Embracing ChatGPT for Enhanced English as a Foreign Language Learning and Teaching: Teachers' Attitudes

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Abstract

Recent Artificial Intelligence advances have revolutionized education, particularly language learning. ChatGPT, a ground-breaking chatbot, holds transformative potential for English as a foreign language education where there is a constant need for integrating novel technologies to enhance teaching efficiency and learning outcomes. A question arises herein about teachers' perspectives considering their pivotal role in shaping students' learning experiences. In response, this study aims to investigate teachers' attitudes towards the use of ChatGPT in learning and teaching. To this end, a questionnaire was employed to collect data among teachers across the English departments of Tlemcen University, Blida 2 University and Batna 2 University, Algeria. The research's main findings reveal the teachers' prevailing worry regarding the risks associated with students' usage of ChatGPT (e.g., misuse, over-reliance) despite acknowledging several benefits (e.g., facilitating vocabulary acquisition, and improving reading comprehension). Nonetheless, they demonstrated a willingness to use ChatGPT in teaching, underscoring its utility for saving time and overcoming resource constraints among other uses. Accordingly, this study will contribute pertinent insights into the effective implementation of ChatGPT as a teaching-learning aid.

Keywords: ChatGPT, English as a foreign language, learning, teaching, teachers' attitudes

ملخص

لقد أحدثت التقدمات الأخيرة في الذكاء الاصطناعي ثورة في مجال التعليم، وبالخصوص تعليم اللغات. يحمل روبوت المحادثة الثوري شات جي بي تي إمكانيات تحويلية لتعلم اللغة الإنجليزية كلغة أجنبية حيث توجد حاجة دائمة لدمج تقنيات حديثة لتحسين كفاءة التدريس وكذا نتائج التعلم. و هنا تبرز اشكالية حول وجهات نظر الأستاذة اتجاه شات جي بي تي نظرا لدورهم المحوري في صياغة التجارب التعلمية للطلبة. و لذلك، تهدف هذه الدراسة الى تقصي مواقف أستاذة اللغة الإنجليزية كلغة أجنبية تجاه استخدام شات جي بي تي في التعلم و التدريس، و هذا من خلال استبيان موجه للأساتذة في أقسام اللغة الإنجليزية بجامعة تلمسان، جامعة البليدة 2 و جامعة باتنة 2 في الجزائر. كشفت النتائج التخوف الهائم للأساتذة ازاء الأضرار المحتملة لشات جي بي تي على الطلبة كالاستخدام السلبي و الادمان، رغم الاعتراف بعدة فوائد كتحسين تعلم المفردات و القراءة. مع ذلك، فقد عبر الأساتذة عن استعدادهم لاستعمال شات جي بي تي لتوفير الوقت والتغلب على قيود الموارد فضلا عن منافع أخرى. و بهذا، ستساهم هذه الدراسة بتحليلات مهمة للتبني الفعال لشات جي بي تي في تعلم و تدريس اللغة الإنجليزية.

الكلمات المفتاحية: شات جي بي تي، لغة إنجليزية كلغة أجنبية، تعلم، تدريس، مواقف أساتذة.

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Introduction

Recently, there has been remarkable growth in AI-powered chatbots, which continue to carve their way into English as a Foreign Language (EFL) education. A chatbot is a digital system, typically a software program that can be embedded into websites, mobile apps and messaging platforms (Salvagno et al., 2023). Thanks to its ability to simulate human speech patterns, it can converse with humans in a natural, human-like manner, thus tricking its users into thinking that they are talking to an actual human when in fact they are chatting with a robot (Kim, 2019). AI chatbots could assist EFL teachers and students in plenty of ways, potentially allowing for enhanced learning and e-feedback experiences. Haristiani (2019) identified six advantages of using chatbots for language learning. These include a greater sense of ease on students' part when chatting with a chatbot, the chance to employ an array of unfamiliar language structures and vocabulary, practice listening with voice bots, and get instant and valuable feedback on spelling and grammar, in addition to chatbots' ability to capture students' interest and reiterate the same material countless of times.

