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Investigating EFL Students and Teachers Attitudes Toward Using ChatGPT in English Language Learning and Teaching

The Case of Master Two Students and Teachers at Echahid Cheikh Larbi Tebessi University - Tebessa

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Dedication

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List of abbreviations

AI: Artificial Intelligence

EFL: English as a Foreign Language

ELSA: English Language Speech Assistant

ESP: English for Specific Purposes

GPT: Generative Pre-Trained Transformer

LLM: Large Language Model

MALL: Mobile-Assisted Language Learning

NLP: Natural Language Processing

PEOU: Perceived Ease of Use

PU: Perceived Usefulness

RLHF: Reinforcement Learning from Human Feedback

SST: Self-Service Technology

TAM: Technology Acceptance Model

UI: User Interface

UNESCO: United Nations Educational, Scientific and Cultural Organization

ZPD: Zone of Proximal Development

Abstract

This dissertation investigates Master 2 students' and teachers' attitudes toward the use of ChatGPT in EFL education at Echahid Cheikh Larbi Tébessi University. Given that it covers both positive and negative aspects, this study focuses on this technology's perceived pedagogical value, application in language learning and teaching, as well as restrictions and major problems faced. The Technology Acceptance Model (TAM) was suggested as a framework to examine the perceived ease of use and usefulness of ChatGPT, offering insight into how students and teachers respond to its integration in the EFL context. The study follows a descriptive-exploratory approach, employing a survey design and collecting data via two mixed-format questionnaires. The work targets a population of 57 Master Two students and 13 teachers, selected through census sampling. Findings indicate mixed attitudes, with students typically having a more positive impression praising its flexibility, feedback, and potential to support self-directed learning yet they also show awareness of challenges related to over-reliance and the reliability of information. Teachers, on the other hand, showed more skepticism; while recognizing the tool's potential and personalized assistance, they also shared concerns with students and further emphasized issues like academic integrity and ethical risks, along with the necessity for extensive training to incorporate AI tools efficiently. The research emphasizes the need for guided applications and institutional policy implementation to address its limitations. The study adds valuable knowledge regarding the evolving role of AI technology in EFL education, along with practical suggestions for implications that combine innovation with pedagogic responsibility.

Keywords: ChatGPT, EFL, AI, Technology Acceptance Model (TAM)

General Introduction

Background of the Study

As early as 2019, UNESCO published a comprehensive report highlighting the rapid expansion of technologies and their widespread implementation across various sectors of our lives. In recent years and especially at the time of this writing there has been a growing interest in technologies' role in foreign language education. The shift towards using AI-driven tools such as ChatGPT is becoming increasingly apparent in the field of English as a Foreign Language education. Such tools, driven by large language models (LLMs) developed by OpenAI—which are advanced systems trained on massive amounts of text to understand and generate human-like language (OpenAI, 2023)—utilize natural language processing algorithms to simulate human-like interaction, offering new possibilities for supporting both teaching and learning processes.

Some studies have highlighted the potential of ChatGPT to influence English language teaching and learning. For example, Ivanovska (2023) described its usefulness in providing individualized support and generating educational content. Meanwhile, Mbwambo and Kaaya (2024) pointed out its dual impact offering instructional support for teachers and posing challenges that must be addressed to optimize learning outcomes.

A number of algerian local investigations have also examined ChatGPT's impact on EFL students, mostly tackling specific aspects such as academic writing and motivation (Boubendir & Sebbane, 2024; Benaicha & Semmoud, 2024). These studies generally found that ChatGPT can positively influence students' motivation and help improve their writing production. However, such works have generally focused on isolated elements of the learning process and did not offer broader insights into students' overall experiences. Moreover, they tend to exclude other key dimensions of education, such as teacher perspectives or

pedagogical integration, thus lacking a comprehensive view of ChatGPT's role in the EFL context.

Personal interest in ChatGPT, along with frequent exposure to it in academic settings, also contributed to the motivation for this research. As EFL students ourselves, the researchers observed that both students and teachers at their university were increasingly engaging with the tool in various ways.Although several other AI-based applications exist, ChatGPT stood out due to its rapid rise in popularity, gaining over one million users within just a few days of its release (OpenAI, 2022).This remarkable growth reflects its relevance and appeal, which, along with the need for a focused and practical scope, led the researchers to center their investigation specifically on ChatGPT.

Given this context, it is important to understand the perspectives of both students and professors about its implementation. This is the main goal of the current research. This study is expected to explore and describe students' and teachers' attitudes toward using ChatGPT in the EFL context, conducted among Master 2 students at Larbi Tébessi University in the English department. By investigating how both elements of education perceive and deal with the tool, and how they include it in their educational journey, the research intends to provide valuable insight into patterns of use , acceptance of the tool , perceived advantages, possible challenges, and other aspects from the two main cores of education. This will help gain a deeper understanding of how such technologies work when integrated into learning and how to use the findings to enhance both sides' experiences.

Identification of the problem

Despite the growing interest in technology-assisted language learning, there remains a significant gap in the literature concerning the specific attitudes of university-level EFL students and teachers toward the use of large language models, such as ChatGPT, in EFL education. While some studies have explored aspects like motivation or academic writing,

these investigations often focus narrowly on certain features, without offering a broader view of learners' and educators' perceptions, experiences, and challenges

This gap is particularly evident within the Algerian context, where such research remains limited and underresearched. By examining both the attitudes of Master 2 EFL students, who engage with ChatGPT for various learning purposes, and teachers who may incorporate it into instruction and observe its influence on their students this study aims to uncover deeper insights into actual usage patterns, reflections, and the challenges encountered during integration .Understanding the viewpoints of both students and teachers as the core stakeholders in the EFL learning environment can provide a foundation for developing more effective, inclusive, and supportive AI-enhanced teaching practices in the Algerian university classrooms.

Research Questions

- What are Master 2 EFL students' attitudes regarding the effectiveness of ChatGPT for enhancing English language learning?
- What attitudes do EFL teachers hold toward the effectiveness of ChatGPT in English language teaching?
- How do students attitudes compare to teachers attitudes in key themes like usefulness, effectiveness and challenges?

Significance of the Study

The value of this study lies in its timely exploration of how ChatGPT is being used in education, contributing to the growing body of research at the intersection of artificial intelligence and language education. It attempts to fill a significant research gap by examining the utilization of ChatGPT in EFL education and increasing awareness among both EFL students and teachers regarding its potential applications, benefits, and limitations within the Algerian academic context. The study's focus on attitudes further enhances its

relevance by offering valuable insights into the perceptions and concerns of both students and teachers, placing them at the center of the educational process. These insights help illuminate how ChatGPT is received as an emerging tool in education. The present study is primarily descriptive and exploratory, as its main focus is on students' and teachers' perceptions. Such a focus is not didactic in the strict sense; however, outcomes from such a research endeavor can serve as a foundation for subsequent experimental research designs that may test the actual merit of AI-supported language learning compared to the self-reported attitudes of both groups. Moreover, by comparing the perspectives of both teachers and students, the study creates a shared space for discussion, fostering a deeper understanding of their respective viewpoints. It is all aimed at supporting both groups' experiences students for better learning outcomes, and teachers for an easier approach to teaching.

Objectives of the Study

- Explore Master 2 EFL students' attitudes toward the integration of ChatGPT in their learning.
- Investigate the level of awareness and use of ChatGPT among Algerian university teachers and learners in EFL education.
- Investigate the perceptions of Algerian EFL university teachers and learners regarding the effectiveness of large language models (LLMs) in developing EFL education.
- Explore EFL teachers' perspectives on incorporating ChatGPT into their teaching practices and its potential impact on pedagogy.
- Identify factors that influence EFL students' and teachers' attitudes toward the use of ChatGPT.
- Detect any noteworthy patterns among students based on variables such as age or specialization.

- Compare students' and teachers' viewpoints on specific aspects such as usefulness, effectiveness, and challenges.

Research Methodology

The present study adopts a descriptive-exploratory design framed by a convergent mixed-method research approach. It combines both quantitative and qualitative data, aiming to deeply investigate attitudes toward the use of ChatGPT in English as a Foreign Language (EFL) learning and teaching. Data were collected simultaneously via survey, analyzed using descriptive statistics and thematic analysis, and then merged for interpretation. Two questionnaires with a mixture of closed-ended and open-ended items were used as research instruments to support triangulation and strengthen the study's credibility and richness of the results.

Participants in our study were Master 2 students and teachers at Echahid Cheikh Larbi Tébessi University-Tebessa, selected primarily for convenience and relevant expertise. We adopted consensus sampling as the most appropriate technique, given the manageability and limited size of the targeted population. Despite the limited generalizability, the findings may provide valuable insights into the perceived role and integration of ChatGPT in advanced EFL education.

Structure of the study

The present dissertation consists of two chapters. The first chapter addresses the literature review and is divided into five sections. The first section provides a general introduction to artificial intelligence (AI), its history, and applications in language. The second section gives an overview of ChatGPT, its development, interface, and prompting techniques, followed by its practical applications in language learning. The third section focuses on the application of ChatGPT in EFL contexts, its emerging functions and implications for both students and teachers, The fourth addresses challenges and limitations

faced in the same context. The final section suggests a theoretical framework, the “Technology Acceptance Model,” and its applicability in determining the attitude of teachers and students in using ChatGPT.

The second chapter, "Fieldwork," consists of three sections. It starts by outlining the research methodology used in this study, giving details on the research design, setting, population, sampling methods, and instruments used along with their respective procedures. This chapter also provides and interprets the findings of two questionnaires, and then there follows a thorough discussion of the findings. Additionally, it gives suggestions to students, teachers, and researchers in the future, as well as an admission of the limitations of the study. The dissertation ends with a "General Conclusion," which consolidates the outcomes of the research as a whole and indicates the key conclusions drawn from the study.

Chapter One: Literature Review

Introduction

During the last few years, the field of teaching English has undergone significant changes, and most of this has been largely due to the growth of technology and the increasing utilization of digital tools in learning settings, one of the most notable innovations being ChatGPT. This chapter critically examines AI technology, practically the role of ChatGPT in EFL learning, and is structured into five sections. It begins with the description of AI and its evolution and application in language learning, for example, tutoring systems and chatbots. In the second section, it analyzes the capabilities of ChatGPT with pedagogical notice in terms of personalized tutoring and skill development, the dynamics of student-teacher, and the ever-increasing challenges. It also applies the Technology Acceptance Model (TAM) to analyze user attitudes of ChatGPT in terms of perceived usefulness and ease of use, thus assessing the impact and insights regarding the role of ChatGPT in EFL teaching and its future prospects.

Section One: An Overview of Artificial Intelligence Technology: ChatGPT Capabilities and Integration

This section provides a brief overview of Artificial Intelligence (AI), including its definition, historical evolution, and its application in the field of language learning. Understanding the basic concepts and evolution of AI is essential to framing its current role in education. By tracing its progress and highlighting how it is being integrated into language learning environments, this section lays the foundation for examining tools like ChatGPT in more detail later in the study.

1.1.1 What is AI

Knowing that AI is an entire field of study, much like physics, geography, and other fields, concerned with creating systems that exhibit intelligent behavior, understanding AI

requires navigating a landscape of diverse perspectives, reflecting the field's rapid evolution. At its core, the term AI is often understood as the endeavor to create machines that are artificially incorporated with human-like intelligence to perform tasks as we do. This intelligence is built using complex algorithms and mathematical models. That said, AI is more nuanced than a simple definition might indicate.

Scholarly definitions help clarify how AI has been conceptualized within the field. According to Nilsson (2010, as cited in Stone et al., 2016),"Artificial intelligence is that activity devoted to making machines intelligent, and intelligence is that quality that enables an entity to function appropriately and with foresight in its environment" (p. 12). Similarly, Russell and Norvig (2020), in their seminal textbook, Artificial Intelligence: A Modern Approach, describe AI as the development of computer systems that can perform tasks requiring human intelligence, including learning, problem-solving, and decision-making. These three capabilities are what make a machine artificially intelligent: learning is the ability to react appropriately to new situations and improve through experience; reasoning enables logical inference and decision-making, while problem-solving is using the input to find solutions to complex tasks.

Moreover, Pokrivcakova (2019) and Wang (2019) perceive AI as technological tools capable of operating and thinking like humans. Also, others perceive it as a set of computational skills that allow systems to process patterns and make predictions, thus enabling complex tasks without explicit programming (Baker & Smith, 2019; Da Silveira & Lopes, 2023). In this way, AI's definition remains dynamic, and its practical implications, encompassing both computational advancement and human-like interaction, are vast and in a continuous reshaping of technology and human interaction's future.

1.1.2 Evolution of AI

Modern Artificial Intelligence (AI) came to be as the result of a long process, many decades worth of continuous work. Its existence traces to the 1950s, and the philosophy that fueled it surpassed that.

As early as 1726, the idea of mechanical reasoning appeared in literature. Jonathan Swift, in his satirical novel Gulliver's Travels, introduced the fictional concept of The Engine, a massive mechanical device used to assist scholars in coming up with new ideas by rotating wooden blocks engraved with words, mimicking a form of computational creativity. Swift's idea hinted at a mechanized approach to thought an idea that would re-emerge in real science centuries later.

In 1935, Alan Mathison Turing's work, a British mathematician and logician, laid the theoretical groundwork of modern computing. Turing proposed the idea of an abstract computing machine that had unlimited memory and could scan text regions forward and backward, writing and reading symbols a model of computation we now refer to as the universal Turing machine (Banerjee & Sarkar, 2023). This construction formed the basis of the contemporary computer along with artificial intelligence.

The formal beginning of AI as a field occurred at the Dartmouth Conference in 1956, where AI got its name and mission. McCarthy coined the term artificial intelligence, which became the name of the scientific field. The primary conference assertion was, " Every aspect of any other feature of learning or intelligence should be accurately described so that the machine can simulate it" (Delipetrev et al., 2020, p. 7). Other attendees of the conference , such as Arthur Samuel, Herbert A. Simon, and Allen Newell who became later key figures in the AI field were also excited about the early development, including symbolic reasoning and general problem-solving programs. They were convinced that human-level intelligence in machines was just around the corner (Delipetrev et al., 2020).

Throughout the 1960s and 1970s, advancements in AI were made at a consistent pace. Scientists and researchers made significant headway in developing novel algorithms and techniques, such as natural language processing and machine learning, and subsequently implemented them across a range of applications. These included, but were not limited to, image recognition, language translation, and game-playing (Moor, 2006).

In the 1980s, the AI paradigm shifted to symbolic AI and the so-called "expert systems" or "knowledge-based systems." The underlying idea was to get human expert knowledge in a computer form and spread it as a program to many personal computers (PCs). Expert systems had two components:

1. The knowledge base a collection of facts, rules, and relationships on a specific domain.
2. The inference engine that described how to manipulate and combine these symbols.

The facts and rules had explicit representation and were modifiable. Lisp and Prolog were the main symbolic programming languages.

Companies started producing expert systems in the 1990s offering software packages called "inference engines" and related knowledge services to customers. However, these tools and frameworks lacked sufficient expressive power to capture the breadth of the expert knowledge and behavior required to achieve satisfactory performance.

The early 2000s saw another resurgence in the field, as noted by Jordan and Mitchell (2015), due to the growing availability of vast amounts of data and the advancement of more potent processing technologies. More complex AI applications were developed as a result of these developments, which made it possible for researchers to process and analyze enormous volumes of data more effectively. This era saw the birth of new approaches such as deep learning, a subfield of machine learning that uses multi-layered neural networks to process data in increasingly abstract ways, which has subsequently been a driving force behind many of today's most advanced AI systems.

It can be fairly stated that the history of AI is a long and fascinating one, marked by numerous breakthroughs and setbacks. Significant advancements have been made in the creation of AI algorithms and computer programs that can mimic human intellect, despite the numerous obstacles that researchers have faced. Understanding the historical trajectory of AI provides essential context for exploring its recent applications in fields such as education, particularly in the teaching and learning of languages.

1.1.3 Application in Language Learning

The integration of artificial intelligence technologies into various domains has been transformative, and the educational sector is no exception. Several AI-powered language learning tools have gained popularity among learners, demonstrating the adaptability of AI in catering to diverse age groups, particularly in language learning.

AI-driven language learning tools can be categorized into different types:

Language tutoring systems. These tools use "AI" algorithms to make the learning process adequate and adaptable to the user's proficiency level and learning styles, giving users personalized language lessons and feedback . They may include interactive lessons, exercises, and quizzes to help learners improve their grammar, vocabulary, and speaking skills (Mahdi & Abu-Naser 2016). Such systems are available in mobile applications, websites, or standalone software. In addition to apps like Babbel and Rosetta Stone, Duolingo (Amin, 2023), for example, adjusts lesson difficulty, offering over 300 million users a customized language learning experience in more than 30 languages.

Language Tutoring Chabot. Chatbots driven by AI provide tutoring through voice interactions, mimicking real-life conversation; in this way, they can respond to inquiries and give feedback on pronunciation and grammatical errors. Additionally, Noviyanti (2020)

demonstrated that utilizing an AI-powered pronunciation checker in language learning improved students' pronunciation over time as they engaged with the tool. Considering that these chatbots assist in improving articulation while also correcting basic grammatical functions such as verb tenses, they can aid in mastering the language, which is why chatbots can be perceived to respond to the challenge of language development. For instance, ELSA Speak is a great pronunciation tutor, and its AI-driven feedback is well-documented.

Machine translation tools. According to Ducar and Schocket (2018), machine translation tools use AI algorithms to instantly translate, whether text or speech, from one language to another in real time. These tools are commonly used for quick translations of short phrases or sentences and are often found in mobile apps or online platforms. Some popular machine translation tools include Google Translate, Bing Translator, and DeepL, which is known for its advanced contextual accuracy.

Language generation systems. These tools use AI algorithms to produce original text in a given language based on a set of input parameters (Gatt & Krahmer, 2018). They may generate news articles, reports, or social media posts. A popular example is ChatGPT, which can generate well-structured texts based on users input, making them useful for content creation.

Grammar and vocabulary tools: Much like other language learning applications, those that utilize AI concentrate on teaching grammar rules, sentence structure, and vocabulary through interactive games and quizzes. However, what distinguishes them is their use of natural language processing (NLP) algorithms to analyze and generate language content. Therefore, it can be asserted that these AI systems will soon possess the capability to generate the language they are designed to teach.

Examples of such tools include Grammarly, an AI-powered writing assistant that helps users improve grammar, punctuation, style, and tone, providing real-time suggestions for clarity, conciseness, and engagement. (Aayush, 2025), also QuillBot, that helps with paraphrasing and vocabulary improvement. Relatedly, Lam (2023) compared Grammarly and ChatGPT, observing that although both assist in language learning, they differ in scope Grammarly emphasizes real-time correction, while ChatGPT offers more flexible content generation and rewriting features.

