

Teachers' Attitudes about the Feasibility of Using ChatGPT in English Classes: The Case Study of EFL Teachers at Khenchela University

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Received: 30 / 07 / 2024

Accepted: 07 / 09 / 2024

Published: 30 / 09 / 2024

Abstract

It is becoming prevalent nowadays to resort to artificial intelligence tools to find solutions to problems considered new or challenging. One example of these tools is Chat GPT. Even though practitioners in the educational arena consider the functions of Chat GPT as extraordinary, they have always complained about the manifested overdependence upon this tool. This work aims at gauging teachers' attitudes about the feasibility of using Chat GPT in classes of English as a Foreign Language (EFL). Conducting this research can help teachers and students ascertain the right way of using Chat GPT and the areas wherein this tool can be most productive. Accordingly, a semi-structured interview with seven teachers at the Department of English at Khenchela University was conducted. Findings maintained that EFL teachers at Khenchela University do not support the implementation of Chat GPT in their classes because learners' performance would be devoid of all cultural, affective, and interactive attributes. Accordingly, choosing to use Chat GPT in language-based classes should be accompanied by some working knowledge about the way this tool can help students acquire the language and enhance their performance in the four language skills.

Keywords: Artificial intelligence, Chat GPT, EFL classes, feasibility, teachers' attitudes, teaching-learning process

ملخص

لقد أصبح من الشائع جداً بين المعلمين والطلاب اللجوء إلى بعض أدوات الذكاء الاصطناعي لإيجاد حلول للمشاكل التي يعتبرونها جديدة أو صعبة. يمكن أن يكون أحد الأمثلة لهذه الأدوات هو Chat GPT. على الرغم من أن وظائف Chat GPT يُنظر إليها على أنها غير عادية، إلا أن الممارسين في الساحة التعليمية اشتكوا دائماً من مدى سلبية عملية التدريس والتعلم بسبب الاعتماد المفرط على هذه الأداة. يهدف هذا العمل إلى قياس مواقف الأساتذة بشأن استخدام Chat GPT في فصول اللغة الإنجليزية كلغة أجنبية. إن إجراء هذا البحث يمكن أن يساعد المعلمين والطلاب على تحديد الطريقة الصحيحة لاستخدام هذه الأداة والمجالات التي يمكن أن تكون فيها أكثر إنتاجية. وفقاً لذلك، أجريت مقابلة شبه منظمة مع سبعة مدرسين في قسم اللغة الإنجليزية بجامعة خنشلة. أكدت النتائج أن مدرسي اللغة الإنجليزية كلغة أجنبية في جامعة خنشلة ليسوا متفاعلين مع استخدام هذا التطبيق نظراً لحقيقة أن أداء المتعلمين سيكون خالياً من جميع السمات الثقافية والعاطفية والتفاعلية، و بالتالي فإن اختيار استخدام Chat GPT في الفصول القائمة على اللغة يجب أن يكون مصحوباً ببعض المعرفة العملية حول الطريقة التي يمكن أن تساعد بها هذه الأداة الطلاب في اكتساب اللغة وتعزيز أدائهم في المهارات اللغوية الأربع.

الكلمات المفتاحية: الذكاء الاصطناعي، Chat GPT، فصول اللغة الإنجليزية كلغة أجنبية، الجدوى، مواقف الأساتذة، عملية التدريس والتعلم

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Introduction

Artificial Intelligence -generative Artificial Intelligence (AI) in particular- has become an integral part of our lives across multiple domains and industries. This tool has mainly influenced the educational arena in numerous ways. English language teaching represents a typical example of how artificial intelligence now forces itself into teachers' and students' lives and practices. Artificial intelligence tools that can be used in EFL classrooms are of different types and functions. One prime category of these tools is the "automatic evaluation systems," which can help teachers improve the way they evaluate their students' speech and writing. Another category is the so-called "neural machine translation systems", which enables teachers, researchers, and students to do automated translation. Google Translate is an excellent example of this category of artificial intelligence tools. The intelligent virtual environment represents the third category of artificial intelligence tools that teachers and students can use in EFL classes. The latter is considered the most motivating for learners as it stimulates real-life environments and contexts for learning languages, generally through the implementation of graphical and visual representations. The last category, which is the most common among teachers and students, is the Artificial Intelligence Chatting Robots (AICR). What is peculiar about these robots is their ability to maneuver human-like interactions in speech or writing. ChatGPT is the most known tool in this category. It is sufficient to ask a question, and Chat GPT can provide a limitless number of possibilities to answer this question. This takes place based on how the variables one includes in the questions are present in previous papers, talks, and articles (Jiang, 2022).