ChatGPT, a cutting-edge AI chatbot, holds promise for EFL education; however, since its release on November 30, 2022, its integration has ignited debate. Mohamed (2023) pointed out that academics are uneasy about the quick rise of ChatGPT, partly due to an upsurge in student cheating reports, which has stirred controversy about the impact of ChatGPT in education. In particular, alongside ongoing demands on EFL teachers to integrate innovative technologies to enhance learning outcomes, a question emerges about the extent to which they accept and are willing to use ChatGPT. Within this line of thought, investigating teachers' attitudes seems necessary as their perceptions and readiness to embrace novel technologies significantly influence the successful integration thereof. Hence, the ultimate objective of the present study is to understand teachers' perspectives regarding the potential opportunities and challenges of ChatGPT in the EFL context and offer insights for effective integration. To this end, the study aims to answer two main research questions: (1) What are EFL teachers' attitudes towards the use of ChatGPT in learning? And (2) What are EFL teachers' attitudes towards the use of ChatGPT in teaching?

Literature Review

"ChatGPT is a type of chatbot, developed by OpenAI, that uses the Generative Pre-trained Transformer (GPT) language model to understand and respond to natural language inputs" (Salvagno et al., 2023, p. 1). Baidoo-Anu and Owusu Ansah (2023) pointed out that ChatGPT's exceptional capacity to execute complicated tasks within the educational field has received mixed feelings from educators as it appears to transform current teaching practice.

Opportunities and Challenges of ChatGPT in EFL Learning and Teaching

As a highly advanced AI chatbot, ChatGPT presents promising avenues for EFL education, but like any novel technology, its use is not devoid of challenges. The following synthesis is primarily based on Kasneci et al.'s (2023) framework along with other studies cited below:

On one hand, Large Language Models (LLMs) like ChatGPT can assist students in various ways, such as:

- Assisting students with their writing: ChatGPT's advanced Natural Language Processing (NLP) capabilities help learners explore complex grammatical constructions, upgrade vocabulary

selection and elevate general composition abilities (Faiz et al., 2023). Thus, ChatGPT can empower student writers, fostering control and psychological autonomy (Crawford et al., 2023).

- Aiding students with their research: Salvagno et al. (2023) suggested that ChatGPT holds promise as a valuable tool for tasks such as generating drafts automatically, summarizing articles and translation, thereby increasing the efficiency of scientific writing. They argue that ChatGPT, as AI, has the upper hand over humans in quickly processing information and linking evidence to reach conclusions.

- Facilitating group-learning discussions: LLMs can suggest a format for the discussion and give students instantaneous e-feedback and tailored guidance during the discussion, thereby prompting students to participate and engage.

- Allowing students to learn at their own pace: This is mainly because "AI-powered language learning tools can adapt to learners' individual needs" (Mohamed, 2023, p. 2).

- Empowering learners with disabilities: These models can be accompanied by speech-to-text and text-to-speech apps to assist visually impaired students. In addition, they can be used to devise inclusive strategies with sufficient support in certain tasks; albeit, the help of professionals remains necessary to adapt this technology to the special needs of the learner's disabilities.

- Developing students' critical thinking and problem-solving skills along with a plethora of skills associated with the workplace like programming, report writing, etc.

In addition to the abovementioned benefits, Hong (2023) suggested that, as a personal language tutor, ChatGPT can act as a more practical, no-fee substitute for human tutors such as via its ability to provide timely feedback.

LLMs can offer several benefits for teachers as well, including:

- Enabling teachers to differentiate instruction and ensure more personalized learning experiences: Using models like ChatGPT can spare teachers time and energy in terms of attempting to create individualized materials and feedback. Besides, ChatGPT can help produce texts of varying levels of complexity or materials that target specific language skills, particularly for EFL teachers who often struggle to find appropriate reading materials for their students (Young & Shishido, 2023).

- Aiding teachers in lesson-planning: Teachers could use these models to design more effective lesson plans, with thought-provoking questions that foster critical thinking and problem-solving skills as well as targeted practice problems and quizzes to establish students' mastery of the material.

- Assisting language teachers in a variety of ways (e.g., generating summaries and translations, offering explanations of grammar and vocabulary, providing suggestions for improving grammar and style and facilitating conversation practice).

- Assisting teachers in completing their own writing and research tasks.