Language exchange tools: Tools for language exchange are programs aimed at pairing a user with a native speaker of the language the user wants to learn. Android based applications such as Hello Talk and Speaky are classified as Mobile-Assisted Language Learning (MALL) as they use technology for communication and collaborating in real time. The purpose of these platforms is to create a friendly user environment where people perform real conversations with other users and native speakers.

While the prospect of using AI-generated content in EFL education holds considerable promise, it also presents challenges. Issues related to the quality, relevance, and potential biases must be addressed to harness its full potential. Kasneci et al. (2023), for example, highlights the risk of over-reliance on technology as one of the major problems, emphasizing the need to balance its use with meaningful human interaction one of the many concerns surrounding its integration.

1.1.4 Overview of ChatGPT

ChatGPT (Generative Pre-trained Transformer) is an advanced AI-powered tool developed by OpenAI, a United States-based artificial intelligence research organization , in November 2022 (Meyer et al. 2023). Built on a large language model (LLM) framework and trained on vast datasets, it generates coherent, contextually appropriate, and human-like text,

providing tailored suggestions and responses based on users' specific needs.

Although the precise dataset used for training has not been made available by OpenAI, it is known that Chat GPT has been trained on extensive textual data (Joshi, 2019) from a wide range of sources, including novels, movies, and websites ; For instance, GPT-3, an earlier iteration of this technology, underwent training using over 8 million documents and hundreds of billions of words (Kublik & Saboo, 2022). This extensive training enables the technology to handle a wide range of requests from questions and statements to data retrieval. Thus, Chat GPT has proven to be highly effective in comprehending, producing, and reacting to human language.

Furthermore, Chat GPT has been recognized as a sophisticated AI-powered natural language processing (NLP) tool (Perez-Castro et al., 2023), capable of managing a range of language-related tasks, such as question answering, language translation, and text production and summarization. It is also capable of generating texts that are similar to the input in terms of both style and content, and in some cases, it can even form responses that resemble opinions or interpretations.

Notably, The most recent GPT-4 made available in March 2023 has more advanced features for generating multimodal content -allowing it to process both text and images. This marked improvement surpasses the earlier chatbots' capabilities where they frequently had had difficulty responding to complex queries (Sun & Wang, 2024). On the other hand, ChatGPT's potential to excel in engaging in coherent conversations and offering users consultation services makes it a valuable tool for communication and study, which paves the way for its application in language learning.

At its core, ChatGPT can also be described as a generative AI tool that utilizes a transformer to process human language and give responses to queries made in the natural

human language. Simply put, it is an artificial neural networks architecture which comprises of components designed to emulate the human brain neural network (Kyle, 2023).

1.1.5 Brief history and development

OpenAI's Generative Pre-training Transformer (GPT) series has evolved considerably in terms of the architecture, number of parameters, and responsiveness. Built upon a transformer, it is designed and operates in a machine learning framework that relies on self-attention for text generation as well as combinatorial pre-training and fine-tuning for enhanced performance.

GPT-1, the pioneering version released in 2018, had 117 million parameters. It was the first to implement the language model pre-training (Acosta-Enriquez et al., 2024), which as the name suggests, trains the model to predict the next word in a sequence before tailoring it for specific purposes.

In 2019, OpenAI introduced GPT-2, which significantly expanded upon its predecessor. It featured 1.5 billion parameters, demonstrating improved text coherence, but also a tiered release strategy due to concerns about potential misuse (OpenAI, 2019).

GPT-3, released in 2020, further expanded natural language processing capabilities with a massive 175 billion parameters. It had demonstrated even more impressive work in tasks such as translation,answering questions, completing sentences, and reasoning challenges like word puzzles and simple calculation (Brown et al., 2020).

In November 2022, OpenAI released its ChatGPT chatbot, powered by the underlying GPT-3.5 model, an updated iteration of GPT-3. GPT-3.5 has improved language comprehension and text creation and reduced model bias (Thompson, 2023). Unlike its predecessors, GPT-3 was the first in the series to be made publicly accessible as an interactive AI chatbot.

In March 2023, OpenAI launched GPT-4 with an estimated 100 trillion parameters, surpassing all previous versions in processing power and multimodal capabilities. Allowing it to analyze and generate both text and visual content (Sun and Wang, 2024).

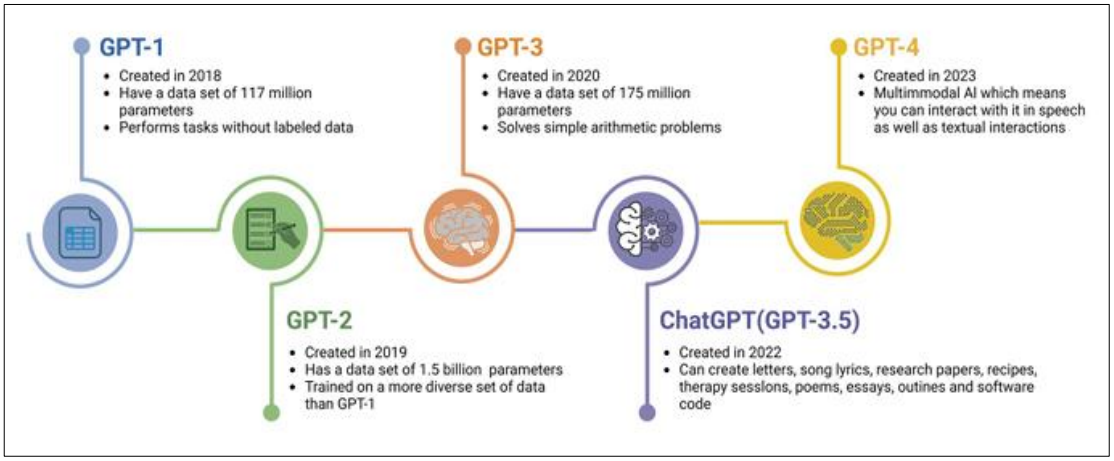
Later, in February 2025, GPT-4.5 was introduced. It is described by OpenAI as "our largest and most knowledgeable model yet." (OpenAI, 2025, p. 1). The organization states that GPT-4.5 was designed to handle a wide range of tasks, including writing, programming, and solving real-world problems, with fewer hallucinations, better alignment with user intent, and improved emotional intelligence. While Open AI has not confirmed this model's precise size, speculation from the AI community suggests that it likely exceed its predecessors, with various estimations circulating.

Currently, OpenAI provides GPT-3.5 as a freely available model that uses reinforcement learning with human feedback (RLHF) to optimize it for dialogue-based interactions. Its accessibility makes it particularly useful for educators and college students (Qureshi et al., 2023). However, GPT-4 which offers greater accuracy, improved reasoning, and multimodal capabilities requires a paid subscription (Camilleri, 2024). Similarly, GPT-4.5, still in its preview phase, is part of OpenAI's API offerings and may also require a paid subscription for full access, especially for commercial or heavy usage.

Figure 1

Evolution of AI

Note. From "ChatGPT: The cognitive effects on learning and memory "(p.2) By (Bai et al., 2023)

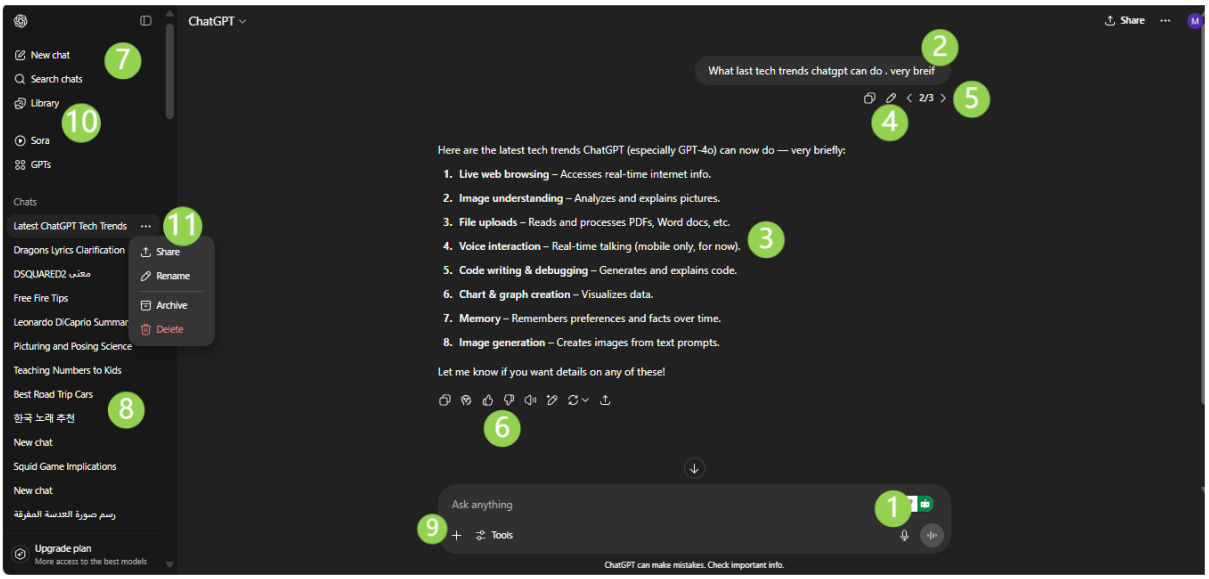


1.1.6 The ChatGPT interface and prompting techniques

1.1.6.1 The ChatGPT interface. ChatGPT's interface resembles familiar chat platforms, with a clean and straightforward layout. This simplicity allows users to begin interacting by simply typing and pressing enter, without the need to navigate complex menus or settings. Such a design choice seems to lower the entry barrier, making the tool feel accessible even to those with limited technical experience. From an educational perspective, this ease of use may help reduce initial hesitation and support wider adoption, particularly among new users.

Figure 2

ChatGPT's interface



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Users can enter a prompt in a field, and the ChatGPT response will show up underneath the response. It analyzes the previous conversations in the conversation trail before responding, connecting all of the interactions into a logical conversation.

1. Prompt Field (Text input field). Where users enter their prompts, which can be questions, instructions, or statements, to interact with ChatGPT. This field is vital in chatting with the system.

2. Prompt. This is the text input that users type to get a response.

3. Response Area. Displays ChatGPT's real-time generated responses to user prompts in a conversational format. Clicking this button more than once is likely to regenerate the answers.

4. Prompt Edit. This button will appear under the prompt if the cursor is placed above it. It permits editing and resubmitting the prompt. Once the new response is generated, all the responses and prompts after it will be cleared along with the new answer.

5. Response History. This small counter will appear if you regenerate a number of responses to the same prompt. It can be used to scroll back through previous versions of the response.

6. Feedback. is used to send either positive or negative feedback through clicking on the thumbs-up or the thumbs-down icon. Sending feedback can help OpenAI to improve ChatGPT.

7. New Chat. starts a new chat about a different topic.

8. Chat History. Stores previous conversations so that users can go revisit them if they want. This can be particularly helpful when working on long-term tasks such as projects or assignments.

9. Upload Documents: Users who work with certain versions (like GPT-4) can upload documents for reference or analysis as a part of the prompt.

10. Library: where previously generated pictures are stored for easy access to them.

11. Managing conversations: The three-dots menu next to each chat enables the possibility to delete individual chats by clicking on them and then the delete button, as well as perform other tasks available in the menu renaming, sharing, and archiving.

1.1.6.2 ChatGPT prompting techniques. A prompt is "the command or question that the user gives to the model to elicit the desired output. How users phrase the prompt has an influence on the quality and relevance of what they get in return." (Ramlochan, 2025). It can be very simple, or it can be quite complex, requiring detailed responses.

ChatGPT users often frame their prompts in different ways, including conversational, instructional, problem-solving, comparative, and academic formats. Each of these types serves a distinct function, shaping how ChatGPT generates responses. For example, a task-based prompt like "create a lesson plan for teaching present tense to weak English learners"

instructs the model to perform a specific task, while a comparison prompt like "compare the effect of positive and negative feedback on students' motivation" fosters critical analysis.

In the context of EFL instruction, prompts can serve specific purposes such as:

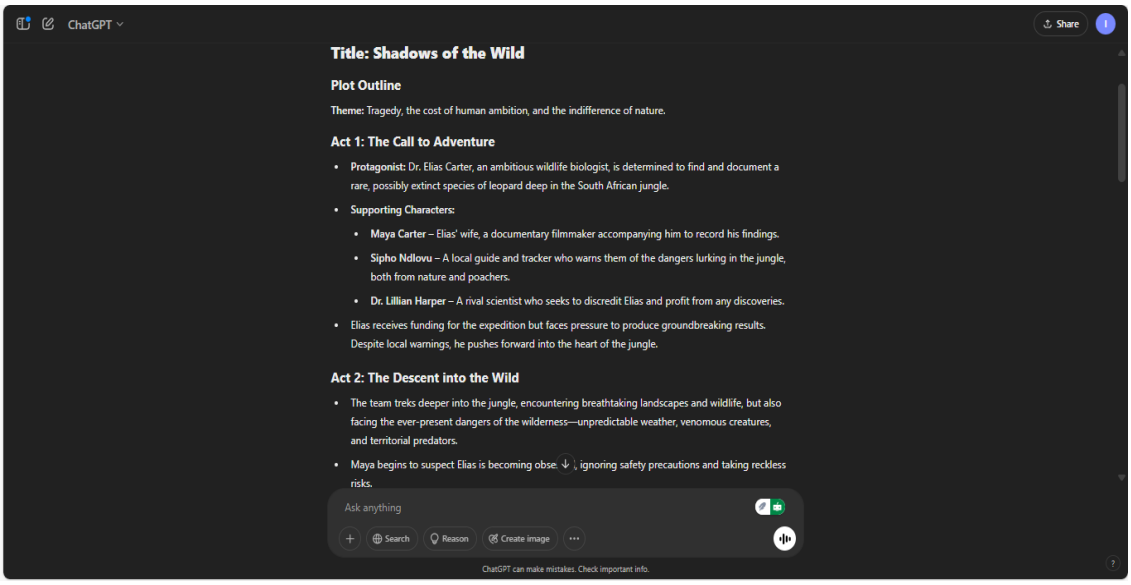
- **Translation Assistance**: Translate any text I enter here into English.
- **Phonemic Transcription**: Transcribe any text I enter here into phonemic script.
- **Grammar checker**: Check the spelling and grammar of the following passage.
- **Provide feedback**: read my text and suggest ways I can improve it.
- **Vocabulary development**: Create a word list of the 10 most difficult words from any text I enter, including definitions and phonemic script.
- **Conversational practices**: I want you to act as my friend. I will tell you what is happening in my life, and you will be supportive and give emotional support—just reply with the advice/supportive words.

Additionally, ChatGPT supports creative writing well; an example of that is helping students to create plots and characters to base their stories on.

Prompt: Create a plot outline for a story about traveling to the South African jungle. Make sure to include the theme of tragedy.

Figure 3A

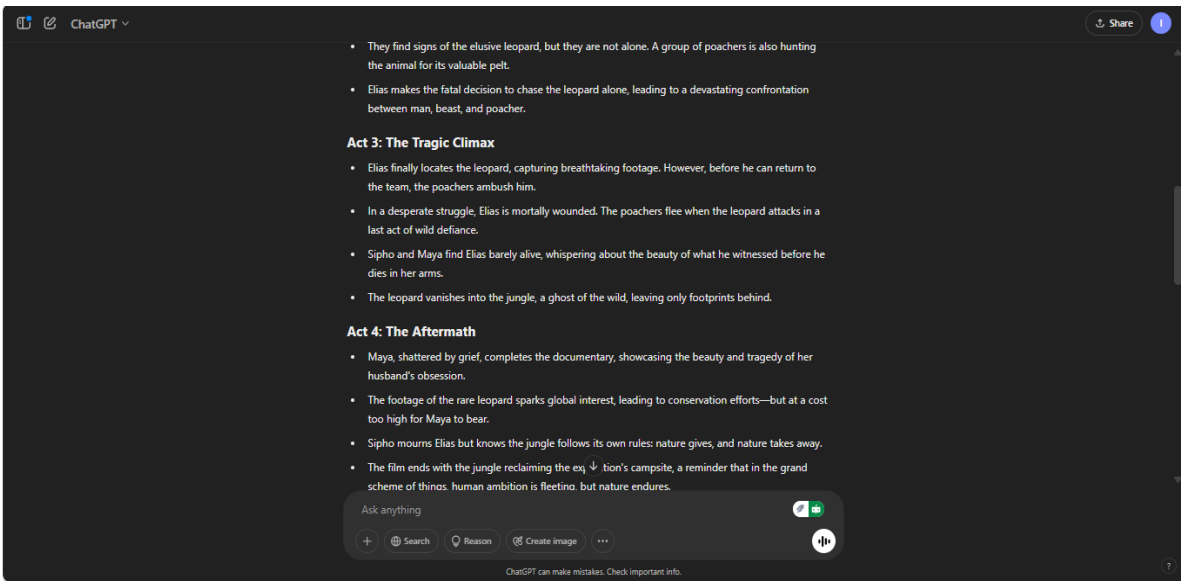
ChatGPT response to prompt (part 1)



Prompt 2 Example: Create a plot outline for a story about travelling to the North Pole and include the theme of romance,

Figure 3B

ChatGPT response to prompt (part 2)



Notably, these prompts usually start with an action verb, guiding the model with a cue of what the user expects as an outcome. Understanding how to form an effective prompt is fundamental for maximizing the model's capabilities in an educational setting, particularly EFL teaching and learning.

1.1.6.3 Strategies for Crafting Effective Prompts in an Educational Setting

High Expectations

Teachers can foster a culture of achievement by using regular formative assessments to identify students' strengths and weaknesses. ChatGPT can assist by generating quizzes and differentiated assignments tailored to varying levels of ability and prior knowledge (Centre for Education Statistics and Evaluation [CESE], n.d., p 2.)

Explicit Teaching

Clear instruction involves explaining, modeling, and guiding student learning. ChatGPT can support these practices by creating visual aids like slides and worksheets, generating glossaries, and producing formative assessment questions to monitor student understanding and clarify expectations (Centre for Education Statistics and Evaluation [CESE], n.d., p 3.)

Effective Feedback

Meaningful feedback is essential for learning. ChatGPT can facilitate structured reflection activities, self-assessment tools, and follow-up prompts that help students act on feedback and monitor their own progress (Centre for Education Statistics and Evaluation [CESE], n.d., p 4.)