Many papers have explored the areas wherein Chat GPT can be useful in EFL classes and students' and teachers' level of awareness about the workings, advantages, and imperfections of implementing these systems in EFL classes. Xiao and Zhi (2023) probed the efficacy of this tool, claiming that chat GPT can provide students with immediate feedback and personalized educational experiences. In the same vein, Nguyen (2023) investigated the implementation of Chat GPT in writing classes. The findings maintain that teachers have a positive outlook towards using chat GPT in writing classes with the condition that teachers are knowledgeable enough about how to use it as a tool to meet different teaching and learning objectives. A more recent study conducted by Phuong (2024) suggested that Chat GPT can be powerful in areas like grammar, translation, and ESP vocabulary learning on the condition that students work under their teachers' supervision. Islam and Mumu (2024) explored the possibility of integrating Chat GPT in EFL classes using empirical research tools. Despite acknowledging teachers' positive outlook and confidence about using this tool, their findings call for the need for teacher training in the area of artificial intelligence.

This article aims to highlight how teachers of English at Khenchela University are perceiving the efficiency of using Chat GPT in EFL classes. This study can be significant because it contributes to raising teachers' and students' awareness about the intersection of artificial intelligence and language education. Hence, this work can work as a guide for EFL teachers and students, for it provides insights into the advantages and disadvantages of using Chat GPT, enabling this population to know how and when to use this tool and how to avoid its limitations.

Considering the aim that this study introduced, this article is an attempt to respond to three main objectives: Exploring teachers' attitudes about using ChatGPT in EFL classes, delineating the challenges that teachers might encounter when using ChatGPT, and providing

some instructions and guidelines that can assist implementing Chat GPT in EFL classes. Therefore, the research questions addressed in this paper are as follows:

- What are teachers' attitudes about resorting to Chat GPT in EFL Classes?
- What are the challenges that might impede the integration of Chat GPT in EFL classes?
- What guidelines can teachers follow to ensure a better usage of Chat GPT in EFL classes?

Responding to the questions mentioned above and considering previous studies in the field of using ChatGPT in EFL classes, this work hypothesizes that teachers of English at Khenchela University would all embrace the idea of incorporating ChatGPT in their teaching despite the possibility of encountering challenges pertinent to insufficient knowledge about the workings of this tool.

Literature Review

An Overview of Chat GPT

ChatGPT is a term employed to refer to the Chat Generative Pre-Trained Transformer Large Language Model (LLM) invented by an AI research company (Open AI). It is a generative artificial intelligence tool based on transformer technology that can interpret the natural human language and provide a response based on the prompt it was given (Drue, 2023). At its core, it is an architecture of artificial neural networks that resembles the parameters that simulate the neural networks in the human brain (Kyle, 2023). Five preeminent features characterize the workings of ChatGPT.

First, ChatGPT is an Artificial Narrow Intelligence (ANI). While ChatGPT is impressively good at generating human-like texts, it remains unable to comprehend questions like a human brain does. Instead, AI relies on the patterns it acquired throughout its training to develop a response that is highly probable to follow from an input. ChatGPT lacks genuine comprehension of the words it generates. It follows a predetermined set of instructions derived from learned patterns (Guinness, 2023).

Second, ChatGPT is considered to be a limited memory machine since the definition of a limited memory machine is a program that can learn from previous data and utilize that knowledge to make decisions. This falls into the capabilities of ChatGPT in all its versions since ChatGPT has learned and trained upon countless data from the internet that has billions of words, so it can generate texts based on the input data provided (Joshi, 2019).

Third, ChatGPT learning capabilities are based on deep learning to generate human-like texts (Hutanu, 2023). Deep learning is an AI learning system that employs neural networks to learn from past experiences and input, and it includes numerous input and output layers that can carry out complicated tasks (Cloud Academy Team, 2023).

