all that apply)

- Accuracy Issues
- Lack of Emotional Intelligence
- Overdependence on AI Tools
- Ethical Concerns
- Other (Please specify): _____

Section 3: Pedagogical Recommendations

6. How do you think ChatGPT can be effectively integrated into EFL classroom activities to enhance language learning outcomes among students?

7. What pedagogical strategies or approaches would you recommend for other instructors to make optimal use of ChatGPT in language teaching?

Section 4: Ethical Considerations

8. What ethical considerations do you believe are important when using ChatGPT in EFL learning environments as an instructor?

9. How can instructors ensure responsible and ethical use of ChatGPT among students in language learning contexts?

Additional Comments:

10. Please share any additional comments, suggestions, or experiences related to using ChatGPT in EFL classrooms from an instructor's perspective.