- Supporting teachers' professional development: Teachers can use AI chatbots like ChatGPT to learn about the latest educational trends. They can also leverage it to implement the flipped learning model and design diverse learner-centered activities for students to do collaboratively to foster a sense of community and overall update their teaching practices (Rudolph et al., 2023).

- Facilitating the assessment and evaluation of students' work: A study by Mizumoto and Eguchi (2023) on the use of AI language models for the automated scoring of 12,100 essays revealed

that they are fairly reliable and accurate and could greatly scaffold human evaluations. The researchers thus concluded that such models can be used successfully as automatic essay-scoring tools.

On the other hand, ChatGPT and similar models carry certain risks, namely:

- *Raising copyright and plagiarism concerns*: Hong (2023) questioned whether it is ethical for teachers to utilize lesson plans and materials generated by ChatGPT when it derives this information from existing sources overlooking copyright laws.
- *Making it increasingly difficult for teachers to determine whether a text is human- or machine-generated*: Rudolph et al. (2023) point out that ChatGPT poses a threat to the essay as an assessment technique, underlining that this constitutes one of the first and most pervasive worries about its use.
- *Becoming over-reliant on these tools:* These models allow students to easily obtain answers to their questions and they may become lazy and reluctant to carry out their research and reach their conclusions or solutions, which could undermine their critical thinking and problem-solving skills. Shidiq (2023) affirmed that a psychological repercussion of dependence on ChatGPT is weakening individuals' critical thinking in that if faced with problems, they would struggle to resolve them.
- *Being subject to a lack of accuracy.*
- *Taking things for granted*: Students may take the model output for granted and fail to separate real information from unproved information in AI-generated, human-resembling texts, which can result in them developing misconceptions.
- *Being subject to a lack of professionalism*: Teachers' lack of understanding and expertise presents a challenge to the integration of ChatGPT.
- *Yielding results that are unfair or biased towards certain groups:* This might occur if the model is trained based on discriminatory data towards specific groups. Elon Musk, a previous founding member of OpenAI, has expressed his intention to create an alternative to ChatGPT called 'TruthGPT' to counter the so-called liberal bias of ChatGPT (Sharma, 2023). Hence, EFL students' use of ChatGPT might make them susceptible to adopting beliefs that differ from the beliefs of their own culture.

Everything considered, the literature highlights numerous potential benefits and risks associated with the usage of ChatGPT in EFL education.

Previous Studies on Teachers' Attitudes

A study by Iqbal et al. (2022) investigated the attitudes of 20 faculty members of a Private university in Pakistan about ChatGPT. Their study uncovered teachers' negative attitudes, namely due to concerns over cheating and plagiarism, and a general disinclination to use ChatGPT in the classroom despite some perceived benefits (lesson planning, automated feedback, increased student engagement). Mohamed's (2023) study explored 10 EFL faculty members' perceptions regarding the usefulness of ChatGPT in supporting English language learning at Northern Border University in Saudi Arabia. Its results indicated that the surveyed teachers held contrasted opinions about the effectiveness of ChatGPT as some believed it to be useful for immediate, human-like interaction and feedback; while others expressed concerns about possible impacts on critical thinking and research skills as well as limitations relating to inaccurate or inappropriate information. Nevertheless, the participants acknowledged ChatGPT's potential as a valuable tool

for complimenting and enhancing English language learning and teaching. Gao et al. (2024) surveyed 95 EFL teachers in China about their beliefs surrounding the integration of ChatGPT and other LLMs in language education. Their study revealed that the respondents recognized the potential of LLMs like ChatGPT as instructional tools as well as for boosting students' academic achievement and motivation; yet, they questioned the viability of integrating LLMs due to worries about the neglect of traditional learning resources, academic integrity and excessive reliance.

All in all, the literature reflects a dearth of studies that discuss the opportunities and challenges of ChatGPT from teachers' perspective, particularly in the EFL context with seemingly no studies so far in Algeria. To fill this gap, the present study seeks to investigate Algerian EFL teachers' attitudes towards the use of ChatGPT in learning and teaching. Such investigation seems crucial given teachers' focal role in shaping learning experiences. It aspires to contribute pertinent insights into the use of AI in education.