Fourth, ChatGPT uses a technology called Natural Language Processing (NLP) (Hetler, 2023). NLP is an area of AI that deals with the communication between computers and people using natural language. It is a vital aspect of ChatGPT's technological stack and helps the model to interpret and create texts in a way that is cohesive and naturally human-sounding (Hutanu, 2023).

Lastly, ChatGPT uses a revolutionary piece of AI technology that is called a Transformer. ChatGPT utilizes a transformer system for tasks like prediction, summarization, and question answering. These structures enable the model to captivate the most important

sections of the input text to generate a reliable and relevant answer (Ray, 2023).

Technical Details of ChatGPT: From Prompt to Creative Output

After delineating the fundamental mechanism of ChatGPT, it is crucial to understand how ChatGPT transforms a user's input prompt into a creative and unique response. The overall goal of ChatGPT is constantly guessing the next word and adding one word at a time to generate a "reasonable continuation" of whatever text it has been given so far, where "reasonable" means one's expectations about what humans would write in a given situation (Wolfram, 2023).

The process starts with the user inputting a prompt into the ChatGPT interface. This prompt can be a question, a statement, or any text that sets a context for a desired output. Before the text processing begins, ChatGPT performs a crucial step, which is a tokenization procedure. Tokenization is the process of breaking down and encoding the input text into smaller parts and bites (tokens) that have a number associated with them. The next step is paramount for the understanding of meanings, connections, and the context between those tokens and words; it is the use of embeddings. Embeddings are vector illustrations of the tokens or words in the text. By utilizing them, ChatGPT can capture the semantic information and semantic relationships between different tokens inside the text, allowing the model to comprehend the intricacies of language and provide answers that correspond to the intended meaning. After calculating the semantic relationships between the tokens, ChatGPT uses a sophisticated neural network structure that helps to analyze the series of embeddings in an efficient manner that respects both the individual relevance of every token and its context throughout the sequence, and it does that through multiple sub-steps (Sanyal, 2023).

When generating the output, ChatGPT guesses the following token according to its comprehension of the text developed over the previous steps. Decoding tokens back into text includes translating and decoding the tokens it has already generated to convert them into a readable human natural language. This stage consists of reorganizing the tokens into a meaningful answer by maintaining the norms of syntax and grammar to the best of the model's abilities. The last step involves processing the generated text depending on the specific requirements of the user and some guidelines preassigned to the model before delivering it to the user via the website or ChatGPT application. This process can include checking and correcting grammatical errors, filtering out inappropriate content, or making stylistic adjustments to align with the user's request or the intended use case (Saeed, 2023; Sanyal, 2023).

Limitations and Challenges Associated with ChatGPT

Despite the impressive capabilities of ChatGPT in generating a text that resembles -in a compelling way- a human style of writing, ChatGPT is not without limitations and challenges. This Section aims to provide insights pertinent to the use of Chat GPT and how it can be misleading on some occasions (Ray, 2023; Dikilitaş et al., 2024).

Occasional Incorrect, Inaccurate, and Misleading Answers

The Primary limitation of ChatGPT is its tendency to "hallucinate" and make errors that range from grammatical, mathematical, factual, or even reasoning. This situation is the outcome of using the patterns and connections that Chat GPT has learned during its training instead of a deep understanding of the subjects.

Potential for Bias

Like other large language models, ChatGPT is prone to various biases, such as

ideological bias, linguistic bias, and biases related to gender, race, and culture. The model's training data, which contains online material created by humans, is the source of these biases.

Lack of Adaptability for Real-time Information

Chat GPT cannot provide real-time information about the current data, reducing by that its application for up-to-date data given the fact that the GPT-4 version is still a paid version, and the free version GPT-3.5 is not capable of accessing the internet. ChatGPT also lacks a real-time information fact checker which also adds to its probability of giving information that is incomplete or incorrect at present.

Sensitivity to User Input Prompt

The level of quality of the user's prompts can have a significant impact on ChatGPT's performance. It takes skill to craft prompts that generate the desired answer along with an understanding of the way the model processes information. For users who are not experienced with effective prompt engineering methods, the process would result in inconsistent and unideal results.