Assessment

Assessment should be both ongoing and purposeful. ChatGPT can generate formative and summative tasks, design rubrics, and create annotated samples that clarify learning goals. It also supports well-structured group tasks by offering transparent role descriptions and promoting student engagement (Centre for Education Statistics and Evaluation [CESE], n.d., p 6.)

Extra Tips

When interacting with ChatGPT, it is important to be specific about the activity type and provide contextual data or references. This improves the quality and relevance of responses and supports more effective teaching outcomes (Centre for Education Statistics and Evaluation [CESE], n.d., p 9)

1.1.7 Empirical evidence and case studies demonstrating its effectiveness

Since its inception, ChatGPT has brought about a lot of discussions. Many researchers have looked into the viability and efficiency of using this technology in language instruction. From the variety of literature existing, we can find numerous case studies that highlight ChatGPT's capabilities, particularly to provide explicit and corrective feedback, facilitate personalized learning, and enhance student motivation, each contributing valuable insights to our understanding about the topic.

In his study investigating ChatGPT's use among second-year students at Nguyen Tat Thanh University, Lam Binh (2024) found out that using ChatGPT enabled students to receive feedback in real-time, generate texts, and receive assistance with grammar and vocabulary, which encourages self-study. This aligns with Song and Song's (2023) convictions as well, emphasizing ChatGPT’s applicability in improving students’ academic writing quality, concluded from an experimental study with 50 EFL students. While interviews with the same students provided qualitative findings stating that it increased

learners' confidence and engagement in writing tasks.However, the study also identified challenges, including costs of personal equipment, adapting to new learning environments, and difficulties in group collaboration.

Correspondingly, the analysis put forth by Montenegro-Rueda et al. (2023) explores the impact and outcomes of integrating ChatGPT into education, highlighting its positive influence on personalized learning, along with increased motivation and productivity in teaching. Furthermore, a study conducted in Algeria by Mabrouk (2024) further supports these findings, showing that ChatGPT-assisted instruction improved students' academic writing.Yet, both studies also acknowledge the presence of certain challenges that may affect the tool's effective implementation in educational settings.

Moreover, even more literature has emerged supporting the claim of ChatGPT having a positive effect in fostering students' motivation and involvement in studying. To illustrate, Ali et al. (2023) performed a quantitative study where they discovered that ChatGPT greatly motivated EFL learners, especially in the reading and writing parts. Likewise, Tahar and Bouchekioua (2024) looked at the effect of EFL motivation in Algeria and reported higher levels of participation and readiness to perform writing and reading exercises, referring to classroom tasks that aim to strengthen learners' understanding and production of English.

In the local context, Boubendir and Sebbane (2023) explored the effect of uaing ChatGPT on the motivation of EFL students at Echahid Cheikh laarbi Tebessi University. The results showed a positive influence of ChatGPT on the motivation of EFL students which was evident in the frequent usage of ChatGPT for writing, vocabulary, and ideas. Most students reported that ChatGPT increased their instrumental and intrinsic motivation towards learning, thus making the learning process more interesting and purposeful while reducing anxiety associated with learning.

Rouabhia (2024) examined the use of ChatGPT in an AI-induced course automation through a case study at Chahid Cheikh Laarbi Tebessi University, Algeria. The study revolves around a ChatGPT powered Multimedia Databases course creation and instructional automation and centers around the achievements, effectiveness, and consequences of AI on the educational value of the course. Professional reviews confirmed the course's academic validity, linguistic accuracy, and achievement of the learning goals and the structure and applicability of the course materials.

The course received positive feedback from students regarding its logical structure and relevance, which highlights the effectiveness of ChatGPT in the automation of educational material development in terms of scalability, cost, and time.However, as with most AI applications, challenges were also noted particularly those related to prompt engineering and the need for rigorous content verification.

Additionally Ouis (2023) investigated the impact of ChatGPT technology on the enhancement of English for Specific Purposes (ESP) students' writing competence at Chadli Bendjedid University. Results depicted that ChatGPT considerably enhanced the writing competence of students through its assistance in idea generation, vocabulary enrichment, and grammar feedback. Interestingly, similar to previous studies, the research also identified several challenges, including concerns about plagiarism and academic integrity 20% of students avoided the tool due to fears of intellectual property theft.

Only a small portion of the expanding corpus of research on ChatGPT's function in language learning is represented by the articles covered here. The results provide substantial evidence of ChatGPT's efficacy, particularly in EFL education. With Algerian research aligning with global trends, further confirming its applicability in diverse educational contexts.

Section Two: The Pedagogical Potential of ChatGPT in EFL Education

Within this section, the researchers aim to examine the evolving role of ChatGPT in the EFL context. The focus is on its emerging functions and implications for both students and teachers, considering how the integration of this technology is shaping classroom dynamics, pedagogical approaches, and learner engagement.

1.2.1 Shifts in pedagogical practices

The rapid integration of technology into the educational sector has transformed the teaching approaches and pedagogical frameworks as the traditional models are no longer tenable, requiring teachers to adapt to new strategies.

The remarkable advancements in technology have brought a profound change to the teacher's role from the traditional provider of information to a more guiding approach. In the past, teachers were largely responsible for disseminating information and were relied upon as the primary fountain of knowledge. In the modern era, with the availability of the internet and digital tools, students have access to vast amounts of information.

This evolution aligns with broader technological shifts, as educators have ceased to be mere knowledge providers; nowadays, they help students to orient themselves within the information ecosystem. This shift allows students to learn how to think critically and solve problems; students learn how to determine the credibility and relevance of the information provided online. Within this context, the facilitator role allows the educator to foster self-paced and self-directed learning while guiding students to actively engage with the content through exploration and research.

The shift towards teachers serving as facilitators underscores their roles in student-centered learning. This approach recognizes that students learn best when they are engaging fully with the material. Teachers promote debates, manage projects, and assist learners as they explore and construct knowledge. This advancement requires abandoning the traditional

approach where lectures dominate and the teacher is the primary dissemination of knowledge (Garrison & Kanuka, 2004). Balance between technology and human contact in the classroom is required to address the psycho-social needs of the learners. Technology can expand the boundaries of learning; however, it should not replace the social and emotional growth nurtured from contact with other people. The development of social interactions takes place through face-to-face communication and cooperation. The challenge for educators is to strike the right balance for learners to use technology to enhance, rather than replace, these crucial interactions (Crompton, 2014).

Within this redefined pedagogical landscape, AI tools like ChatGPT emerge not as replacements, but as partners in facilitating the educator's evolving role—as explored below.

1.2.2 Impact on students

Recent studies have already shown how ChatGPT can open a wide field of possibilities assisting the learning process and enriching the learning experience of students.

1.2.2.1 Personalized feedback. One of the key and perhaps most commonly highlighted advantages of ChatGPT in EFL learning lies in its capacity to provide learners with immediate feedback mainly tailored to their individual requirements, learning styles, and pace. For instance, if a student writes, 'I has a dog,' ChatGPT might respond: 'Almost correct! Remember, "I have a dog" uses the present simple tense.Try again!' This tailored response addresses the error clearly and without demotivating the learner.

This feature can increase students' motivation and confidence in their language abilities, in addition to reducing the anxiety often associated with language learning. They suggest that students are more likely to be motivated and involved in their education if they feel in charge of their learning process and capable of using the language. Zakaria and Ninfrum (2023) emphasize that ChatGPT's personalized feedback contributes not only to learner autonomy but also to sustained engagement in language tasks.

Correspondingly, ChatGPT's ability to be used in such a way will undoubtedly be significantly impactful in improving language learning outcomes. Zakaria and Ninfrum (2023), for the sake of illustration, provided that through interactive exercises and activities customized to their individual interests and language proficiency, students can use ChatGPT to enhance their sense of achievement and involvement. This approach to individualized learning fosters a more inclusive learning environment where every student feels seen and heard, with personalized feedback at its core.

1.2.2.2 Virtual Assistance. Teachers often find it challenging to give students the amount of attention they need outside of class hours. ChatGPT can fill this gap by acting as an interactive study guide, available 24/7. Students can ask questions related to their assignments, receive explanations, and even get help with understanding difficult subject matter. The tool is easily accessed through a smart-phone, tablet or computer, making it convenient for learners to fit language practice into their busy schedules without the need for a physical classroom or constant teacher supervision.

This is further supported by Tatsenco (2023), who asserted that ChatGPT functions as a virtual assistant, offering language learning opportunities anytime and anywhere (p. 107). From a practical standpoint, students might employ ChatGPT in :

- Improving vocabulary lists
- Obtain immediate grammatical feedback
- Practice sentence construction drills prior to class.

Xiao and Zhi (2023), through interviews with EFL students, also noticed that ChatGPT was recognized as a complementary learning aid, particularly during moments of classroom reticence when students were too reserved to raise questions during class. It offered an open environment for solving questions, generating ideas, and improving language skills at their convenience.

1.2.2.3 Demystifying Complex Concepts. ChatGPT can enhance learners' research capabilities and their comprehension of scholarly materials. Grasping complex concepts can be a struggle for students, particularly when these ideas are introduced for the first time. ChatGPT can be a powerful tool in breaking down these complex ideas into simpler, more digestible chunks. By using plain language and relatable examples, ChatGPT helps students build a clearer understanding of the concepts, improving their understanding and long-term subject retention. This also eases the burden on teachers who may struggle to explain intricate concepts in an easy-to-understand as well as engaging manner (Li, 2024).

1.2.2.4 Integrated Language Skill Development. The influence of ChatGPT extends far beyond these scopes. As educational technology continues to evolve, the role of ChatGPT in enhancing various language skills, such as speaking, reading, listening, and writing has become prominent.The passage examines the innovative impact of ChatGPT on language skill, discussing how it can enhance understanding and usability in real-life contexts.

Speaking skills: Simulated Authentic Conversations. Another notable benefit of using ChatGPT in EFL learning is found in its potential to engage students in meaningful discourse via interactive dialogue. Since daily conversations are the most effective way to practice and enhance oral and aural skills, the conversational engagement offered by this tool makes it undoubtedly beneficial. In this context, Yıldız (2024) found that EFL learners are using an AI-speaking assistant experienced significant improvement in their willingness to communicate, fluency, and overall enjoyment of English learning, while also reporting reduced language anxiety.

While many learners may still prefer to interact with real humans, this tool provides students with rich, informative, and up-to-date opportunities for language use. Importantly, ChatGPT is not meant to replace human interactions but to supplement them. Through these

engagements, students may develop critical thinking and refine their linguistic skills while discussing various topics in depth. Furthermore, AI interactions can offer particular advantages in helping students improve their accuracy, fluency, and coherence, which can complement and enrich real-life conversations.

Writing skills. The intersection of ChatGPT in the field of academic English writing is a rapidly evolving area of study, with recent research shedding light on its impacts.By offering profound insights, ChatGPT enhances writing skills in multiple areas. One of its advantages is grammar correction, as it allows users to make their written work flawless by finding and rectifying errors that would sully the essence of professionalism and clarity. Moreover, ChatGPT provides vocabulary enrichment, exposing users to a richer vocabulary and providing other words to use alongside the content of the writing.

Beyond surface-level corrections, ChatGPT also offers structural editing as an equally important feature, helping students write with more logical flow and coherence. Interaction with ChatGPT is also skill-developing in nature, as users learn to incorporate feedback and suggestions into their work. These engagements expose individuals to varying sources and streams, enriching their understanding of different topics and broadening their outlook.

In line with this, the recent local research by Mebrouk (2024) emphasizes the significance of ChatGPT as a modern tool for improving EFL learners' writing production while assisting to lower the psychological obstacles that frequently hinder their ability to write. This further reinforces the tool's role as a complementary aid in developing the overall quality of EFL students' writing experiences.

Reading skills. In exploring the influence of ChatGPT on reading comprehension, several studies have made significant contributions, particularly among university English as a Foreign Language (EFL) students.

When authentic blog texts were simplified with the help of ChatGPT, students' reading comprehension and inference scores were significantly improved (Çelik, Yangın Ersanlı, & Arslanbay, 2024). Participants demonstrated better comprehension and increased interest in the ChatGPT-simplified texts compared to their original forms, suggesting that this technology can help bridge the gap between sophisticated materials and accessibility to learners. Similarly, El Hassan and Alsalwah (2025) found that using ChatGPT in reading-focused tasks enhanced EFL learners' engagement and comprehension, further highlighting its potential as a reading support tool in language learning.

One of the most notable aspects of ChatGPT is the way that it can reply with customized, on-demand reading passages specifically to the students' interests as well as their level. This personalized approach further fosters a deeper understanding of the subject matter, together with favorising motivation, highlighting how impactful this tool can be in reading education.

Listening skills. ChatGPT's interactive aspects make it an appropriate program for improving English listening skills. By engaging in real-time conversations with virtual chatbots, users can actually improve their listening skills. The vocabulary and speech patterns users are exposed to through the responses given by the chatbot assist in acclimatizing to the English language's accent and speech rhythms (Xing, 2023). In addition, ChatGPT makes listening training easier by raising awareness of language-specific phonetic features, which aids segmentation, pace management, and repetition. These benefits are particularly accessible through mobile apps (e.g., iOS and Android), where voice interaction features are available and can be used to their full potential.

On the other hand, the web version, which currently lacks voice interaction, still offers meaningful support for listening development through its text-based functionalities. Recent discourse in EFL literature examines how this mode can indirectly help with the enhancement

of listening skills. Scholars acknowledge its assistance in analyzing listening transcripts through vocabulary explanation, linking sound references, and cultural reference clarification a technique that improves decoding accuracy. To illustrate, transcript analysis of reduced forms like “gonna” or stressed syllables helps learners notice these features in context and thereby aids phonetic recognition. Furthermore, the creation of custom dialogue scripts allows for anticipating some spoken structures, while sound description aids in reinforcing pronunciation principles.

1.2.3 Impact on teachers

The use of ChatGPT in EFL education has attracted significant scholarly attention due to the opportunities it offers for the teaching process. Researchers highlighted various advantages of its use that can mainly be classified into major aspects. In this section, we will explore how ChatGPT is reported to assist teachers in their instructional practices.

1.2.3.1 Time Optimization and workload reduction. Another aspect through which ChatGPT supports educators is by providing substantial time-saving advantages. The automation of basic functions in language teaching for instance, streamlining assessments by automating essay grading and providing customized feedback based on a student’s written work (Celik et al., 2022) is a key benefit. Additionally, ChatGPT's plagiarism detection and assignment analysis tools (Chan & Tsi, 2023) help educators streamline the grading process (Tiwari, 2024).

This is supported by Mabrouk (2024), who states: “Chat GPT helps teachers by automating administrative activities and providing instructional suggestions based on student data, decreasing burden and allowing them to focus on individualized instruction and mentorship” (p. 17). With such capabilities, teachers are able to dedicate more attention to lesson development and student mentorship. By accomplishing these tasks, ChatGPT enables greater instructional time by relieving educators of tedious administrative work.

1.2.3.2 Material Generation. A major way ChatGPT can be used by teachers is by assisting in the generation of educational content and supplementing traditional teaching techniques by providing useful resources. It can help instructors create quizzes, exams, syllabi, lesson plans, and other educational resources (Baidoo-Anu & Ansah, 2023). This aligns with Vygotskyan concepts of scaffolding, as the tool allows educators to rapidly prototype materials at varying difficulty levels a key advantage for differentiated instruction (Tomlinson, 2017).

Notably, teachers can feed ChatGPT a selected document corpus to help construct the needed course materials, as they can engage in continuous dialog with it to fine-tune the content required. Another example includes using ChatGPT to create questions and prompt offering a wide range of interactive language learning task options.

The tool's ability to provide tailored recommendations , enable adaptive learning , and specialized instructions that cater to students' different requirements and learning styles contributes to promoting a lifelong learning.

1.2.3.3 Assesement Enhancement. The introduction of ChatGPT has brought about novel approaches to educational evaluation, allowing for the creation of dynamic testing materials with real-time feedback. According to Zhai (2023), teachers can utilize technology for the automatic generation of standardized test items which aids in time saving, as well as question quality improvement through advanced formatting. Moreover, the innovation helps teachers to focus on the understanding of students and let students demonstrate knowledge through different styles. Thus, the paradigm of education is shifting towards personalized and more effective techniques of assessment.

1.2.3.4 Adaptive Language Support. The ability of ChatGPT to provide adaptive explanations and real-time assistance as a Teacher's Explanatory Aid has increasingly been viewed as valuable features it can offer EFL educators. In classroom settings, for instance, it

functions as an on-demand resource, producing supplemental materials when students struggle with concepts and offering alternative explanations at a lower academic grade level. Equally useful is its ability to analyse students' errors as it assist to create targeted mini-lessons and remediation plans targeting specific issues.

The support the tool provides aligns well with Vygotsky's (1978) *The Zone of Proximal Development* (ZPD), allowing explanations and the use of scaffolding techniques to be tailored to each student level. Alao Supported by Lee and Warschauer (2023), this instructional flexibility not only saves teachers' preparation time but also improves the clarity and accessibility of explanations

Together, these characteristics position ChatGPT as a valuable teaching tool, enabling teachers to balance traditional responsibilities while meeting students' learning goals and fostering the development of digital skills. In addition, it opens new opportunities and learning experiences for learners, marking a potential shift in the landscape of EFL education.

1.2.4 Teacher-Student Interaction.

The implications of the teacher-student relationship are broad, leading to various interpretations by scholars based on different research approaches. At the core of this relationship is the concept of a dynamic that promotes learning. In conventional English classes, teachers have usually held a dominant role, often viewed as superior to their students. Acting as lecturers and authoritative figures, teachers typically delivered knowledge in a one-sided manner, depending on traditional teaching strategies to tackle specific issues.

In these conventional settings, the interaction between teachers and students was primarily based on a dualistic framework mostly a direct communication model. However, the emergence of new technologies has sparked a significant shift, evolving this dual interaction into a ternary model. This framework now includes artificial intelligence, creating an interactive environment, involving teachers, students, and AI systems like ChatGPT.

Studies show that ChatGPT promotes active learning and backs student-centered teaching methods, thus enabling learners to take charge of their educational experiences (Zhai, 2023).

Such technological advances are transforming the relatively passive interaction between teachers and students into more of an active partnership where both parties learn and grow (Xiao & Zhi, 2023). In this context, ChatGPT serves as a mediator by furnishing students with important materials for self-study at their level, while also offering teachers critical support. This shift enhances the overall efficiency of the classroom and promotes a higher level of interaction between the teacher and the students. Moreover, ChatGPT provides effortless communication with learners and helps understand their real-world challenges, while at the same time addressing the teachers' instructions and comments regarding a student's learning progress. This allows for effective relations between the learners and the tutors.