Methods and Materials

The present study uses a survey research design, which seems suitable for its exploratory, descriptive nature as it concerns itself with the description of EFL teachers' attitudes towards the use of ChatGPT in learning and teaching, an underexplored research area.

Participants

This study's target population included teachers from the English departments of three Algerian universities: Tlemcen University, Blida 2 University and Batna 2 University. Convenience sampling was adopted whereby the questionnaire was administered via email to EFL teachers from the aforementioned universities based on their accessibility to voluntarily complete it. A total number of 31 teachers completed the questionnaire, as illustrated in the table below:

Table 1. *Participant's profiles*

Gender	Tlemcen Uni.	Blida 2 Uni.	Batna 2 Uni.	Total
Male	3	5	4	12
Female	6	6	7	19
Total	9	11	11	31

Research Instruments

A questionnaire was employed to gather data, aligning with the study's exploratory descriptive nature. The questionnaire was selected over an interview due to its user-friendly format, that is, questionnaires afford respondents time to read the questions at ease without the pressure of immediate verbal response. Online questionnaires, specifically, represent an efficient tool for gathering the needed data in a readily processible form. The questionnaire was designed based on the literature review, namely the studies of Haristiani (2019), Kim (2019), Hong (2023), Kasneci et al. (2023); Salvagno et al. (2023), and Shidiq (2023). It contains close-ended and open-ended items because a combination of both quantitative and qualitative data could yield a more comprehensive understanding of the topic. The questionnaire contains 32 items which were set in three sections: the first section elicits background information (i.e., gender and university); the second focuses on

teachers' perceptions of the use of ChatGPT in learning and the third focuses on their perceptions of the usefulness of ChatGPT in teaching.

Data Analysis

As the questionnaire consists of close-ended and open-ended items, both quantitative and qualitative analyses were used respectively. The former consisted of tabulating the numerical data using Microsoft Excel while the latter involved analyzing the verbal data to extract themes based on semantic congruence.

Results

This section reports the results of the questionnaire on EFL teachers' attitudes towards ChatGPT usage in learning and teaching.

Table 1. *ChatGPT benefits EFL students*

Read the statements below and indicate the extent to which ChatGPT is advantageous for EFL	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. ChatGPT can help EFL students develop their writing skills.	2 (6.5%)	5 (16.1%)	**12** **(38.7%)**	**12** **(38.7%)**	0
2. ChatGPT can help EFL students improve reading comprehension.	1 (3.2%)	4 (12.9%)	9 (29%)	**15** **(48.4%)**	2 (6.5%)
3. ChatGPT can increase EFL students' motivation to speak English in class by making them more confident and less anxious.	1 (3.2%)	7 (22.6%)	**10** **(32.3%)**	9 (29%)	4 (12.9%)
4. ChatGPT can enhance EFL students' grammatical accuracy.	2 (6.5%)	3 (9.7%)	10 (32.3%)	**16** **(51.6%)**	0
5. ChatGPT can improve EFL students' vocabulary acquisition.	1 (3.2%)	2 (6.5%)	5 (16.1%)	**21** **(67.7%)**	2 (6.5%)
6. ChatGPT offers EFL students the opportunity to practice English outside class in a relaxed environment that simulates authentic target language use.	2 (6.5%)	3 (9.7%)	6 (19.4%)	**15** **(48.4%)**	5 (16.1%)
7. ChatGPT can help foster students' learner autonomy.	2 (6.5%)	6 (19.4%)	8 (25.8%)	**12** **(38.7%)**	3 (9.7%)
8. ChatGPT can help students to grasp the material dealt with in class better such as by providing clarifications, explanations, etc.	1 (3.2%)	4 (12.9%)	11 (35.5%)	**13** **(41.9%)**	2 (6.5%)
Averages	1.5 (4.8%)	4.25 (13.7%)	8.9 (28.6%)	**14.1** **(45.6%)**	2.25 (7.3%)

Table One illustrates the surveyed teachers' views about the benefits of ChatGPT on EFL learners. Many teachers (41.9%) agreed/strongly agreed that ChatGPT boosts students' motivation to speak English by making them more confident and less anxious. About half (48.4%) agreed/strongly

agreed that ChatGPT fosters students' autonomy and helps them better grasp the material covered in class. Over half of the teachers (strongly) agreed that ChatGPT can enhance students' grammatical accuracy (51.6%) and reading comprehension (54.8%). Most of them (strongly) agreed that ChatGPT provides comfortable, authentic-like English practice (64.5%) and improves vocabulary acquisition (74.2%). Overall, more than half of the teachers (52.8%) consider ChatGPT as beneficial for EFL students.