Methods and Materials

Since this study is attitude-based, the researcher conducted a qualitative study using interviews with seven teachers from the Department of English at Khenchela University. The interview consists of eight questions that revolve around three main areas: teachers' experience with artificial intelligence tools, teachers' attitudes about the implementation of Chat GPT in their classes and the areas wherein this tool is most effective, and eventually, Recommendations regarding the way Chat GPT can improve the teaching-learning process in EFL contexts. The teachers who participated in the interview were mainly speaking and writing teachers because these were the ones who considered the implementation of Chat GPT in their classes. Therefore, their knowledge about this tool would be vast and reliable.

Participants

This research employs a recorded face-to-face interview composed of open-ended questions with seven teachers at the Department of English at Abbes Laghrour University during the academic year 2023-2024. The study employed a purposive sampling of the population to be interviewed. Initially, ten department teachers were targeted (those specializing in writing and speaking), but only seven teachers of this population were willing to be part of this study. The remaining three were either absent or assuming a complete disinterest in the area that this study investigates. The interviewed teachers have already conducted some studies linked to the way artificial intelligence is influencing EFL teaching and learning. The motive behind selecting writing and speaking teachers is the functions associated with ChatGPT (like translation and paraphrasing); these can help students choose their ideas and structure them appropriately.

Research Instruments

The researcher designed all the interview questions based on the study's objectives and questions. Paving the way to ChatGPT usage, the interview explores the use of technology in language teaching and learning, outlining its potential benefits, bringing up issues linked to how it may affect student learning and teaching roles, and providing solutions for any adverse effects. It also examines the potential integration of ChatGPT in English as a Foreign Language class. Teachers in this study were interviewed using a carefully designed semi-structured interview. The purpose of this guide is to gather detailed information about a range of subjects, such as teachers' experiences with technology in the classroom, their attitudes about ChatGPT's

advantages and disadvantages, and their recommendations regarding the techniques needed for implementing ChatGPT in EFL instruction. The interviewer sometimes asked questions based on teachers' responses like asking them to provide examples from their classes or to explain ideas that were ambiguous to the interviewer.

Research Procedures

The interview in this research paper was conducted to collect detailed qualitative data from seven teachers. The researcher informed all the teachers that their responses would remain anonymous and only be used for academic purposes. Teachers' answers were all recorded, and some notes were taken when necessary. Teachers' non-verbal signs were also paid careful attention.

As for the analysis procedure, teachers' answers were analyzed thematically before being contrasted against each other and the responses of the remaining teachers. Eventually, an overall interpretation was provided to respond to the questions that have been previously stated, and therefore, meet the objectives that this study underlines.

Results

After conducting the interview and analyzing the interviewees' answers, the following findings were obtained:

Q1. What do you think about integrating tools like ChatGPT in EFL teaching and learning?

Most of the interviewed teachers (5/7) appeared uncertain about the integration of ChatGPT in their classes because they doubted its dependability, accuracy, and academic credibility. One of these teachers shouted out, "How can I trust a cheating tool?" while another teacher claimed that "we need more human interactions in our classes; technology is ruining social interaction and communication." Only two teachers, however, believed that, when appropriately utilized, ChatGPT might improve the teaching-learning experience, mainly because it appeals to the interests of the twenty-first-century generation. According to these two teachers, Chat GPT can help teachers plan their teaching, get enough sources and activities for their lessons, and help students organize their ideas and structure them in the right way. The teachers' responses underline how challenging it is to include Chat GPT in EFL classes. For them, it requires careful planning to establish a balance between the advantages and disadvantages of this tool.

Q2. • What EFL areas are most influenced by ChatGPT?

All the interviewed teachers have referred to writing as the area most influenced by Chat GPT. Even when some teachers mentioned that students resort to Chat GPT to write their literature and civilizations assignments, they attributed that to learners' poor writing style. One of the teachers put it as follows:

when my students use Chat GPT to analyze a given literary work, I understand right away that they do not have the language to express their ideas because they can answer my questions orally in the classroom... This makes me upset because we are teachers of a foreign language before being teachers of literature TEFL or psychology.