While these changes, however, offer pedagogical promise, they introduce complexities requiring careful ethical and logistical navigation—explored in the upcoming section.

1.2.5 Challenges and Limitations

When discussing the application of ChatGPT in EFL classrooms, it’s not solely about the advantages that emerge; rather, employing such a groundbreaking tool introduces various challenges and limitations, affecting ChatGPT’s users, researchers, and practitioners who are directly linked to and engaged in related activities and systems of this nature

1.2.5.1 Privacy and Data Security

The use of AI-powered software such as ChatGPT has drastically evolved in education, considering the processes associated with gathering, keeping, and archiving critical data that pertains to individual users. There remains apprehension regarding data

privacy policy, with the greatest risk being the unintentional disclosure of personally identifiable information (PII) (Rouabhia, 2024).

While students are engaging with ChatGPT, a wealth of data is captured, analyzed, and stored within the system. This can also comprise sensitive information such as the student's academic performance, learning habits, and even behavioral patterns. In the absence of adequate guiding frameworks about data and its ownership, people's private details are at greater risk of abuse, unauthorized access, or breaches of privacy.

The risks to student privacy are pronounced in particularly sensitive educational contexts. Students receiving special education services, for example, have comprehensive files documenting their physical as well as their cognitive and emotional needs. The misuse or unintentional interfacing of this data through ChatGPT systems, as Kasneci et al. (2023) warn, could be used "for purposes other than education" (p. 8), including commercial profiling or unauthorized third-party sharing. This poses great risks of discrimination or stigmatization and rampant loss of privacy.

1.2.5.2 Accuracy and Reliability

A number of researchers point out that artificial intelligence chatbots like ChatGPT are often unable to distinguish reliable from unreliable information. Consequently, using this language model as a study or research aid may present challenges, as the chatbot can sometimes exhibit inaccurate, biased, or incomplete results. Adding to that, it lacks a real-time information fact-checker (Ray, 2023). Learners may accept misleading or outdated ChatGPT-generated human-like text as accurate and trustworthy, neglecting the importance of analyzing its validity. The same applies to instructors, who may also face difficulty in distinguishing between verified and unverified material due to this aspect.

1.2.5.3 Over-Reliance and Authentic Learning

Another key worry when using ChatGPT in EFL contexts is the development of excessive dependence on it during learning processes. The effortlessly generated information at students' fingertips could negatively impact students' abilities to think critically and solve problems by making them slothful, which over time demotivates the learners from auto-innovating, performing self-driven research, and creating their own conclusions or solutions (Kasneci et al., 2023).

This dependency presents teachers and educators with a serious pedagogical challenge because students are motivated to shift away from the important productive struggle, which is the cognitive effort required with the problems to meaningfully learn knowledge, face challenges, and learn from failures. Engaging in this kind of mental effort is widely regarded as essential for deep understanding and for retention over time. In the habit of using ChatGPT, students tend to avoid using these processes.

Learning experiences that are considered authentic, as being relevant, active, and involving tasks performed in the real-world context, are especially threatened in this situation where students can bypass the so-called ‘hard work.’ The ease of use of AI-generated responses, according to Boubendir and Sebbane (2024), might cause students to seek answers too promptly, losing valuable time meant for real exploration and engagement, therefore erasing the ability to think independently and become original builders of knowledge and inquiry.

1.2.5.4 Ethical Concerns

Ethical considerations surrounding the use of ChatGPT in EFL contexts have also been raised. According to Vaccino-Salvadore (2023), when using ChatGPT in language learning, privacy, bias, reliability, accessibility, authenticity, and negative impact on

academic integrity are sig nificant ethical implications to consider while integrating ChatGPT into the language classroom.

1.2.5.4.1 Bias and Fairness. Like most other AI systems, inaccurate, biased, and incomplete results are a major concern for ChatGPT users (Ferrouhi, 2023). The primary sources of data used to train ChatGPT come from the internet, which often lacks sufficient diversity and reflects existing societal prejudices. Research shows this issue as a primary problem for NLP systems. Caliskan et al. (2017) conduct studies on how, specifically, word embedding systems in machine learning models unveil and imitate the societal prejudice entrenched in their training datasets.

In the case of tools like ChatGPT, the training process often relies on human-generated data, which may not always reflect a wide range of perspectives. As a result, there is a potential for biased or unbalanced responses, especially when addressing topics related to underrepresented communities.

As reported by Ray (2023), ChatGPT exhibits various forms of bias, including ideological, linguistic, cultural, and biases related to race and gender. For example, when responding to vague prompts, the model may rely on stereotypes and make unreasoned assumptions drawn from biased patterns in its training data.

Since language reflects human values that vary across cultures, time periods, and regions -as highlighted in Hofstede's widely discussed theory of cultural dimensions- such bias in language generation can shape EFL learners' perceptions, attitudes, and understandings of different cultures, languages, and communities. This may result in the reinforcement of Anglophone-centric norms and cultural stereotypes, which can disadvantage non-native speakers, support dominant cultural narratives, marginalize minority groups, and sustain linguistic inequities (Smith, 2023).

1.2.5.4.2 Academic integrity. With the growing adoption of ChatGPT in educational contexts, the ease with which students can access resources via ChatGPT raises questions of authorship and ethical academic practice and increases the risk of academic plagiarism. good example is students who may use the tool to complete assignments too easily and with high quality. More likely, this leads them to receive better scores than their peers, which does not accurately represent their true academic level. Such use not only discredits the value of work done but also breaches principles of academic integrity and undermines the education system.

Moreover, ChatGPT-generated content poses particular challenges to independent student work. With current anti-plagiarism tools not being totally efficient, learners effortlessly produce large amounts of content (Aina et al., 2024), and with outputs appearing in a seemingly unique format, these responses fall into an ethical gray area neither direct plagiarism nor genuinely original student work. This uncertainty has led higher education institutions to reassess their plagiarism filters as well as broader academic regulations.

1.2.5.5 Mitigating Risks in AI-Education Integration

1.2.5.5.1 Foundational Awareness for Risk Mitigation. As pointed out by Ray (2023), building an understanding and awareness of how ChatGPT works and recognizing its limitations are responsible strategies that should be adopted to mitigate the evolving risks of its integration into the educational context. He emphasizes that such models should be regarded as supportive aids and not main authorities. This gives users the opportunity to evaluate AI outputs for biases, inaccuracies, or inappropriate material.

They suggest that users should regularly monitor and evaluate the model's performance especially across diverse groups of people to identify and address any such issues that may arise. A user, for example, should not rely solely on ChatGPT for generating hypotheses but may use it to create multiple hypotheses and examine different perspectives. Due the model's limitations, it has been suggested that students should be taught to develop

appropriate trust and expectations toward the model, while also engaging with its ethical implications.

To build these competences, focused professional development is essential. Kohnke et al. (2023) argue that a thorough and ongoing training has to be offered to prepare both teachers and students for digital literacy. Adding to this, open educational resources and proven practices (Mbwambo and Kaaya 2023) should be incorporated to favor an optimal and responsible use.

1.2.5.5.2 Development of Critical Thinking and Ethical Reasoning. Fostering critical inquiry is paramount. Teachers should integrate assignments or activities that require students to critique ChatGPT's outputs, use them as hypotheses for debate, or use them as starting points for deeper research. This method helps sustain students' critical thinking and problem-solving skills, countering the risk of cognitive passivity (Aina et al., 2024). Moreover, they have to always monitor and evaluate the use of ChatGPT in the classroom to ensure that they are being used effectively and not negatively impacting student learning.

1.2.5.5.3 Promotion of Collaborative Learning Environments. One practical way to use ChatGPT in support of collaborative learning is by helping students organize their study groups, set shared goals, plan timelines, and choose learning strategies. It can also support group interaction by offering real-time feedback and coordination tools, such as suggesting meeting times or platforms for remote collaboration, helping reduce common communication barriers among peers. According to Babenko (2023), during collaborative activities, during collaborative learning, ChatGPT contributes by guiding discussions, summarizing key points, addressing misunderstandings, and encouraging balanced participation among group members.

1.2.5.5.4 Integration of Blended Learning Approaches. These methods apply ChatGPT technology in conjunction with existing pedagogical approaches where students use

ChatGPT as an additional tool in a traditional classroom. Teachers have the option of incorporating ChatGPT services as a provider of information or explanation and remaining in the role of the primary facilitator of class activities and discussions. Moreover, ChatGPT can be used to cater to learners' individual requirements beyond the set teaching times to enhance the instruction provided during class time. It must be emphasized that ChatGPT is to be integrated within the curriculum, where its purpose is to augment, and not supplant, the learning experience (Zhai, 2023).

1.2.5.5.5 Ethical Guidelines. The ethical boundaries surrounding the use of ChatGPT in educational settings must be regulated, as it could lead to irresponsible behavior. Therefore, it is important to put forth ethical policies that will guide the incorporation of ChatGPT in education (Smith, 2023).

It is necessary to verify that the information created by ChatGPT is accurate and authentic. This technology should not be used to disseminate false or misleading information. Instead, it should be used to provide accurate information that is well-researched and reliable. ChatGPT cannot be viewed as a substitute for educational interactions. Although one is able to carry out conversations and writing assignments, the technology is devoid of empathy, which is vital to student well-being. It is explicitly stated that ChatGPT should only be perceived as an educational aid to enable effortless learning in students while encouraging human engagement.

There is a need to define rules that will ensure students' privacy and confidentiality are protected when using ChatGPT in educational settings. The provider of the educational technology has a duty to defend the information stored and employ reliable means of safeguarding it against breaches. Therefore, establishing well-defined rules for the responsible use of information provided in educational frameworks is fundamental to maintaining ethical standards.

Section Three: Theoretical Framework: Technology Acceptance Model (TAM)

Section three presents TAM as a suggested framework that may help in understanding users' attitudes toward adopting ChatGPT in EFL education. It outlines the model's key constructs and explores its potential relevance for interpreting user acceptance, behavior, as well as the factors that may influence technologies integration in language learning environments.

1.3.1 Overview of TAM

Technology Acceptance Model is a widely recognized theoretical framework that forecast users' attitudes toward information systems or technologies. It was introduced by Davis in 1986 as part of his doctoral dissertation and was drawn upon the Ajzen and Fishbien model of Theory of Reasoned Action (Lai, 2017). In developing TAM, Davis posits two core dimensions, perceived usefulness (PU) and perceived ease of use (PEU). the model based on the idea that individuals make usage, adoption , and rejection decisions are primarily influenced by their belief that a system will improve their productivity (PU) and the effort needed to utilize it (PEU) (Dugar, 2018).

In the initial formulation of the TAM model, Davis incorporated attitude as a mediating variable linking users' beliefs to their behavioral intention to use the system. His objective was to identify and clarify the various factors influencing computer acceptance, thereby deepening the understanding of user behavior across different technologies and user populations (Lai, 2017). Furthermore, Davis (1989) emphasized that future studies should take into account external variables such as functional and interface characteristics, development approaches, user training, and participation all of which may significantly influence perceived usefulness and perceived ease of use.

1.3.2 Core construct of TAM

The following core components of TAM, , as proposed by Davis (1989), outline the key factors that influence users' adoption of new technologies. However, It is worth noting

that there have been attempts to incorporate additional external variables (e.g., subjective norms, computer self-efficacy) to explain variance in technology usage behaviors.

1.3.2.1 Perceived usefulness. PU is “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989, p. 320). It relates an individual's belief in the extent to which the use of a certain technology will offer notable benefits. This component is essential in reading a user's willingness to adopt a new technology. When people are convinced that a technology will improve their productivity, efficiency, or overall performance, they are more likely to accept it.

1.3.2.1.1 Factors Influencing PU

Relevance to Tasks. Perceived useful technologies are the ones that directly relate to the specific tasks or challenges individuals encounter in their daily activities. If the technology appears inconsistent or irrelevant to their work, they are likely to reject it, regardless of how sophisticated or advanced it may be.

Performance Improvements. Users are more likely to value a technology when it provides measurable improvements in their work's efficiency, accuracy, and productivity. These improvements can be in terms of saving time, reducing errors, or delivering more comprehensive results.

Social Influence. Individuals tend to follow the opinions of others, especially those with relatively close relations or those they respect or admire. Having a certain technology recommended by a peer, colleague, or an influential person usually leads users to opt for its acceptance.

1.3.2.2 Perceived Ease of Use. Davis (1989) defines it as “the degree to which an individual believes that using a particular system would be free of effort.” (p. 320).

Technologies that require less physical and mental effort have a higher possibility of being embraced.

Factors Influencing PEOU

- **User Interface.** The user interface (UI) is the main way that users communicate with technology. A good and user-friendly interface reduces both cognitive load and the anxiety usually associated with learning and using new systems, leading to an improved user experience and greater satisfaction.
- **Training and Support.** Even the most user-friendly technologies may require some learning, especially with complex systems. Providing adequate training and support enables users to build confidence and competence in utilizing the technology effectively.

Relationship between PEOU and PU. Perceived ease of use is hypothesized to have a significant direct effect on perceived usefulness, as a system that is easier to use is expected to enhance performance (i.e. greater usefulness) for the user (Davis, & Granić, A. 2024).

1.3.2.3 Attitude Toward Using. The positive or negative feeling a user has toward using the target system within his or her work. this component get affected by PU and PEU , and it also serves as a mediator between them and the user's intention to use the system.

1.3.2.4 Behavioral intention to use. The degree to which a person has formulated conscious plans to use or continue using a particular technology. It is a strong predictor of actual system use and is shaped primarily by the user's attitude toward using the system, which itself is influenced by Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

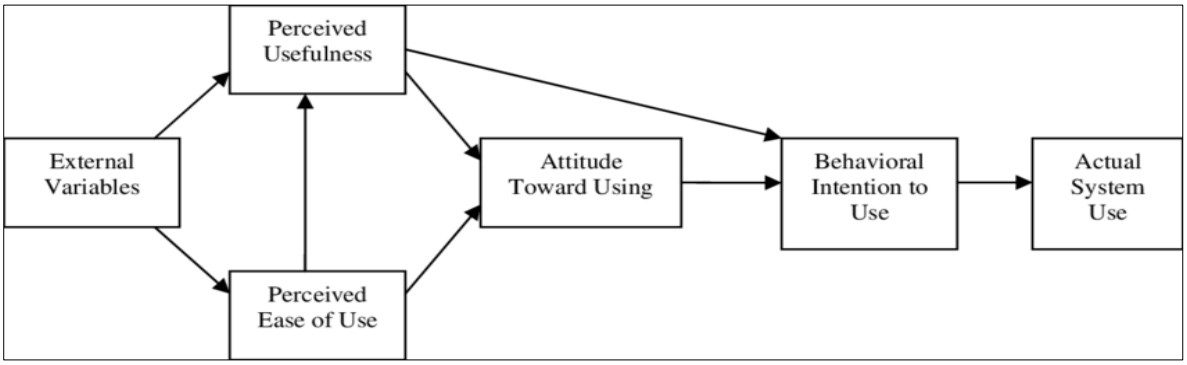
1.5.2.5 Actual System Use. Follows as the final outcome, influenced by both the intention and attitude. It refers to individuals' direct use of the system provided in the context of his or her job, serving as the ultimate measure of the technology acceptance. This

component was dropped in later versions of the model, TAM2 (Venkatesh & Davis, 2000) and Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003), as it was considered to be an outcome rather than a predictor of technology adoption.

Figure 5

The core construct of TAM

Note. From "*Preference of online purchasing portals for shopping by the consumers of West Bengal: An empirical study"*. By Ray and Moitra (2012, p. 6).



1.3.3 Incorporate Moderators

The extended versions of the Technology Acceptance Model (TAM) incorporates several moderators that influence technology adoption and usage behaviors , which provides a deeper understanding.

- **Age**: Younger users, for example, typically exhibit a greater degree of PEOU and PU, which results in greater acceptance of the technology. On the other hand, older users seem to encounter a number of barriers when engaging with new technologies (Venkatesh et al., 2003).

- **Expirience:** Prior experience with technology is considered to be an asset, and those who have it tend to value PEOU and PU, ultimately increasing adoption rates. Various technology acceptance studies indicate that one is more likely to navigate through the digital tools if one has some prior experience using such tools (Venkatesh et al., 2003).

- **Language Profeciency:** In the context of education. learners with higher proficiency levels are likely to find digital tools more useful and easier to use, which can boost PU and PEOU. Conversely, lower proficiency may affect the perception of the technology (Liu & Ma, 2023).

1.3.4 Theory Behind TAM

The primary objective of TAM was to inform the processes involved in accepting technology, to predict the behavior of and to provide a theoretical account for successful technology use. TAM sought to inform practitioners about actions they could take prior to deploying systems (Chuttur 2009)

In TAM, technology acceptance is viewed as a three-stage process, beginning with external inputs (system design features) evoking certain cognitive responses (output) such as perceived ease of use and usefulness., which in turn influence an affective response (attitude towards the use of technology/intention), and which influences use behaviour (Davis, 1986; Davis, 1989).

1.3.5 Applicability and Relevance of TAM

- **TAM in Language Learning Technologies**

Over the past decades, the Technology Acceptance Model (TAM) has been recognized as a significant paradigm in multiple domains, including information management, healthcare, business, e-government, education technology, and CALL (Alfadda & Mahdi, 2021). In educational research, TAM has been frequently used to investigate users' acceptance of e-learning platforms, AI-powered tools, and mobile-assisted language learning (MALL) applications. Its adaptability and predictive power make it especially valuable in evaluating the implementation of new technologies within instructional settings.

- **Attitude and Interaction with Language Learning Technologies**

In most educational contexts, attitude is understood as a broader concept involving not only the feelings but also the perception the learners have towards the tool in relation to their language learning goals. In addition, as ChatGPT is a relatively recent educational technology, learners can find its effective engagement problematic (Hadi Mogavi et al., 2024).

- **TAM's Relevance in EFL Contexts**

In the context of English as a Foreign Language (EFL), TAM can help to uncover teachers' and students' perceptions toward the integration of digital resources such as ChatGPT. Based on primary ideas such as PU and PEU, The model offers a framework to understand how learners might evaluate the effectiveness of ChatGPT for language improvements such as receiving feedback, practicing conversation, and clarifying complex grammar rules. On the other hand, PEU, which relates to ChatGPT's user-friendly interface, accessibility, and availability, leads us to question the tool's ease of use as a related factor to engagement.