Table 2. *ChatGPT risks on EFL students*

Read the statements below and indicate the extent to which ChatGPT is disadvantageous for EFL students.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. ChatGPT may encourage students to cheat on assignments and assessments.	0	0	0	**16** **(51.6%)**	**15** **(48.4%)**
10. ChatGPT can increase the possibility of plagiarism by students.	0	2 (6.5%)	1 (3.2%)	11 (35.5%)	**17** **(54.8%)**
11. Students may become lazy and over-reliant on ChatGPT.	0	1 (3.2%)	2 (6.5%)	**14** **(45.2%)**	**14** **(45.2%)**
12. ChatGPT can weaken students' critical thinking and problem-solving skills as well as their creativity.	0	1 (3.2%)	5 (16.1%)	**15** **(48.4%)**	10 (32.3%)
13. ChatGPT may provide students with inaccurate information, causing them to develop misconceptions.	1 (3.2%)	3 (9.7%)	9 (29%)	**11** **(35.5%)**	7 (22.6%)
14. ChatGPT's potential inclination toward Western culture can affect the beliefs and values of EFL learners whose culture is different.	3 (9.7%)	3 (9.7%)	9 (29%)	**12** **(38.7%)**	4 (12.9%)
Averages	0.7 (2.2%)	1.7 (5.4%)	4.3 (14%)	**13.2** **(42.5%)**	11.2 (36%)

Table Two presents teachers' beliefs about the risks of ChatGPT on EFL learners. All of the surveyed teachers (100%) reported that they (strongly) agree that ChatGPT incites students to cheat on assignments/assessments. The vast majority (strongly) agree that ChatGPT increases acts of plagiarism among students (90.3%), makes them lazy and dependent (90.3%) and weakens their critical thinking, problem-solving and creative skills (80.6%). More than half (strongly) agree upon the risk of students developing misconceptions (58.1%) and being culturally influenced (51.6%) due to possible inaccuracies and bias in ChatGPT. All in all, most of the teachers (78.5%) think that EFL students' use of ChatGPT can be counter-productive.

To filter the participants' attitudes towards students' use of ChatGPT, they were asked whether or not they think the potential positive outcomes of ChatGPT outweigh the risks and then to justify their answers. Most of them (n=21, 67.7%) answered with 'No', due to three main reported reasons, i.e., ChatGPT's possible negative consequences on EFL students (e.g., laziness and dependence), concern over misuse, and the chatbot containing more harm than benefit. For example, one teacher said, "Students may not know how to use it to promote autonomous and meaningful learning. They may experience over-dependence...". Another claimed, "Most students are likely to misuse it". Conversely, some (n=10, 32.3%) answered positively, explaining that it is a matter of balancing the pluses and minuses and that ChatGPT can assist EFL students if used

appropriately/ethically. For instance, one teacher noted, "…the outcomes are indeed potentially positive provided the students are made aware of the appropriate use of AI".

Next, the respondents were asked 'Are you likely to encourage your students to use ChatGPT for their learning?' and to explain why. Most of the participants (n=19, 61.3%) said 'no', explaining that ChatGPT turns students into passive, dependent recipients of knowledge, can be misused by students and can result in losing the conventional methods and tools of language acquisition. However, some participants (n=12, 38.7%) said 'yes' either because they view ChatGPT as a learning aid for reinforcing what students have learned, developing learner autonomy and providing extra language practice; or because they see it as a means to prepare their students for the real world as one of the teachers stated, "Today's students will graduate into a world full of generative A.I. programs…Therefore, I believe that banning ChatGPT from the classroom is a wrong move…".