One of the teachers who appeared very satisfied with the workings of Chat GPT claimed that “if one knows about Chat GPT, he can use it in every single field of life; this tool is extraordinary.”

Q3. To what extent do you think that ChatGPT undermines the role of a teacher in the language learning process?

“Technology undermines all that is human”; this is how one of the teachers responded to the third question. All seven teachers agreed that Chat GPT would indeed undermine the role of the teacher because students would consider it, in most cases, a more accessible alternative to their teachers' handouts and explanations. Teachers' answers to this question explained the reason behind their reluctance to integrate Chat GPT in their teaching: Embracing the traditional way of teaching and learning. Teachers are frightened to change the methods and approaches adopted some years ago, and they feel that Chat GPT is challenging their roles and teaching philosophy. Even the teachers who felt optimistic about using Chat GPT have also maintained that they cannot do away with the traditional way of teaching.

Q4. Do you believe that using ChatGPT in EFL classes can lead to over-reliance on this technology among students?

To answer this question, some teachers referred to their experience with parenting. One of the teachers postulated: “Our children are already affected by technology, and we are struggling to make them resist its temptations...How can we possibly trust schools and universities if they contributed to making our children even more addicted to technology?” Teachers feared that students' participation in their classes would become as mechanical as modern social interactions. However, the two teachers who embraced the idea of using Chat GPT argued that the over-reliance on technology is not something negative, for students who live in a world governed by technology; this is the only way they can cope with what technology and globalization provide.

Q5. Do you worry about using ChatGPT to cheat in tests or exams?

All seven teachers agreed that Chat GPT can be a cheating tool. They claimed that students' answers to some tests and assignments are becoming close to perfection, which is the outcome of depending upon Chat GPT. One of the teachers explained that “Chat GPT does not only help students to cheat; it rather encourages them to cheat because it allows them to guarantee the best marks following the easiest path.” Their worries highlight the necessity to establish preventative actions to protect academic integrity. Some teachers, on the other hand, seem confident in their ability to recognize cheating because they have a thorough understanding of exam questions and students' writing styles. This tension between uncertainty and confidence highlights the complex role that teachers play in managing the link between education and technological advances. The two teachers who supported Chat GPT usage have stated that it is the teachers' task to prevent cheating; students who tend to cheat in exams will undoubtedly find ways to do so even without technology.

Q6. In what ways do you think ChatGPT could worsen/improve the learning experience for EFL students?

The five teachers who mentioned that Chat GPT would worsen the teaching experience have indicated that this tool would only impede learners' creativity and critical thinking skills. Since it is an artificial intelligence tool, learners would take its output for granted without questioning or trying to find faults in the products they receive. One teacher has added, "We don't want our students to feel that the learning process is becoming less challenging; they have to feel tired and frustrated sometimes." Another teacher has raised the issue of competitiveness, claiming that if all students decide to use Chat GPT, we will never be able to see the differences in their levels, for all of them would present mistake-free prompts. The two teachers who advocated the integration of ChatGPT provided the same response. Since both of them are significantly influenced by the various advances that technology has brought to the EFL classes, they claim that there is no harm in being lazy sometimes and that we created technology in the first place to make life easy for us. For them, Chat GPT helps us to feel more comfortable when teaching and learning.

Q7. what strategies do you suggest to overcome the different negative impacts that ChatGPT might have?

Teachers' responses reveal a shared concern about ChatGPT's possible adverse effects on EFL teaching and learning. However, opinions on how to manage these issues differ from teacher to teacher. While some teachers recommend guidance and education in artificial intelligence, others emphasize the need for moderation and caution. In a broader sense, the analysis underlines the importance of encouraging responsible use of ChatGPT, developing independent thinking and research skills, and preserving the role of teachers in guiding students' educational journey.

Q8. How do you envision the future of EFL teaching with the integration of AI tools like ChatGPT?

All the interviewees, encompassing those who supported the implementation of Chat GPT, have concluded that it is very challenging -if not impossible- to use Chat GPT shortly. The wildly optimistic teachers argued that a decade at least is needed for teachers and learners to master the very workings of this tool. According to these responses, using Chat GPT requires considering the positive and negative aspects of technology and artificial intelligence and considering the cultural and institutional factors that affect education in Algeria. One of the teachers summarized the prospects of using Chat GPT, saying "If you asked me about other countries, I would probably tell you that the process of integrating Chat GPT will not take much time. In Algeria, however, we care more about all that is human, all that is interactive in nature." Hence, it is the cultural factor that would render the implementation of Chat GPT very arduous and complicated.