- **Practical Value of TAM in exploring Behavior**

Also, TAM's simplicity and structured nature (PU → PEU → Attitude → Intention → Use) make it a practical tool for measuring learner behavior in applied research, allowing educators to understand how perceived value and usability affect the willingness to use tools like ChatGPT,especially when extended with variables like age or experience to reflect real classroom contexts.The Technology Acceptance Model provides then a basis from which to analyze acceptance of technology by individual users, which is useful in examining both students' and teachers' attitudes towards AI applications such as ChatGPT.

Conclusion

The integration of artificial intelligence, particularly ChatGPT, in the learning of English as a Foreign Language (EFL) has opened up new opportunities along pedagogical, linguistic, and cognitive dimensions. The reviewed literature illustrates ChatGPT's potential in personalizing learning, providing real-time feedback, promoting learner autonomy, and supporting the learning of various language skills rendering it far more than a supporting tool.

Nonetheless, such opportunities also present significant concerns like over-reliance, privacy, academic integrity, and the need for ethical usage. Researchers emphasize the necessity of a balanced approach in which ChatGPT support and do not replace the human factor in teaching.

While current findings are promising, the dynamic potential of this technology and its multiple applications require continued empirical exploration. Understanding how students and teachers perceive and employ ChatGPT within real classroom contexts remains crucial. The following chapters attempt to close this knowledge gap by examining attitudes and practices related to employing ChatGPT in EFL settings

Chapter Two: The Field Work

Introduction

After presenting the relevant literature in the theoretical part, the next step in any research is to design the methodology and analyze the data as part of the practical component. Accordingly, this chapter presents the research design, methodology, and data analysis procedures. It is, therefore, concerned with the methods and procedures used for data collection and subsequent analysis. This chapter plays a crucial role in uncovering attitudes toward the integration of ChatGPT into EFL education, focusing on Master Two English Language students as well as EFL teachers at Echahid Cheikh Larbi Tébessi University. Moreover, the data provide a foundation for informed suggestions, enriching academic discussion on language pedagogy and technology integration.

Section one: Research Methodology

2.1.1 Research Design

Research design refers to the set of techniques and methods used to conduct a research study. (Churchill & Iacobucci, 2005, p. 74) simply define it as “the blueprint that is followed to complete the study”. In the present research, a descriptive and exploratory mixed-methods approach was adopted, combining both quantitative and qualitative techniques. Quantitative data identify overall patterns and measure the extent of positive or negative attitudes towards ChatGPT, while qualitative data offer deeper understanding of the causes of such attitudes, capturing personal experience and causes of concern. This allowed for the researchers to collect measurable data as well as in-depth insights, enabling triangulation of data and enhancing the validity of findings regarding attitudes toward ChatGPT, all within a single study.

2.1.2 Population and Sample and setting

This study was conducted at Cheikh Larbi Tébessi University – Tébessa – at the English Department in the academic year 2024/2025 for different reasons: as Master 2 researchers, it was easier to obtain access to the university and to develop the study with the participants. Second, due to job constraints, it was more practical to choose the university that is within a suitable traveling distance, therefore requiring less effort and time since we are restricted by a given time frame.

The population under consideration comprises a total of 54 Master 2 EFL students, organized into two groups (36 in Linguistics and 21 in Literature and Civilization), and 13 teachers. What justifies this choice is mainly the accessibility of the participants, which may facilitate the research process. Secondly, it is the relevance of their insights to the study matter.

The selection of Master 2 students is based on the conception that:

- Their advanced stage of study allows them to articulate nuanced pros and cons, beyond superficial impressions.
- Having previously studied without access to tools like ChatGPT, their responses are informed by earlier learning experiences, which add contextual depth to their feedback.

The selection of teachers is due to the fact that they are the foundation of instruction, and specifically because of their direct partnership with Master 2 students, offering supporting data.

Master 2 teachers and their students were studied in parallel to capture complementary perspectives on ChatGPT's role in advanced EFL learning. This paired approach reveals how institutional expectations (teacher views) intersect with learner behaviors (student practices). Regarding the sample, the small size of the population made it feasible to include all its

members in the study. This ensured full representation, eliminated sampling bias, and provided a comprehensive view of the target group. Therefore, the sample comprised the entire population of Master 2 English students and teachers at the university. Even though the findings' generalizability is limited by the small population size, the comprehensive data obtained can nevertheless provide significant and perceptive contributions to the study, , with consensus sampling serving as a practical strategy to mitigate this limitation.

2.1.3 Research Instruments

Defined by Griffe (2012), research instruments are “the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted”(p. 128). Correspondingly, two online questionnaires were prepared and employed as the principal study instruments for this research. One questionnaire was distributed to our student sample Master Two EFL students and the other was distributed among Master Two teachers. These instruments were used to collect both quantitative and qualitative data.

The choice of this tool was mainly due to its practicality and time-efficiency, allowing for both types of insights and ensuring consistency across responses. In this study, it was particularly suitable for examining the perceptions and attitudes of the participants.

Although interviews were initially considered the most appropriate method for collecting data from teachers—given their small number and the potential to gain in-depth insights the anticipated difficulty of scheduling meetings within their busy timetables led us to opt for questionnaires as a more practical alternative for capturing their perspectives.

2.1.4 Description of questionnaires

The two questionnaires were quite similar; except for some parts where questions were adjusted to each group’s specificity, role, and the information needed from them.

The student questionnaire consisted of 37 questions, while the teacher questionnaire included 36 questions. Both were divided into seven sections and featured a combination of

closed-ended questions (e.g., yes/no, multiple choice), 5-point Likert-scale items, ranking questions, and open-ended questions.

Regarding the sections, they were designed to gain insight into the users' demography, their experiences with and access to ChatGPT, usage patterns, perceptions of its effectiveness, challenges encountered, and overall attitudes toward its use in English language teaching and learning. The final section consisted of open-ended questions, allowing participants to elaborate on limitations, suggest improvements, and offer recommendations. Notably, the "Effectiveness" part was tailored to each group's particularities: student items focused on language growth and learner engagement, whereas the teacher version included aspects pertaining to instructional design, pedagogical value, and classroom integration.

The combination of question types guaranteed the capture of both quantitative data for statistical assessment and qualitative information for richer contextual analysis. Moreover, the subdivisions sought to enable an in-depth examination of different aspects concerning the application of ChatGPT within the educational context. This structure also aimed to simplify the questionnaire for learners, making it easier to understand and respond to. Also, to facilitate data collection and ensure ease of access, the questionnaire was administered online via Google Forms.

2.1.5 Students Questionnaire procedure

2.1.5.1 The Construction Phase. The questionnaire was developed based on insights from the literature review, examples from similar studies, and established questionnaire design guides (Taherdoost, 2022; Baylor University, n.d.). A preliminary draft was presented and discussed with a group of Master 1 students. The instructor kindly allocated 45 minutes, during which students provided feedback. As a result, a few items were modified especially those concerning ChatGPT's primary use (e.g., paraphrasing, idea generation), teacher use

(e.g., explaining concepts, providing examples), and challenges encountered (e.g., inconsistency of answers) through addition, deletion, or modification of choices for the sake of clarity and relevance.

2.1.5.2 The Pilot Phase. A pilot study is defined as "a small-scale version or trial run in preparation for a major study" (Polit & Beck, 2010, p. 563). It represents a crucial step that provides researchers with valuable input and insights needed to ensure the effectiveness of the research instrument.

It is a very important step that provides researchers with input and insights necessary to the preliminary version was piloted with five randomly chosen Master One students to evaluate clarity and effectiveness. Deciding a pilot study sample different from the main study population was mainly to preserve the integrity of the actual sample while still refining the tool, especially since the two groups share quite similar academic and linguistic backgrounds.

The concerned students received the piloting version via email, attached with the pilot questions. Feedback from this phase led to several changes: Feedback from this stage led to several changes adding brief explanations (e.g., Section 2, Question 2), adding illustrative examples (e.g., Section 5, Question 3), rephrasing certain items for clearer presentation (e.g., Section 7, Question 1), and removing ambiguous items. These modifications helped simplify the questionnaire and ensure respondent understanding.

Following the piloting phase, the modified questionnaire was submitted to our supervisor for validation. Upon approval, it was finalized for distribution.

Understanding that due to differing types of questions, Cronbach's alpha could not be used to test the reliability of the questionnaire, we intended to ensure its reliability through the actions we took during its development and pilot testing.

2.1.5.3 The Administration Phase. The researchers published and then distributed the final version of the questionnaire (see Appendix B) to the target sample through students' Classroom and Messenger groups on April 25th, 2025. Ten days later, they stopped accepting responses. A total of forty-four students out of fifty-three participated in the study and responded to the questionnaire, resulting in a response rate of approximately 82%. The collected data were then ready for analysis.

2.1.6 Teachers Questionnaire procedure

2.1.6.1 The Construction Phase. In developing the second questionnaire, intended for Master 2 EFL teachers, we relied on the previously planned interview questions along with the student questionnaire as a foundational reference. This approach helped retain alignment and balance between both tools.

To adjust to the teachers' roles and experiences, specific modifications were made to certain core items to reflect the nature of the teacher sample and to distinguish their perspectives from those of the students (e.g., Section3, Q3 addressed pedagogical integration). These adjustments aimed to preserve the overall structure of the questionnaire while ensuring that the content was relevant and meaningful to the teacher participants.

2.1.6.2 The Pilot Phase. The first draft was presented to three EFL teachers at Echahid Cheikh Larbi Tébessi University for piloting. The distribution was in printed form and delivered by hand, along with the pilot feedback form in which they were expected to share their insights on key aspects such as clarity, sequence, and layout, in addition to any suggestions for enhancing structure and relevance. Some teachers expressed skepticism toward certain questions and provided their reasons, which led to the elimination of those items. Their minor comments regarding the ordering and formulation of some questions was also taken into consideration. Nevertheless, all of them expressed satisfaction with the overall layout of the questionnaire and reported no difficulties with understanding the questions.

2.1.6.3 The Distribution Phase. After re-editing the final version of the teacher questionnaire based on our supervisor's feedback, we created a Google Form and emailed the link to the selected sample. Five teachers responded within the first three days, and a gentle reminder was sent to the remaining teachers. The teachers were cooperative throughout the process, and we received valuable feedback, with 12 teachers responding by the end of the data collection period. Two answers were missing one from a teacher who was unable to participate. With the data collected, we were then able to move on to the next step.

2.1.6.4 Analysis Procedures Quantitative. Data analysis was conducted on the closed-ended questions in the online questionnaires. The results were manually encoded into percentages and graphically presented, in addition to using means when comparing certain aspects within one group or cross groups. As for the open-ended questions, qualitative analysis specifically thematic analysis was conducted to identify recurring patterns and themes. The mixed methods helped to ascertain participants' perceptions regarding ChatGPT.

2.1.7 Ethical Considerations

Researchers attempted to ensure that participants were fully informed about the study and agreed to participate voluntarily through describing the aim of the study at the beginning of the questionnaire, followed by an informed consent question. Also, confidentiality and anonymity were clearly stated.

Question: Do you agree to participate in the study described above?

Section Two: Data Analysis and Discussion

2.2.1 Analysis of the Students' Questionnaire

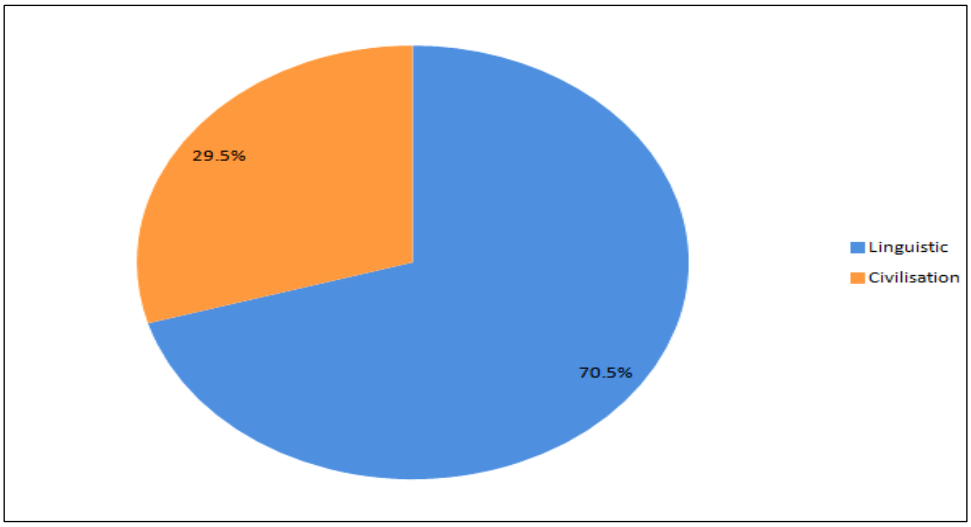
Section One: General information

This section collects basic demographic information to assist the researchers in understanding the participants' background, while also serving curious readers.

Q1. Specialization

Figure 6

Distribution of Students Specializations

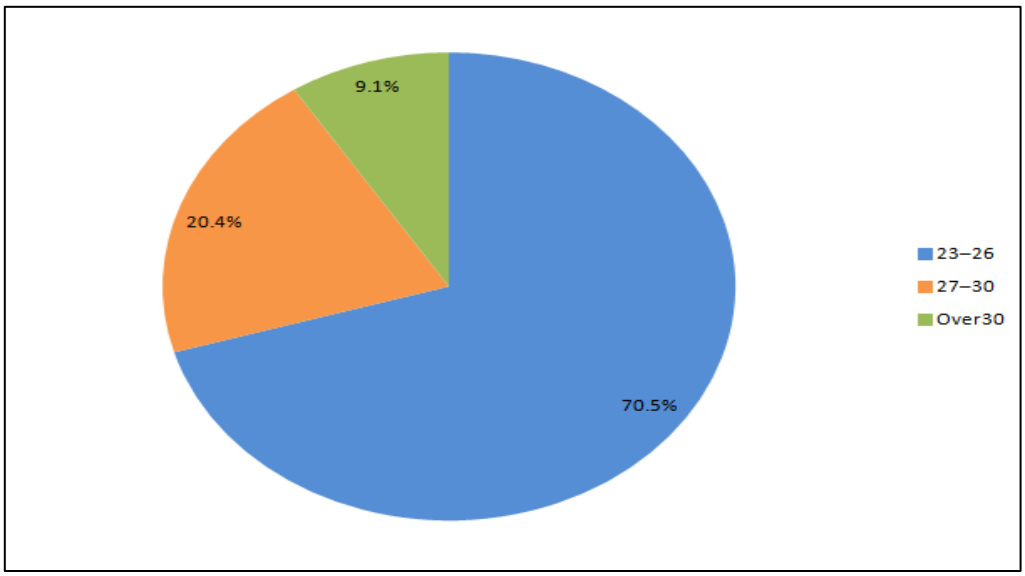


This question aims to determine students' academic backgrounds. The largest group consists of linguistics students, making up 70.5% of the population, while students studying civilization only account for 29.5%. Determining the field of study might serve the curious reader and can be relevant when considering the potential differences in technology usage by discipline. Also, the distribution suggests most insights about ChatGPT usage will reflect the experiences of linguistic students, and any differences between the two specializations should be highlighted in later analysis.

Q.2 Age group

Figure 7

Distribution of Students Age Groups

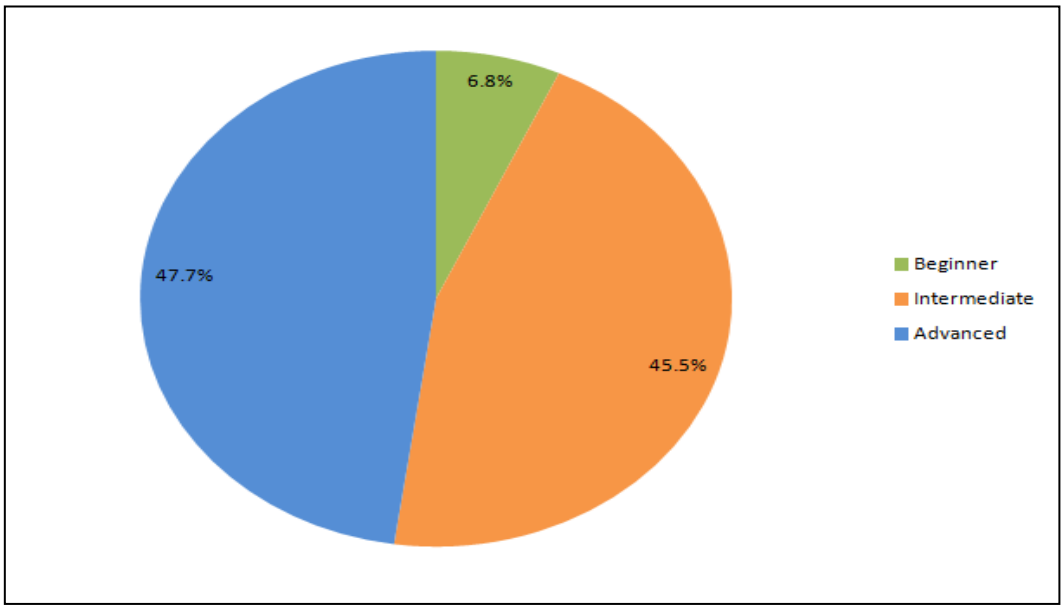


Asking about the respondent's age group helps to categorize the data demographically. The age distribution of the respondents indicates that the majority of students 70.5% fall within the master students' typical age range that is between 22 and 26 years old. A smaller proportion of respondents 20.4% are in the 27 to 30 age group, while 9.1% are over 30 years old.

Q3. How do you evaluate your English level?

Figure 8

Students' Self-Evaluation of English Proficiency Level



This question aims to assess the respondent's self-perceived proficiency in English. The data shows that the significant percentage of the respondents 47.7% view themselves as being proficient, indicating high command and confidence in English. A smaller percentage of 45.5% view themselves as having a moderate command of English, indicating general comfort with the language. Only a very small minority 06.8% view themselves as poor, indicating a very small segment that may need more language support.

Section Two: Awareness and Access

This section aims to investigate participants' familiarity with ChatGPT and how they access the platform.

Q1. How do you rate your digital literacy (your ability to use and learn new technologies) ?

Table 1

Students' Digital Literacy

	Beginner	Intermediate	Advanced	**Total**
Participants	02	29	13	44
Percentage %	04.5	65.9	29.5	100

The results of students' self-reported digital literacy are critical in the current technology-driven learning environment. Table N 4 shows a dominance of intermediate-level responses,with 65.9% of students reporting that level. A significant portion of 29.5% reported an advanced level of comfort with the tool, while only 4.5% of the students marked as beginners. Overall, this distribution indicates a satisfactory level of digital literacy among students.