Finally, the participants were asked to offer suggestions for the effective integration of ChatGPT in EFL learning. The most repeated suggestion (n=20, 64.5%) was to use ChatGPT appropriately as an aid to learning. The participants expounded that this can be achieved by monitoring and regulating students' use of ChatGPT to prevent undesirable effects, encouraging students to use ChatGPT to enhance their learning (such as by using it to devise strategies rather than to obtain answers to questions) and creating a suitable environment for integrating ChatGPT. Some argued that there is a lack of readiness/preparedness to officially integrate ChatGPT as it is still early and more research/knowledge is needed; while others reported that they are reluctant to promote ChatGPT use whatsoever (these two themes appeared 4 times each).

The research results obtained on teachers' attitudes towards the use of ChatGPT in teaching are presented below.

To begin with, the research participants were asked whether they have ever used ChatGPT for teaching purposes to which the vast majority of the respondents (n=26, 83.9%) answered 'no' and only 5 (16.1%) answered 'yes'. The question that followed elicited examples of how ChatGPT has helped the teachers who have used it. Three examples were provided, namely using ChatGPT to design lessons, obtain information and generate study questions of different levels of difficulty.

Next, the research participants were asked whether they were likely to use ChatGPT to enhance their teaching or not and then to explain why. More than half of the teachers responded positively (n=18, 58.1%). The most cited reason by the teachers was that ChatGPT facilitates teaching in different ways (theme mentioned 11 times by teachers). First, ChatGPT allows easy access to information/ideas/materials (repeated 4 times). Second, it serves as a teaching aid (repeated 4 times). Third, it saves time (repeated 2 times). Additionally, it can be used to generate level-specific questions as well as for supervision purposes (mentioned once each). The second reason is to learn and update their teaching style (repeated 3 times). The third reason is teachers' willingness to test the chatbot merely for the sake of trying it (mentioned 3 times). In contrast, many teachers (n=13, 41.9%) responded negatively to the question, expressing their inclination towards other techniques/sources (repeated 6 times). For instance, one of the teachers stated, "I prefer to keep away from this kind of technology which seems to offer the unbelievable at the expense of human growth". Others cited their unfamiliarity with ChatGPT or uncertainty about its usefulness as the reason (repeated 6 times). One teacher explained that it is due to concern over developing dependence on the tool.

Table 3. *Teachers' perspectives on ChatGPT's usefulness in teaching*

As a Teacher, I believe that:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. ChatGPT can assist me in planning lessons by offering me topics, activities, materials, etc.	1 (3.2%)	5 (16.1%)	8 (25.8%)	**14** **(45.2%)**	3 (9.7%)
4. ChatGPT can help assess students' written assignments (e.g., essays) and identify their strengths and weaknesses.	1 (3.2%)	8 (25.8%)	9 (29%)	**12** **(38.7%)**	1 (3.2%)
5. ChatGPT can help me provide consistent, personalized feedback on my students' work.	1 (3.2%)	7 (22.6%)	9 (29%)	**11** **(35.5%)**	3 (9.7%)
6. With ChatGPT, I can ensure more personalized learning experiences for my students through customized materials tailored to the individual needs, abilities and preferences of my students.	1 (3.2%)	4 (12.9%)	9 (29%)	**14** **(45.2%)**	3 (9.7%)
7. ChatGPT can be a useful tool for autonomous continuing professional development by informing me on new teaching strategies and giving me feedback/tips on how to manage my classroom, engage students, etc.	1 (3.2%)	2 (6.5%)	10 (32.3%)	**14** **(45.2%)**	4 (12.9%)
8. ChatGPT can be useful for the automatic grading of students' assignments.	1 (3.2%)	5 (16.1%)	**12** **(38.7%)**	10 (32.3%)	3 (9.7%)
9. ChatGPT can help me save time and overcome resource constraints.	1 (3.2%)	1 (3.2%)	**10** **(32.3%)**	**10** **(32.3%)**	9 (29%)
Averages	1 (3.2%)	4.6 (14.7%)	9.6 (30.9%)	**12.1** **(39.2%)**	3.7 (12%)

Table Three shows the participants' perspectives about ChatGPT's utility in teaching. Many teachers (strongly) agree that ChatGPT can help teachers in assessing students' written assignments (41.9%) and offering students consistent, personalized feedback (45.2%). More than half (strongly) agree that ChatGPT is useful for planning lessons and customizing students' learning experiences (54.8%) as well as furthering teacher professional development (58.1%). Most of the teachers (61.3%) perceived ChatGPT as beneficial for saving time and overcoming resource constraints. Yet, there was no clear consensus among teachers on the effectiveness of ChatGPT as an automatic grading tool for students' assignments. In a word, more than half of the teachers (51.2%) agreed on ChatGPT's usefulness in teaching.