Discussion

The teachers' answers to the interview questions provided a comprehensive understanding of the situation of using ChatGPT in EFL classes, helping to address the three previously stated research questions.

The researcher attempted to explore teachers' attitudes toward using ChatGPT in their classes by tracking their responses to each interview question. Interestingly enough, most of the interviewed teachers have claimed their reluctance to implement Chat GPT in EFL classes. The very few teachers who maintained awareness about these systems considered them a threat to learners' and teachers' performance in class. For them, learners' contributions would become robot-like, devoid of the affective, sometimes discursive components. ChatGPT was also considered a tool to encourage laziness. Additionally, all teachers agreed that ChatGPT has recently encouraged cheating among students, mainly because teachers are not fully aware of how passages produced by ChatGPT are structured. Even the teachers who advocated using Chat GPT have admitted that the mission is demanding and ambitious.

The overall analysis and interpretation of teachers' responses demonstrate a negative perception of ChatGPT. Teachers assume that this attitude is the outcome of cherishing a culture that supports human interactions instead of the mere dependence upon what they consider "robotic." This attitude goes counter to what different researchers have obtained in their studies.

Xiao and Zhi (2023) referred to the impact of this tool on speeding the evaluation process, while the interviewed teachers have claimed that ChatGPT fails to evaluate context-related or culture-related issues in EFL classes. Similarly, Nguyen (2023) and Phuong (2024) have demonstrated teachers' positive attitudes about the impact of Chat GPT on students' writing and vocabulary learning. Even though the interviewed teachers have suggested using Chat GPT in their classes, they have all argued that teachers' guidance in writing classes is irreplaceable and that Chat GPT's prompts might contain mistakes if they were not revised and edited by the students and their teachers.

As for the challenges that teachers might encounter when using ChatGPT, one can refer to teachers' answers to Q 6 and Q 8 of the Interview. Teachers' responses demonstrate that the preeminent challenge lies in the cultural factor because Algerians attribute more value to human-human interactions. Therefore, Chat GPT can threaten the way individuals communicate with one another. Another challenge is teachers' and students' ill knowledge about the way artificial intelligence tools work to guarantee a better understanding of language. The third challenge is teachers' fixed beliefs about the efficacy of the traditional methods that they have been adopting; deciding to change their teaching ways is questionable.

Comparing these findings to the ones obtained in previous research papers, one can assume that the most common challenge among these studies is a lack of knowledge about the workings of Chat GPT, which can contribute to worsening the teaching-learning experience. Teachers have referred to multiple imperfections of ChatGPT in EFL classes if knowledge about ChatGPT was missing, and these elements have also been mentioned by other researchers, especially what relates to inaccuracy and bias. Ray (2023) has listed a group of limitations pertinent to using ChatGPT, claiming that insufficient knowledge about ChatGPT can make the process of implementing this tool very challenging and risky. Besides, Islam and Mumu (2024) have mentioned that teachers are not well trained and not well acquainted with

when and how to use Chat GPT in EFL classes. Dikilitas, Klippen & Keles (2024) have also claimed that the way Chat GPT works reveals many limitations. Hence, teachers and students alike must take these imperfections into account and learn all peculiarities pertinent to the way Chat GPT can improve different language-related aspects.

After highlighting all the imperfections pertinent to implementing Chat GPT in EFL classes, the interviewed teachers have provided some suggestions for the teachers who wish to use Chat GPT, and these are summarized as follows:

- Workshops should be held in universities to show teachers how they can use ChatGPT in their classes and even how they can detect whether the passages that their students bring to the classroom are ChatGPT products.
- Since “the forbidden fruit is the sweetest,” teachers are recommended to embrace ChatGPT in their classes and design activities that necessitate that students utilize or evaluate ChatGPT products.
- Teachers are supposed to know how and why they should use Chat GPT without depending highly on what the device provides. Teachers should be selective when it comes to implementing Chat GPT.
- Teachers are supposed to explain the drawbacks of using Chat GPT to their students so that this tool would not appear very extraordinary to learners.