Q2. Where did you first hear about ChatGPT?

Table 2

Students' First Source ChatGPT Awareness

	Teachers	Classmates/friends	Online articles/news	Social media	**Total**
Participants	02	20	5	17	44
Percentage %	04.5	45.4	11.4	38.3	100

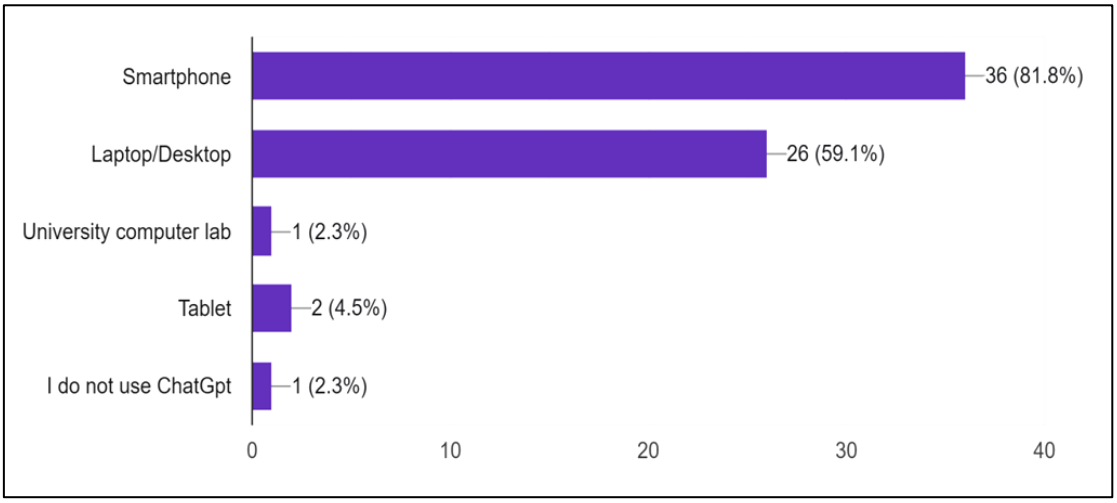
The question's aim is to identify where students first learned about ChatGPT, offering insights into the primary sources of their awareness of the new technology. The data show

that classmates and friends, together with social media, served as the main entry points, accounting for 45.4% and 38.3% respectively. In contrast, online articles and news, as well as teachers, were the least reported sources, with 11.4% and 4.5%, respectively. Notably, none of the students reported being unaware of the tool, showing that the entire sample was acquainted with ChatGPT.

Q.3 How do you typically access ChatGPT? (Select all that apply)

Figure 9

Students' Typical Access tool to ChatGPT



The results indicate that smart-phones followed by laptops and desktops are the most common means of accessing ChatGPT, reported by the vast majority of students with 81.8% and 59.1% respectively. This may reflect that mobile and personal devices offer convenient and flexible access for students. In contrast, university computer lab 2.3% as well as tablets with4.5% are reported to be the least used by students to access the tool. Additionally, only 2.3%, representing one student, reported not using ChatGPT. These findings highlight that individual access is widespread, while institutional access remains limited.

Q4. How easy is it for you to navigate ChatGPT?

Table 3

Students' Ease of Navigating ChatGPT

	Not easy at all	Slightly easy	Moderately easy	Very easy	Extremely easy	**Total**
Participants	00	05	07	17	15	44
Percentage %	00	06.1	15.9	38.6	34.1	100

The data indicates that a substantial majority of students 63.64% find the platform very easy to use, another 34.1% rate it as extremely easy, followed by 15.9% reporting a moderate comfort. In contrast, a less portion of students 11.4% perceive it as slightly easy, and none with the "not easy at all". Overall, the results show a positive trend in perceived usability, highlighting ChatGPT's accessibility for educational integration.

Section 3: Usage Patterns

The section objective is to collect data about students engagement with ChatGPT, including frequency of use and purposes.

Q1. How often do you use ChatGPT for educational purposes?

Table 4

Students' Frequency of ChatGPT Use

	Never	Rarely	Monthly	Weekly	Daily	**Total**
Participants	01	04	03	14	22	44
Percentage %	02.3	09.1	06.8	31.8	50	100

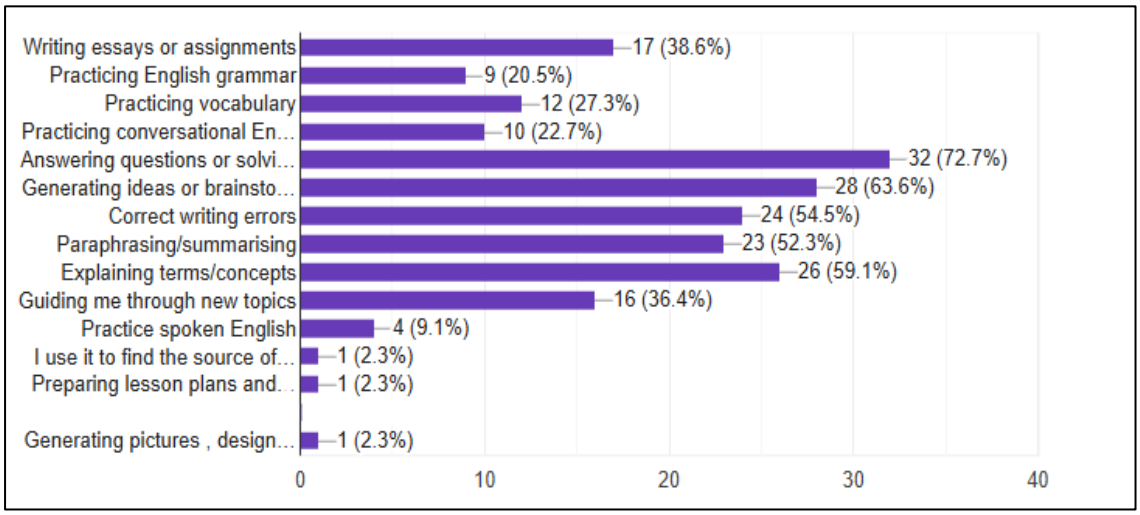
The question aims to assess the frequency of ChatGPT usage by the students in educational context. A significant majority of students 50% use ChatGPT daily, while 31.8%

use it weekly. In comparison, a small percentage of students 09.1%reported rarely, 06.8% said monthly, and a minority of 02.3% reported never using ChatGPT. The presented data show a variety in usage frequency among different participants. Also, suggest that the tool is integrated into students' regular study routines, which may shape their attitudes toward its usefulness and reliability an important factor when analyzing perceived benefits and challenges.

Q 2. What do you primarily use ChatGPT for? (Select all that apply)

Figure 10

Students Primary Uses of ChatGPT



This question aims to reveal students primary uses of ChatGPT in their educational practices, showing how it fits into actual EFL learning contexts. The data in Figure10 show students use the tool for answering questions and solving problems 72.7%, generating ideas or brainstorming 63.6%, and explaining terms 59.1%. These three top utilizations highlight the functionality of ChatGPT supporting tool. A smaller portion of students use it for correcting writing error 54.5% as well as paraphrasing and summarizing 52.3%. Notably, a less common use 38.6% was detected in features such as writing essays and assignments. Smaller groups of 36.4% and 27.3 % report using the tool for guiding through new topics and practicing vocabulary in respect. These results reflect ChatGPT flexibility within different

tasks. Also, suggesting students mainly rely on ChatGPT for quick support rather than complex tasks like essay writing, possibly due to limited trust or a preference for human feedback in high-stakes contexts.

Q3. How often does ChatGPT replace other tools (books/tutors) for your self-study?

Table 5

Frequency of ChatGPT Replacing Other Study Tools

	Never	Rarely	Sometimes	Often	Always	**Total**
Participants	04	09	18	11	02	44
Percentage %	09.1	20.5	40.9	25	04.5	100

The objective of this question is to explore the extent to which users rely on ChatGPT as a substitute for traditional materials in self study. A significant majority 40.9% reported that they sometimes rely more on ChatGPT for self-study. Additionally, 25% of participants reported an often reliance, while only a portion 4.5 stated always relying on the tool. In contrast, a percentage of 20.5% rarely use it for self study, while 09.1% reported to never use for self-study.

Q4. How satisfied are you with ChatGPT's responses?

Table 6

Student Satisfaction with ChatGPT's Responses

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	**Total**
Participants	00	03	21	13	06	43
Percentage %	00	06.9	47.7	29.5	13.6	100

This question seeks to measure students' satisfaction and perceived quality of the answers provided by ChatGPT. The table indicates that a strong majority of 47.7% expressed neutral position. Also 29.5% of students expressed satisfaction about ChatGPT responses, while 13.6% were very satisfied. In contrast, It can be noted that there is total absence for responses indicating "very dissatisfied", and only a small percentage of 06.9% were dissatisfied. Overall, the results suggest a leaning toward moderate to positive satisfaction among students.

Section 4: Effectiveness

This section seeks to understand students' perceptions of the tool's overall usefulness in EFL context.

Note: Students who reported never using ChatGPT for educational purposes (n = 1) in the previous question regarding frequency of use were automatically directed to Section 5. As they lacked firsthand experience, they can not rate the tool's effectiveness for EFL learning. herefore, the total number of respondents in this part is 43 instead of 44. The full number will be reused in the following section.

A. For Students Learning.

Statement 1: ChatGPT helps me improve my writing skills.

Table 7

Students Perceptions on ChatGPT and Writing

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	04	06	17	10	06	43
Percentage %	09.1	13.6	38.6	22.7	13.6	100

Statement one aims to evaluate the perceived impact of ChatGPT on writing quality among students. The data show a varied distribution of answers, where the majority of students 38.6% expressed neutral position, 22.7% agreed that ChatGPT helps them improving their writing skills, while 13.6% of students strongly agreed with the statement. Conversely 13.6% of students disagreed, while 9.1% showed strong disagreement with the statement.

Statement 2: ChatGPT helps me understand complex grammar rules.

Table 8

Students' Views on ChatGPT and Grammar Understanding

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	03	06	14	12	08	43
Percentage %	06.8	13.6	31.8	27.3	18.2	100

The statement explores students' experience with ChatGPT explaining grammar. According to the findings, the majority of students 31.8% held a neutral stance regarding the statement. On the other hand, a significant portion were between agree 27.5% and strongly agree 18.2% with ChatGPT explaining and simplifying difficult grammar. However, a smaller percentage 13.6% reported disagreement, and 6.8% strong disagreement.

Statement 3: ChatGPT introduces useful vocabulary in context

Table 9

Students on ChatGPT and Vocabulary

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	02	04	12	15	10	43
Percentage %	04.5	09.1	27.3	34.1	22.7	100

This statement determines whether students are exposed to new and practical vocabulary in their engagement with ChatGPT. The results show a varied distribution of responses, with a majority of 34.1 % in agreement and 22.7% expressing strong agreement. Conversely, 27.3% of respondents have a neutral stance neutral, 9.1% of students disagree and another 4.5% strongly disagree with the statement. These findings reveal a clear split between participants who acknowledge a potentially positive effect, and those showing hesitation and disagreement.

Statement 4: ChatGPT helps me practice conversational English

Table 10

Students on ChatGPT and Conversational Practice

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	05	05	14	09	10	43
Percentage %	11.6	11.6	32.6	20.9	23.3	100

This statement examines ChatGPT's capacity to mimic and support real-life conversational English practice. The findings indicate that a significant proportion of students 32.6% expressed a neutral position. Meanwhile, 23.3% strongly agreed that ChatGPT provides the opportunity to practice oral English, and 20.9% of students conveyed agreement. In contrast, two groups, each comprising 11.6%, expressed disagreement and strong disagreement with the statement.

Statement 5: ChatGPT provides personalized feedback on my language use

Table 11

Students on ChatGPT and Personalized Feedback

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	05	05	11	10	12	43
Percentage %	11.6	11.6	25.6	23.3	27.9	100

The statement aims to reveal students' perception of the effectiveness of ChatGPT in providing personalized feedback tailored to their need. According to the results, a significant portion of students 27.9% strongly agreed with the statement, followed by a group of 23.3% who expressed agreement. In contrast, 25.6% remained neutral, while two other groups - each compromising of 11.6%- for each disagreed or strongly disagreed with the statement. These findings suggest that while some students recognize ChatGPT's potential to in this context, a significant number remain uncertain about its effectiveness.

Statement 6: Using ChatGPT makes learning English more engaging

Table 12

Students on ChatGPT and Learning Engagement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	01	03	13	15	11	43
Percentage %	02.3	07	30.2	34.9	25.6	100

This statement intends to focus on the motivational significance of using ChatGPT in EFL students learning. The data shows that a substantial majority of students 34.9% agreed with the premise that ChatGPT makes learning English more engaging. Furthermore, 25.6% of students strongly agree with the statement, while a notable portion of 30.2% expressed a

neutral stance. Conversely, a minority of 7% of students disagreed with the statement, while an even smaller group 2.3% strongly disagreed. These findings indicate a generally positive disposition toward using ChatGPT as a motivational tool in English language learning.

Statement7: ChatGPT helps me prepare for exams or assignments.

Table 13

Students on ChatGPT for Exam and Assignment Preparation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	03	03	09	18	10	43
Percentage %	07	07	20.9	41.9	23.3	100

The statement assesses the practical application of ChatGPT in academic preparation. The table show that the vast majority of students41.9% agreed that ChatGPT has a potential in preparing for exams and assignments. Additionally, 23.3% of students strongly agreed with the statement, while 20.9% remained neutral. In contrast, two groups compromise of 07% showed disagreement or strong disagreement with the statement. Such agreement may indicate an important role for ChatGPT in study planning.

Statement 8: ChatGPT helps me understand informal/casual English (e.g., slang, idioms).

Table 14

Students on ChatGPT and Informal English Understanding

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	03	08	07	13	12	43
Percentage %	07	18.6	16.3	30.2	27.9	100

This item focus on investigating how well EFL participants believe about the ability of ChatGPT to clarify informal language, including slang and idioms. The data reveals that the majority of students 30.2% agree + 27.9% strongly agree noted a positive outlook on the tool's helpfulness in this context. Additionally, 16.3%of students expressed neutral position, whereas 18.6% expressed their disagreement, and a minority of 07% strongly disagrees with the statement. This may indicate that many students are still undecided.

Statement 9: I trust ChatGPT as a reliable language-learning tool

Table 15

Students' Trust in ChatGPT as a Learning Tool

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	02	10	14	10	07	43
Percentage %	04.7	23.3	32.6	23.3	16.3	100

The statement measures how much confidence students have in ChatGPT generally as a tool for language learning. The data reveals that the majority of students 32.6%expressed took a neutral side,while a significant portion of them either agreed 23.3% or strongly agreed 16.3% with the statement. Conversely, a group of 23.3% expressed their distrust in ChatGPT, together with 16.3% that held a strong agreement. While percentages between students' optimism and skepticism are close, the high rate of neutrality is noteworthy, suggesting a considerable level of uncertainty among respondents

B. Effectiveness for Teaching (Students' Perspective).

Statement 10: Teachers could use ChatGPT to create more interesting materials

Table 16

Students' Views on Teachers Using ChatGPT for Materials

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	04	07	05	19	08	43
Percentage %	9.3	16.3	11.6	44.2	18.6	100

The aim of this statement is to explore whether respondents believe that ChatGPT can enhance the quality and engagement level of teaching materials. Data in Table 19 reveals a significant majority of students that either agree 44.2% or strongly agree (18.6%) with the statement, perceiving ChatGPT as a helpful tool for making teachers' resources more engaging. In comparison, 16.3% of students disagree; a minority of 9.3% strongly disagrees, while 11.6% remained neutral. These results suggest a favorable view among students toward the integration of ChatGPT by teachers in educational context, aiming for a more interactive learning environment and participation.

Statement 11: Teachers could use ChatGPT to provide individualized support

Table 17

Students on Teachers Using ChatGPT for Support

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	02	07	08	19	07	43
Percentage %	04.7	16.3	18.6	44.2	16.3	100

This statement attempts to assess participants' opinions on ChatGPT being used by teachers to offer personalized learning experiences. The findings reveal that the vast majority

of teachers either agreed 44.2% or strongly agreed 16.3% with the statement. Moreover, 18.6% of participants reported being neutral, while 16.3% strongly disagreed and only 4.7% strongly disagreed. These findings indicate a positive disposing to the ides, with some maintained skepticism, which may stem from various factors.

Statement12: Teachers could use ChatGPT to explain concepts in different ways

Table 18

Students on Teachers Using ChatGPT to Explain Concepts

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Participants	03	03	10	16	11	43
Percentage %	07	07	23.3	37.2	25.6	100

The purpose of statement is to determine if respondents see ChatGPT as a flexible tool that can present information through multiple approaches. The findings indicate that substantial majority of students 37.2%agree , together with 25.6% who strongly agree with the idea that teachers could use ChatGPT to explain concepts in diverse ways. Furthermore, 23.3% of participants expressed a neutral stance. Conversely, two groups -each of 07%- either disagree or strongly disagree with the statement. The findings suggest that the students are aware of ChatGPT’s versatility in educational setting.

Section 5: Challenges and Limitations.

Q1. Put the following challenges in order (descending order), from the one that concerns you the most (1) to the one that concerns you the least (6), when using ChatGPT in education

Figure 11

Students' Ranking of Concerns

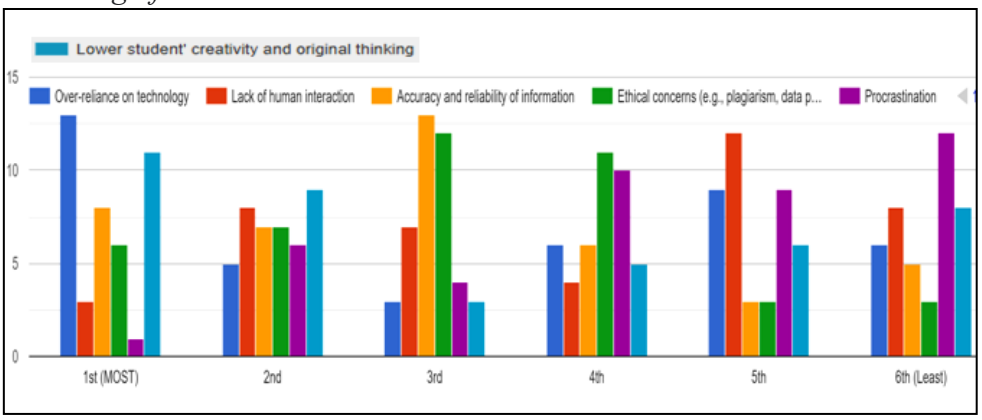


Table 19

Ranking students' concerns

	Over-reliance	Lack of human interaction	Accuracy of Information	Ethical Concerns	Procrastination	Inhibiting Creativity
Mean	2.71	3.24	3.05	3.0	4.10	4.14
% of 1st place	40	10	10	20	00	00

The question aimed to identify and prioritize the key challenges that students face when using ChatGPT in educational contexts. As displayed in Table N, over-reliance appears as the most pressing concern perceived by students, with the lowest mean rank of 2.71. Having close mean ranks, the two following concerns were identified as ethical concerns (mean: 3.00) and accuracy of information (mean: 3.05). Accuracy and reliability of information (mean rank: 3.05) and lack of human interaction (mean rank: 3.24) were considered mid-tier concerns, while procrastination (mean rank: 4.10) and lower student

creativity (mean rank: 4.14) ranked lower on average. It can also be noted that both over-reliance and ethical concerns received a high percentage of first-place rankings, indicating their persistence as the main concerns among students.