Discussion

Regarding the first research question, the results suggest that EFL teachers see several benefits of ChatGPT on students, namely its potential to improve students' vocabulary acquisition and offer students additional English practice. This agrees with the previous studies (Iqbal et al., 2022; Mohamed, 2023; Gao et al., 2024). This finding seems to explain why the subset of participants, willing to promote ChatGPT to their students, primarily justified their stance by emphasizing the role of ChatGPT as a learning aid. Concomitantly, the results indicate that most of the teachers concur on the risks of students' use of ChatGPT. However, while there was agreement among teachers on both the benefits and risks of ChatGPT on EFL students, frequencies for agreement on the risks were significantly higher. The teachers appear particularly convinced of

those risks that pertain to students' misuse, namely cheating, plagiarism, increased laziness/dependence and diminished skills. This seems to explain why most of them rejected the idea that the use of ChatGPT by EFL students is more beneficial than harmful.

Consequently, the teachers expressed a general unwillingness to promote ChatGPT to their students due to the aforesaid reasons. Interestingly, however, some teachers have either expressed preference towards conventional language learning methods or are apprehensive that ChatGPT might replace them, which seems valid considering AI tools' accessibility and advantage in offering personalized learning and immediate feedback (Mohamed, 2023). EFL Teachers' hesitancy to embrace ChatGPT might be ascribed to their reported lack of trust in ChatGPT and comfort and familiarity with conventional methods. This coincides with Gao et al.'s (2024) study which highlighted teachers' reservations about the reliability of LLMs and their concern over neglection of traditional resources as factors behind their doubt concerning the integration of these tools.

Regarding the second research question, the results indicate a certain level of unfamiliarity with ChatGPT on teachers' part as the vast majority reported never using it for teaching purposes before, which supports the aforementioned point. Even so, they recognized ChatGPT as useful for planning lessons, personalizing students' learning experiences, continuing professional development, saving time and overcoming resource constraints. Still, they appeared less optimistic about ChatGPT's utility as an assessment/automatic grading tool, which again might be attributed to their reported skepticism about its reliability and general unfamiliarity with its use and capacities, possibly including how to utilize it for assessment/grading purposes. Then again, more than half of the teachers overall agreed on the usefulness of ChatGPT as a teaching tool, which agrees with Mohamed's (2023) study. Besides, although many of the teachers were reluctant to advise their students to use ChatGPT, more than half expressed readiness to use it to enhance their teaching. This finding is inconsistent with Iqbal et al.'s (2022) study wherein teachers were not as keen to do so.

On one hand, the results suggest a positive outlook toward the usefulness of ChatGPT in teaching and a willingness to utilize it for teaching purposes. On the other hand, the teachers seem more fearful about the risks associated with students' usage of ChatGPT than eager about its potential benefits, which aligns with previous studies (Iqbal et al., 2022; Mohamed, 2023; Gao et al., 2024). Hong (2023) maintains that the broad media reporting of the overhyped features of the chatbot has left foreign language teachers most worried being among those who depend mainly on writing assessments.

Pedagogical Implications

With ChatGPT's ongoing rise, efforts to prevent its use may prove ineffective. Hong (2023) upholds that there is no clear-cut method to prevent students from using ChatGPT outside of university grounds, especially since ChatGPT along with other generative AI is not disappearing anytime soon and will continue changing today's educational system (Baidoo-Anu & Owusu Ansah, 2023). Consequently, teachers ought to accept the changes and challenges brought about by the rise of ChatGPT and AI and reflect upon how to use such innovative technologies to enhance EFL learning and teaching.