Teachers’ answers to this question were very innovative; they touched upon social and cultural elements along with the institutional and academic recommendations that previous research papers have considered. Compared to previous studies that only highlighted the importance of organizing workshops, conferences, and study days to explain how to use chat GPT in EFL classes (Phuong, 2024; Dikilitas, Klippen & Keles, 2024), the present work goes further to demonstrate how teachers should talk to their students about Chat GPT, taking into account students’ mentality, habits, and psyche.

The results obtained in this study reject the hypothesis that this paper presents, for teachers of Khenchela University do not support the use of technology and ChatGPT in their teaching.

Pedagogical Implications

Based on the obtained results, one can consider the following pedagogical implications:

Teachers should instruct students about the possible limitations, such as over-dependence on AI-generated content, which can hinder the development of critical thinking and problem-solving abilities. The guidelines should also tackle worries regarding plagiarism by enforcing stringent regulations that mandate pupils to reveal the utilization of AI tools and appropriately attribute any AI-assisted work.

Professional development programs must focus on educating teachers on the utilization of ChatGPT to improve learning outcomes and tackle ethical and practical difficulties that may arise. The workshops should encompass a variety of subjects, including the technical intricacies of utilizing ChatGPT, tactics for incorporating it in different teaching styles, and methods for monitoring and assessing its influence on student learning.

It is crucial to integrate ChatGPT in a way that reinforces existing instructional approaches, ensuring that students still benefit from the human contact, cultural context, and complex comprehension that traditional methods provide.

Conclusion

Artificial intelligence tools and Chat GPT in particular are becoming part of the teaching-learning process in EFL classrooms due to the advantages that they can offer for teachers and learners alike. This work aims at gauging teachers' attitudes about the feasibility and practicability of incorporating Chat GPT into EFL teaching. The findings of this study contend that EFL teachers at Khenchela University hold negative attitudes about the functions and workings of this tool, for they believe that Chat GPT would only encourage laziness and cheating. This being the case, teachers and students should obtain working knowledge about Chat GPT if they wish to improve how they teach/learn the different features of a language, mainly because little attention is paid to the cultural and discursive components of the target language.

About the Author

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Declaration of Using AI Generator Contents

This research paper has undergone language correction using the AI-powered tool Grammarly to address grammatical, spelling, and stylistic errors. It is acknowledged that the use of this tool may introduce standardised patterns typical of AI-generated content. Consequently, a certain percentage of content may reflect AI-generated language structures. Yet, the intellectual content and the analysis remain entirely the work of the author.

Statement of Absence of Conflict of Interest:

The author mentioned above hereby solemnly declares that she is not and shall not be in any situation that could give rise to a conflict of interest in what concerns the findings and recommendations contained in this academic article.

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Appendices
Appendix A
Teachers' Interview Questions

Interviewee:
Time:
Room:
Overall Remarks:

This interview seeks to investigate EFL teachers' perspectives on incorporating Chat GPT into their classrooms. It also offers suggestions for implementing Chat GPT in a way that does not disrupt the teaching-learning process. The responses and identities of the interviewees will be kept confidential and used solely for academic purposes.

- Q1. What do you think about integrating tools like ChatGPT into EFL teaching and learning?
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- Q2. What EFL areas are most influenced by ChatGPT?
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- Q3. To what extent do you think that ChatGPT undermines the role of a teacher in the language learning process?
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- Q4. Do you believe that using ChatGPT in EFL classes can lead to over-reliance on this technology among students?
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- Q5. Do you worry about using ChatGPT to cheat in exams or tests?
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- Q6. In what ways do you think ChatGPT could worsen/improve the learning experience for EFL students?
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- Q7. What strategies do you suggest to overcome the different negative impacts that ChatGPT might have?
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.....
- Q8. How do you envision the future of EFL teaching with the integration of AI tools like ChatGPT?
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Cite as

Yousfi, N. (2024). Teachers' Attitudes about the Feasibility of Using ChatGPT in English Classes: The Case Study of EFL Teachers at Khenchela University. *Atras Journal*, 5(Special Issue), 586-598.