Question 2: Please mention any other challenges you have faced (specify if possible).

Question 3: Have you come across any limitations (e.g., issues with ChatGPT's performance or things it can't control) while using it in education? If so, please explain.

The aim of Q2 was to explore any other concerns students may have encountered, while Q3 aimed to reveal the tool-related issues as perceived by students. In both questions, almost half of the participants either reported no additions or left it blank (didn't answer), represented as follows:

Q2: 10 missing answers, 12 reported no additional challenges (e.g., "nothing," "no," "I didn't face any," etc.).

Q3: 10 missing answers; 17 students explicitly reported no limitations.

In order to minimize overlap and redundancy, the answers for both questions regarding educational challenges and limitations posed by ChatGPT are examined in unison. This decision stems from the noticeable pattern that many students expressed the same concerns in response to both questions, often framing the same issue as both a challenge and a limitation.

Interestingly, the majority of these participants repeated or expanded on the predefined issues, while a few brought up new, more specific concerns that hadn't been mentioned before. These are described as follows:

Although accuracy was already listed earlier as a challenge, it was strongly reiterated in the majority of responses. Students proceeded to point out issues such as vague, incorrect, or

repetitive answers. Some shared examples like, "*It gives biased responses… different from our cultures and beliefs*," or simply, "*Unclear and wrong ideas*." A significant number of students also raised doubts about the reliability of ChatGPT's answers, especially when dealing with academic sources. They pointed out that the tool sometimes provides fake or inaccessible references for example, "*The tool gives you wrong references or ones that are not available*." This was illustrated by a respondent as follows: "*ChatGPT cited a quote from Thus Spoke Zarathustra as being from Beyond Good and Evil*."

In addition to these points, several students expressed worry that using ChatGPT might discourage original thinking or reduce motivation for tasks like reading or independent research. Some even felt it created an unfair environment in academic settings. As one student put it: "*It became an obstacle for reading articles or books," while another noted, "ChatGPT kills creativity and fair competition.*"

Regarding new concerns, about a quarter of the responses mentioned access barriers due to the lack of technical skills (e.g., "*… users who aren't familiar with digital tools may have trouble accessing, using, or understanding how to work with the tool*"), in addition to free-version restrictions (e.g., "*Free version only allows you to download 4 PDFs*," "*Small conversation capacity for the free versio*n," "*Payment requests*").

A smaller but significant number of respondents pointed out that ChatGPT struggles with complex or detailed questions:

"*ChatGPT sometimes misunderstands complex or very specific questions.*"

Some attributed this to the AI's capabilities, while others hinted that the problem may stem from how prompts are written or structured:

"*Sometimes, whatever the prompt is well structured, GPT can't understand it well.*"

"Sometimes it doesn't understand exactly what you mean…"

"It gives vague or narrow responses."

Only a few students criticized ChatGPT's inability to grasp human emotion and nuance, showing discomfort with its deficiency in contextual judgment as a limitation in education.

"It is not human cannot process human needs."

"ChatGPT cannot assess student work or provide meaningful feedback."

This does suggest that limitations in perceptions differ significantly, potentially because of the students' patterns of use, type of tasks, or expectations from the tool.

Section 6: Attitudes

Q1. What is your overall attitude toward using ChatGPT for English learning?

Table 20

Students' Attitude toward ChatGPT for English Learning

	Very negative	Negative	Neutral	Positive	Very positive	**Total**
Participants	00	02	12	23	07	44
Percentage %	00	04.5	27.3	52.3	15.9	100

This question aims to measure the overall attitudes of students toward using ChatGPT for learning English, According to the table, most participants 52.5% hold a positive attitude towards using this tool, followed by a group of 15,9% presenting a very positive view. Conversely, a considerable portion of 36.4% has a neutral opinion, while only a small percentage of 04.5% expressed a negative attitude. Also, it is worth mentioning that there are zero students who view ChatGPT very negatively. These findings reflect strong confidence on the part of teachers regarding the appropriateness of ChatGPT for facilitating English language learning together with a moderately negative but reserved attitude.

Q2. Rank the following areas from 1 to 3 based on how helpful you think ChatGPT is for language learning

Figure 12

Students' ranking of ChatGPT's helpfulness

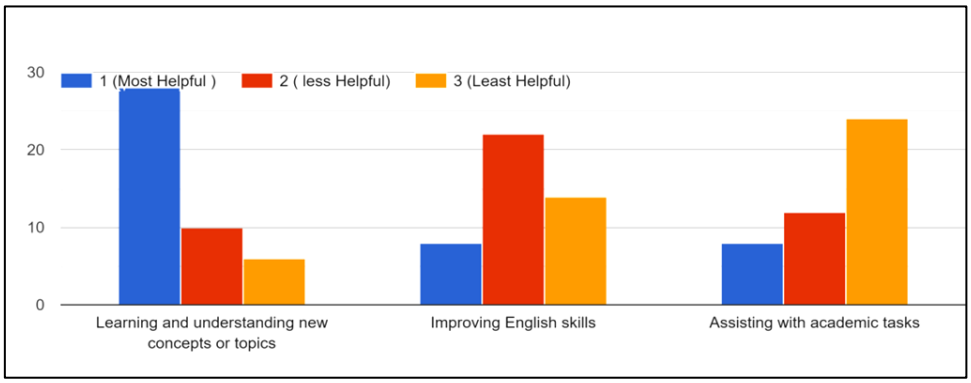


Table 21

Students' ranking of ChatGPT's helpfulness

Application	Learning and understanding new concepts or topics	Improving English skills	Assisting with academic tasks
Mean Rank	1.47	2.18	2.29
% 1st Rank	63.6	15.9	34.1
% 3rd Rank	18.18	29.5	52.2

This question helps researchers to understand the primary roles students assign to ChatGPT during their learning journey. As it appears in Figure N, the majority of participants believed ChatGPT helped them most in learning and understanding new concepts, with a mean rank of 1.47 and supported by a high percentage of 1st place rankings and a very low 3rd rank. On the other hand, improving English skills ranked second, receiving a mean of 2.18. This indicates that while some students benefit from using it for language improvement, it is not the primary use for most. This was followed by assisting with academic tasks 2.29 as the least valued support ChatGPT provides, with a very high percentage of 3rd rank. These

results show that students do not rely heavily on ChatGPT for academic assignments compared to other uses, suggesting possible concerns about trust, limited usefulness, or ethical issues.

Q3. How valuable is ChatGPT as a tool for practicing English outside the classroom

Table 22

ChatGPT's value for practicing English outside Class

	Not valuable at all	Slightly valuable	Moderately valuable	Very valuable	Extremely valuable	**Total**
Participants	03	10	12	12	07	44
Percentage %	06.8	22.7	27.3	27.3	15.9	100

The questions aim to determine whether the students consider ChatGPT useful for independent study outside the classroom. The findings show a balanced distribution of responses among participants. Two groups each compromise of 27.3% identified ChatGPT as moderately valuable or very valuable for practicing English outside the classroom. Conversely, 22.7% of students expressed that ChatGPT is slightly valuable for practicing English, compared to 15.9% that view it as extremely valuable. A small percentage of 06.8% see as not valuable at all

Q4. In your opinion, how should ChatGPT be used in English language teaching and classroom activities?

Table 23

The way to incorporate ChatGPT in class

	It should not be used in teaching at all	Not sure	For specific tasks only	As a supportive tool	As a central tool	**Total**
Participants	02	02	14	22	04	44
Percentage %	04.5	04.5	31.8	50	09.1	100

The question aims to collect students' views on the optimal integration of ChatGPT within formal education settings. Based on the table N the vast majority of students 50% see that should be used as a supportive tool, while 31.8% believe it should be utilized just for specific tasks only. Additionally, 09.1% of students see that should be used as a central tool. In contrast, two groups each compromises of (04.5%) are uncertain or responded with should not be used in teaching at all

Q5. Compared to the time before using AI tools like ChatGPT for learning English, using ChatGPT has …….. my English learning.

Table 24

Students' Perceptions of ChatGPT's Impact Compared to Pre-AI Learnings

	Strongly Hinders	Somewhat Hinders	No Difference	Somewhat Enhances	Strongly Enhances	**Missings**	**Total**
Participants	02	02	04	26	08	2	44
Percentage %	4.5	4.5	9	59	18.1	4.5	100

Results indicates a positive lining with a significant majority of 59% reported that ChatGPT somewhat enhances their english learning compared to the time before AI tools

were introduced and another 18.1% reported a strong enhancemet . Similar smaller portions of 4.5% reported that it strongly hinders and somewhat hinders thei language learning. Additionally, 9% of participants reported no difference, and 4.5% were missing answers.

Justification

Category	Description	Examples	N
Strongly enhances : *Language Support, Speed and Accessibility*	Students found it useful for grammar, vocabulary, writing, and structure, and appreciated its speed, accessibility, and time-saving.	*“It helps in terms of lexis and to some extent in getting information easily.”* *“Providing clear and correct sentences in its responses.”* *"It saves my time and effort."*	14-19
Somewhat Enhances : *Adaptive Learning and Feedback*	Students believe ChatGPT could adapt to their style or provide personalized explanations	*"It suggests to me and interacts with me on my study style."* *"Gives examples that suit my level."*	8
Somewhat Enhances/ Somewhat Hinders : *Mixed perspective*	A few students mentioned using ChatGPT for conversational practice, especially when peers were unavailable. Many viewed it as beneficial but raised concerns about over-reliance, shallow responses, reduced independent learning, limited creativity, and procrastination.	*"I like daily conversation with it."* *"I practice..since I do not have friends..."* *"Made me lazy when it comes to creativity."* *“I use it just to save time, even if I could do it myself.”* *"...At the expense of actually doing the mental workout."*	5-6
No Difference : *Limited Use or No Impact*	Some rarely use it or see no difference in learning outcomes compared to traditional methods.	*"only 5 -6 times.. no difference.".* *“It does not make any difference to me… I do not rely on it at all.”*	4

Category	Description	Examples	N
Strongly hinders: *Inaccuracy and Oversimplification*	Very few answers suggested responses can be too basic, informal, or sometimes incorrect, especially for academic/formal contexts, making it hard to learn properly	*"Glosses over somewhat important information."* *"it sometimes provides overly simplified explanations ..harder for me to learn academic or formal English properly"*	2

Q5.Would you recommend ChatGPT to other students?

Table 25

Students' willingness to recommend ChatGPT

	No	Not sure	Yes	**Total**
Participants	03	O9	32	44
Percentage %	06.8	20.5	72.7	100

The question aims to measure learners' levels of approval and willingness to recommend for ChatGPT as a learning aid. The data reveals that the vast majority of students 72.7% are willing to recommend ChatGPT for other students; while 20.5% expressed uncertainty. Conversely, only a percentage of 06.8% refused to recommend ChatGPT for other students.

Q6. Do you see yourself continuing to use ChatGPT as part of your English learning journey in the future?

Table 26

Willigness to continue Using ChatGPT

	Definitely no	Probably no	Not sure	Probably yes	Definitely yes	**Total**
Participants	03	01	04	18	18	41
Percentage %	06.8	02.3	09.1	40.9	40.9	100

The question aims to assess students' behavioral intention and long-term usage of ChatGPT. The findings show that two groups each compromise of 40.9% are probably or definitely going to use ChatGPT in the future. Additionally, 09.1% are not sure about the use of ChatGPT in the future. In contrast, a small percentage of (06.8%) responded with definitely no, while a minority of 02.3% indicated that they are probably not going to use ChatGPT.

Section 7: Open Ended Questions.

Q1. What are some ways ChatGPT should not be used in English language learning? Please give 1-2 examples

This question was used to delve deeper into the perceptions of students about the problems and drawbacks connected to the use of ChatGPT. The examples they provided were helpful in correctly interpreting their responses and avoiding any misunderstandings.

In a sample consisting of 44 students, three respondents answered “I don’t know,” while three others didn’t provide an answer. Still, the rest of the participants provided a variety of answers. Some of them were short providing one item while many others were long

and rich with items together with their examples. This may indicate the degree of cooperation of students in answering questions precisely.

Analysis of the open-ended responses revealed five major themes concerning how ChatGPT should not be used in English language learning. These themes reflect students' concerns about academic integrity, overreliance on the tool, limitations in language nuance, technical shortcomings, and broader ethical considerations. Each theme is discussed below and supported by illustrative responses from participants. The themes are presented in descending order, from the most to the least mentioned.

- Academic Integrity Violations

A majority of students highlighted the risk of academic dishonesty resulting from misuse of ChatGPT, particularly through plagiarism and inappropriate use for assignment completion essay writing was particularly emphasized. Some responses included:

"Students might copy entire essays from ChatGPT without practicing their own writing skills."

"Using ChatGPT to generate essays for assignments constitutes plagiarism."

Five students mentioned in their responses misusing ChatGPT in assessments and exams, flagged as a form of cheating.

"For cheating in exams."

"ChatGPT should not be used to complete assignments or tests on behalf of students."

- Over-Reliance Without Critical Engagement

A considerable number of students expressed concerns about blindly depending on ChatGPT outputs without verifying information or engaging in the learning process. They stressed that students should not rely completely on ChatGPT. Two sub-issues were detected in the responses:

Blind Trust in Outputs

“Relying on it 100% for assignments without checking accuracy.”

“Avoid trusting references provided by ChatGPT—they may be fabricated.”

Bypassing the Learning Process

“Asking ChatGPT to ‘fix’ sentences without understanding grammar rules.”

“Some students rely completely on ChatGPT without making any effort to even check if the answers are correct.”

Four of the students explained their responses, showing that such overreliance can block the development of independent learning, particularly in grammar acquisition and critical thinking.

“...as this can hinder their learning and lead to academic dishonesty. It also shouldn't rely on its translation without understanding because it prevents students from truly grasping.”

“Prevents real learning.”

- Limitations in Language Nuance and Cultural Bias

Several responses emphasized that ChatGPT shouldn’t be used in areas that require human creativity, cultural understanding, or conversational nuance, as it cannot adequately support them. According to them, the tool shows poor performance with slang, creativity, and sometimes an incomplete understanding of context. This theme includes:

Creative and Cultural Contexts

“In creative essays, it lacks human originality.”

“Biased responses on sensitive topics clash with local cultures.”

Pronunciation and Interaction

“It cannot replace human interaction for pronunciation or slang.”

“It will turn you into a robot accent.”

Social Concerns

Four students posed concerns about using the tool in culture-sensitive topics, referring to it as subjective and biased.

"It gives biased responses… different from our cultures and beliefs."

"Biased responses on sensitive topics clash with local cultures."

- Pedagogical and Technical Short coming

Many students pointed out inaccuracies in ChatGPT's language explanations and its inability to provide reliable academic citations or nuanced feedback. According to them, these technical issues may reinforce incorrect language use, so they require precision and depth. Responses included:

"Sometimes it gives wrong grammar/vocabulary explanations."

"It may miss subtle errors when proofreading without teacher review."

"ChatGPT doesn't cite sources correctly most of the time."

One participant highlighted -through an example - how ChatGPT can misunderstand nuanced prompts, stating:

" _"Hey, can you provide me an example of how humor can serve as a politeness strategy?"

_ChatGPT's answer: "Sure. Humor can function as an impolite way to threaten the hearer's face..."

_Yet, I was talking about politeness, not impoliteness!"

- Reduction of Human Interaction and Emotional Support

A smaller group of students raised interaction and sentimental concerns about the integration of ChatGPT into educational contexts:

"Costly implementation may replace human teachers."

"It lacks the emotional support and nuanced feedback of real conversations."

"Using ChatGPT reduces the human connection needed in language learning."

Q2. Please provide any additional comments or suggestions regarding the use of ChatGPT in EFL teaching and learning.

This question aimed to gather students' final reflections on the integration of ChatGPT into English language education, aiming to collect further insights from them. Out of 44 participants, 5 did not answer or simply responded with "nothing" or "no additions." The remaining 39 participants provided various valuable responses. For clarity, responses were grouped under two main categories.

- Practical Suggestions

A number of 25 students emphasized the need for pedagogical supervision, either by teachers to provide explicit instruction on how to use ChatGPT effectively and responsibly or through institutional training (e.g., "The universities need to prepare the students and teachers... through special training and workshops"). Seven of them stressed the importance of encouraging learners to assess ChatGPT outputs instead of accepting them blindly ("Teachers should train learners to question and critically assess ChatGPT's outputs," "Use it with your brain, not without it.").

The call for an ethical framework through institutional rules and classroom practices that regulate how ChatGPT is used was also significantly highlighted in 17 of the students' answers (e.g., "There should be special training and workshops for students and teachers about ethical use," "There is a need for clear guidelines").

Eight students recommended including AI-focused activities and tasks in classroom practice. Some specifically suggested using goal-oriented prompts to guide ChatGPT use, such as (e.g., "practice conditional sentences"). According to them, skill-targeting task designs allow for a more effective integration of the tool into learning activities (e.g., "Include it in classroom tasks and curriculum").

- General Comments

A significant number of students acknowledged ChatGPT's potential but warned against using it as the sole learning resource (e.g., "It can help, but don't rely on it 100%"). They raised concerns about its reliability, emphasizing the potential danger of misinformation, especially for inexperienced learners (e.g., "Avoid considering it as an authority because it might give wrong answers"; "Imagine asking for educational information for the first time, and it's wrong!").

Many comments pointed to major roles ChatGPT can play in language learning, such as providing grammar help or explaining difficult content in a simplified way. However, students consistently linked these benefits to the importance of proper use and learner awareness. (e.g., "It explains complicated topics very easily if prompted correctly," "Best for grammar drills and vocabulary lists," and "Use it with your brain, not without it.").