Thanks to its ability to simulate human interaction, ChatGPT can act as a native English tutor or conversation companion, providing authentic input to EFL learners who generally have inadequate chances to practice English. Yet, to optimize its use, caution, monitoring and regulation are of utmost importance. In this respect, raising awareness about the capacities and limitations of ChatGPT should perhaps precede all considerations. On the part of Liu (2023), addressing the

challenges of ChatGPT necessitates understanding its limitations and perceiving it as a supplement to bolster learning and teaching rather than a substitute for traditional methods. That is, students should be encouraged to use ChatGPT ethically and cleverly in ways that enhance their critical thinking and creativity rather than using it as a cheating device or a substitute for more academic sources. They should engage their critical judgment whenever they utilize ChatGPT to discern any inaccurate or biased information. Teachers should in turn be encouraged to explore ChatGPT further, fostering familiarity with its capacities, advancing their digital literacy and discovering applications in the EFL classroom. To meet these ends, higher educational institutions could offer training on AI tools like ChatGPT for faculty and on academic integrity for students as well as design policies and user-friendly guidelines for the utilization of language models in learning and teaching (Rudolph et al., 2023). These guidelines should delineate the appropriate use of these tools and the repercussions of academic dishonesty (Rudolph et al., 2023).

Moreover, EFL teachers may consider adjusting their assessment methods to adapt to the current AI landscape. This could entail giving students fewer writing assignments for completion at home and considering alternative activities such as keeping a daily journal, summarizing the lecture's content and other similar 'conversion' take-home assignments (Hong, 2023). In essence, there is a need to alter how the assessment of students is conducted by focusing on students' ability to apply knowledge to intricate and hypothetical situations rather than asking them to reiterate textbook theories (Crawford et al., 2023). Besides, teachers can conduct particular assessments in class as well as permit students to write about topics that are of actual interest to them, letting their voices shine and their opinions be valued (McMurtrie, 2022 cited in Rudolph et al., 2023).

All in all, "it can be easy to exercise fear in the advent of new tools that challenge us" (Crawford et al., 2023); however, a 'fear-based response' like banning ChatGPT may not be a viable solution. This is because LLMs like ChatGPT are rapidly increasing and steadily carving their way into classrooms. In this sense, efforts on the part of educationalists, policymakers, researchers and technology professionals are warranted for a positive and ethical use of these growing generative AI tools to enhance teaching and learning (Baidoo-Anu & Owusu Ansah, 2023). Such efforts align with educational objectives to foster 21st-century life skills as they prepare students to cope with the current AI-dominated world.

Conclusion

The present study investigated Algerian English as a foreign language (EFL) university teachers' attitudes towards the use of ChatGPT in learning and teaching. The main findings revealed that the teachers recognize several advantages of ChatGPT in learning and teaching. However, while they expressed keenness to use ChatGPT for teaching purposes, they relatively had less positive attitudes about students' use, expressing concern over potential risks. These findings contribute to ongoing research on the use of AI in education and align with previous studies that recognize the potential of ChatGPT in enhancing EFL education. It simultaneously sheds light on the possible adverse effects that may result from students' use of ChatGPT and highlights the need for strategies that promote an effective use thereof. With AI on the rise, it seems pivotal to approach such technologies with caution and devise strategies to optimize their use in EFL learning and teaching. All in all, researching teachers' attitudes towards emerging AI tools like ChatGPT is prominent because of their vital role in determining pedagogy and influencing students' learning behavior. While this study provides valuable insights, it should be noted that the relatively small sample size may limit the generalizability of its findings. Hence, future research should employ

larger samples in various contexts. Further research is also encouraged to explore students' attitudes towards ChatGPT and examine effective implementation methods.

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Declaration of AI Use
 The authors acknowledge the use of AI tools, specifically ChatGPT, for language refinement, primarily for assistance with synonyms and paraphrasing. It is acknowledged that the use of such tools may introduce standardized patterns typical of AI-generated content. Consequently, a certain percentage of content may reflect AI-generated language structures. Yet, the intellectual content and analysis remain entirely the work of the authors.

Statement of Absence of Conflict of Interest
The authors mentioned above hereby solemnly declare that they are 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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