While four students expressed complete rejection of integrating such a tool into the educational process, doubting its overall effectiveness in this context (e.g., "Learning language has nothing to do with AI tools."; "I'm against relying on ChatGPT at all."), four others conveyed a form of conditional rejection. They acknowledged that while it may be useful for some areas, it remains limited or should only serve as a supplementary tool not a replacement for classroom interaction and emotional feedback (e.g., "Only useful for grammar, worthless for speaking/listening"; "Maybe for writing, but never for creative tasks"; "Shouldn't replace books or teachers limited value").

Furthermore, some of the comments provided focus on issues that have already been addressed in earlier sections of the questionnaire. As a case, the students reiterated concerns such as the risks of plagiarism, cultural biases, overdependence on ChatGPT, and the need for evaluative judgment. A comment from a student indicates, "Don't take the whole information from it… search in books." Another noted, "It gives biased responses… different from our

cultures and beliefs." They further strengthened claims regarding reliance by teachers (e.g., "Teachers should tell students how to use it properly" and "Don't let it be the first source").

2.2.2 Analysis of the Teachers' Questionnaire

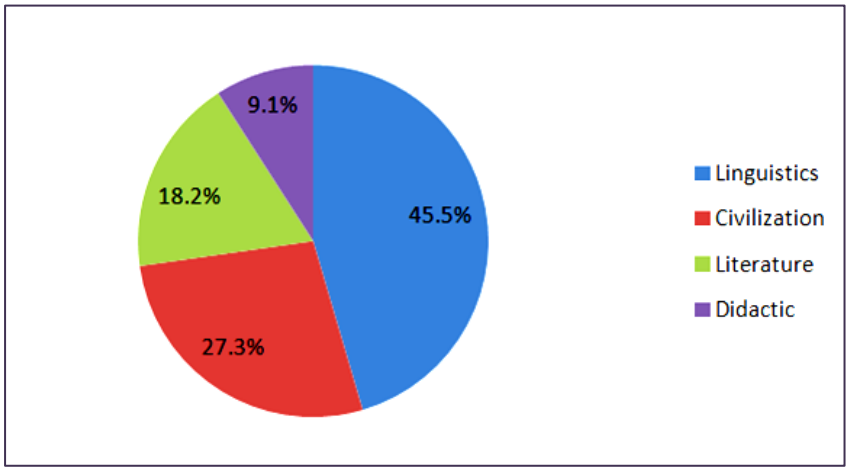
Section 1: General Information

This section collects basic demographic data to assist the researchers in understanding the participants' background.

Q1. Specialization:

Figure 13

Participants' Specialization Distribution

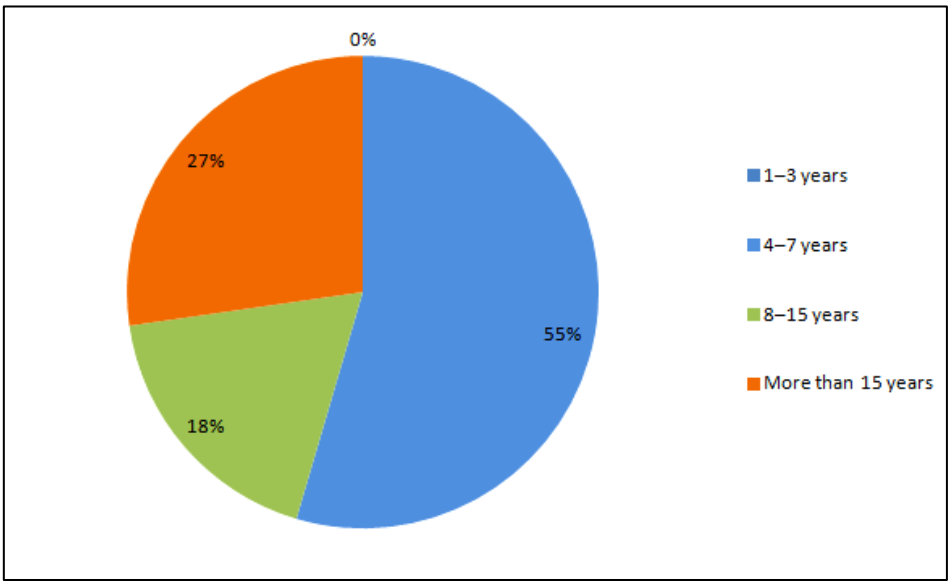


Researching teachers' specializations is needed for understanding their professional and scholarly interests. The diagram shows that 45.5% of teachers specialize in linguistics. In comparison, 27.3% of teachers specialize in civilization, and 18.2% specialize in literature, with Diacritics being the lowest at 9.1%. The data reveals a diverse distribution of specializations among the participating teachers.

Q2. Experience:

Figure 14

Participants' Specialization Distribution.

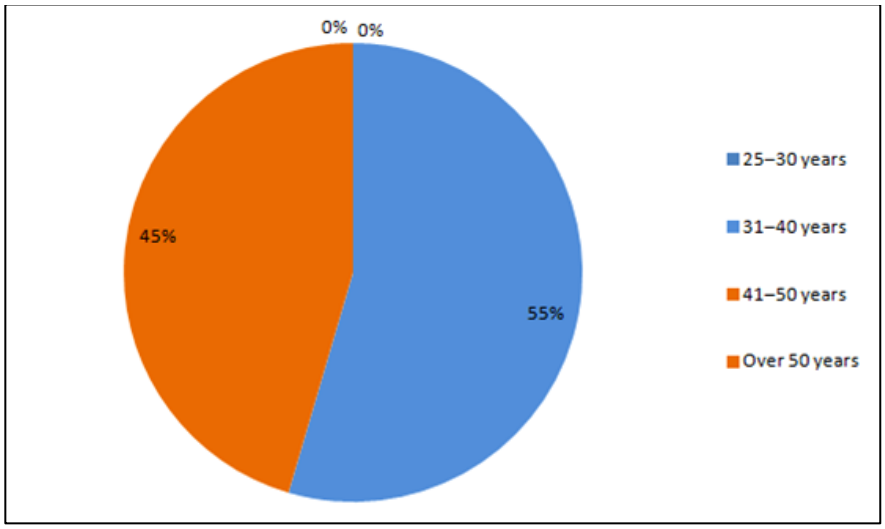


Understanding the distribution of participants' years of experience offers insight into their professional backgrounds and perspectives. Most teachers at approximately 54.5% of teachers, have between 4 and 7 years of experience. Meanwhile, about 27.3% of them reported having more than 15 years of teaching, indicating a significant portion with extensive expertise.The remaining 18.2% fall within the 8 to 15 years range. This suggests providing a great deal of knowledge and institutional experience.

Q3. Age:

Figure 15

Figure 1: Participants' Specialization Distribution



A look at teachers' age groups provides insight into the composition of generations in the teaching population. The results show an almost even distribution between the two middle ranges: 31 to 40 years, with 54.5% of the population, and 41 to 50 years, accounting for 45.5%. Meanwhile, there is no representation whatsoever for teachers aged 25 to 30 or those over 50. Such an absence may indicate a potential gap in both early-career and late-career perspectives within the teaching profession.

Section 2: Awareness and Access

This section intends to collect data about participants' familiarity with ChatGPT and the way they access the platform.

Q1. How do you rate your digital literacy (comfort with learning technologies)?

Table 27

Participants' Digital Literacy Levels.

	Beginner	Intermediate	Advanced	**Total**
Frequency	0	10	01	11
Percentage %	0	90.9	9.1	100

The results of teachers' self-reported digital literacy are critical in the current technology-driven educational environment. The results indicate that a vast majority of teachers 90.9% identify with an intermediate level of technology skills. Additionally, a portion of 9.1% positions themselves in the advanced category, with no teachers identifying as beginners.

Q2. Where did you first hear about ChatGPT?

Table 28

Teachers' Initial Sources of ChatGPT Awareness.

	Colleagues	Students	Online articles/news	Social media	I was not aware of ChatGPT before this questionnaire	**Total**
Frequency	6	0	5	0	0	11
Percentage %	54.5	0	45.5	0	0	100

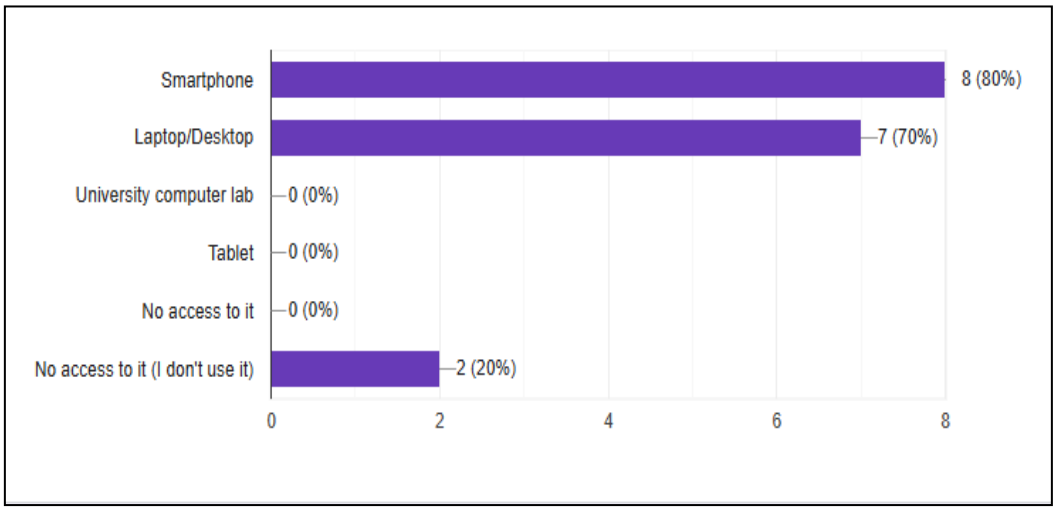
This question sheds light on the channels through which learning innovations spread. According to the table, over half of the teachers 54.5% became familiar with ChatGPT through online articles and news. In comparison, 45.5% mentioned that they heard about it

from colleagues. Notably, there was no mention of students or social media as sources of information. The results may indicate limited peer-to-peer or informal digital communication while also highlighting the role of formal and professional networks in spreading awareness of new technologies.

Q3. How do you typically access ChatGPT? (Select all that apply)

Figure 16

Teachers' Typical Access tool to ChatGPT



The results indicate that smartphones 80% and laptops 70% are the most common means of accessing ChatGPT, suggesting that mobile and personal devices offer convenient and flexible access for teachers. In contrast, 27% of respondents reported no access to the tool, and neither university computer labs nor tablets were selected. This highlights that while individual access is high, institutional access appears limited.

Q4. How easy is it for you to navigate ChatGPT?

Table 29

Teachers' Reported Ease of Navigating ChatGPT

	Not easy at all	Slightly easy	Moderately easy	Very easy	Extremely easy	**Total**
Frequency	00	00	00	08	03	11
Percentage %	00	00	00	72.7	27.3	100

Assessing the ease of using ChatGPT provides valuable insight into the overall user experience. The data indicates that a substantial majority of teachers 63.64% find the platform very easy to use, while 36.36% rate it as extremely easy. Notably, no participants reported the other 3 categories. These results suggest a high level of perceived usability, highlighting ChatGPT's accessibility for educational integration.

Section 3: Usage Patterns

This section' aim is to explore how participants engage with ChatGPT, including the frequency and purposes of use.

Q1. How often do you use ChatGPT for educational purposes?

Table 30

Teachers' Frequency of ChatGPT Use

	Daily	Weekly	Monthly	Rarely	Never	**Total**
Frequency	01	07	00	00	03	11
Percentage %	9	64	00	00	27	100

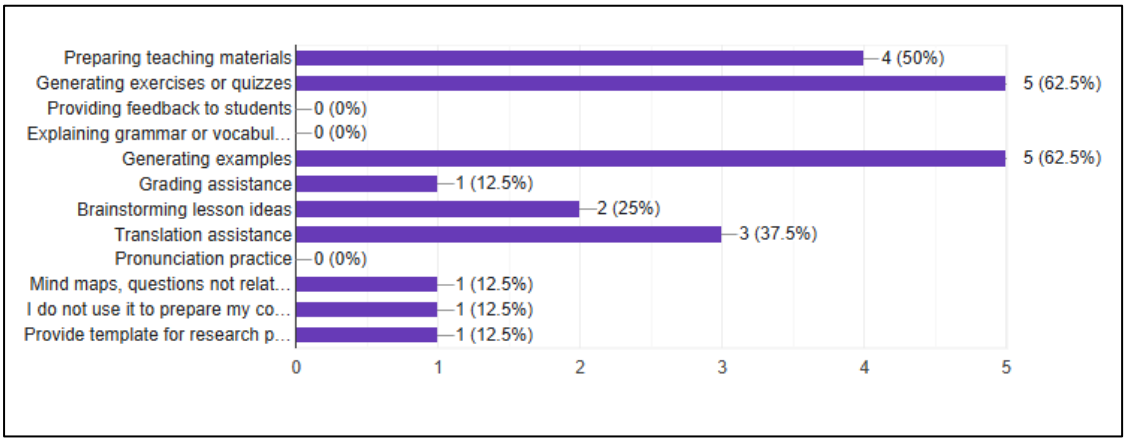
The research on teachers' frequency of use of ChatGPT offers valuable insight into its integration within educational practice. The findings show that 7 of teachers reported using ChatGPT for educational purposes weekly, while only one teacher reports daily use. The

remaining 3 non-users are those who previously indicated having no access to the tool. This variation suggests differing levels of use and access of ChatGPT as a pedagogical aid.

Q2. What do you primarily use ChatGPT for? (Select all that apply)

Figure 17

Teachers' Primary Uses of ChatGPT



This question aims to reveal teachers' primary uses of ChatGPT in their educational practices, showing how it fits into actual EFL teaching contexts. The data in Figure10 show teachers use the tool for generating exercises and quizzes 62.5%, generating examples 62.5%, and preparing teaching material 50%. These three top utilizations highlight the functionality of ChatGPT as a content creation tool. A smaller portion of instructors use it for translation assistance 37.5% and brainstorming lesson ideas 25%. Notably, a less common use 12.5% was detected in features such as mind maps and template creation. Interestingly, no teachers reported using ChatGPT for providing feedback to students, explaining grammar or vocabulary, and supporting pronunciation. This absence may indicate limited application of ChatGPT in these areas within current teaching practices. This likely reflects teachers' expertise in language instruction, lowering their need for AI assistance in such areas.

Q3. How satisfied are you with ChatGPT's responses?

Table 31

Teachers' satisfaction level.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Missing	**Total**
Frequency	00	01	03	03	01	03	11
Percentage %	00	09	27.2	27.2	09	27.2	100

Rating satisfaction with ChatGPT's responses helps gauge teachers' perceptions of its reliability and usefulness in EFL teaching. The results show a balanced distribution: 27.2% of teachers were satisfied, 27.2% expressed neutrality, and 27.2% were very satisfied. Only one teacher (9%) reported dissatisfaction. This spread suggests generally positive or neutral perceptions, indicating varied user experiences, while also suggesting the possible existence of technical issues or drawbacks in its responses.

Section 4: Effectiveness

This section aims to understand teachers' perceptions of the tool's strengths, and overall usefulness in EFL context, considering both their experience with it and their observations arround its use.

Note: Teachers who reported never using ChatGPT for educational purposes (n = 3) were automatically directed to Part B of this section. As they lacked firsthand experience, they did not rate the tool's effectiveness for EFL teaching. However, they were included in student-related effectiveness items to capture observational perceptions. Therefore, the total number of respondents in this part is 8 instead of 11. The full number (11) will be reused in the following part.

A. For Teaching Practice

Statement 1: ChatGPT helps me create more engaging teaching materials

Table 32

ChatGPT and Engaging Materials.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	01	05	00	02	8
Percentage %	00	12.5	62.5	00	25	100

This statement explores whether teachers see ChatGPT as a helpful tool for making their teaching materials more engaging. According to the results 62.5 % of teachers remained natural while 12.5 % disagree with such a perception. Meanwhile, a group comprising 25% strongly agreed with the statement. These findings suggest that while some teachers recognize ChatGPT's potential to enhance engagement, a significant number remain uncertain about its effectiveness.

Statement 2: ChatGPT assists in providing individualized support to students

Table 33

ChatGPT and Individualised Support.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	01	00	6	01	00	8
Percentage %	12.5	00	75	12.5	00	100

The statement seeks to assess the degree to which instructors feel that ChatGPT allows them to provide individualized support to students with diverse needs. The data shows that a clear majority 75% held a neutral stance, while 12.5% agreed and another 12.5% strongly

disagreed. These findings reveal that the teachers' guarded skepticism that ChatGPT can contribute to personalized learning.

Statement 3: ChatGPT offers useful explanations for complex grammar or vocabulary

Table 34

ChatGPT's explanations of complex grammar/vocabulary.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	01	04	02	01	8
Percentage %	00	12.5	50	25	12.5	100

Through the statement, researchers attempt to measure teachers' satisfaction with ChatGPT's ability to clarify challenging grammar rules and vocabulary for students. Results indicate that a substantial majority of teachers 50% held a neutral stance regarding the statement. On the other hand, a significant portion were between agree 25% and strongly agree 12.5%, whereas a smaller percentage 12.5% reported disagreement. The predominance of neutral responses suggests some hesitation on the part of the teachers to fully accept or dismiss ChatGPT , while still some teachers may see its potential.

Statement 4: ChatGPT saves time in lesson preparation

Table 35

ChatGPT and time saving

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	01	00	03	03	01	8
Percentage %	12.5	00	37.5	37.5	12.5	100

The statement tries to discover whether teachers find ChatGPT useful in reducing the time involved in preparing lessons and developing materials. The findings reveal that the vast majority of teachers either agreed 37.5% or strongly agreed 12.5% with the statement. Moreover, 37.5% of participants reported being neutral, while only 12.5% strongly disagreed. These findings indicate a generally positive disposition toward using ChatGPT as a tool for lesson preparation, with some maintained skepticism, which may stem from various factors.

Statement 5: I feel comfortable using ChatGPT to assess my students' English language performance

Table 36

Teachers' comfort level with using ChatGPT for student assessment.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	03	02	02	01	00	8
Percentage %	37.5	25	25	12.5	00	100

The objective of this table is to quantify teachers' levels of comfort in utilizing ChatGPT as an assessment tool for students' English proficiency. The findings reveal that many teachers 25% expressed a neutral stance towards the use of ChatGPT in evaluation,. Conversely, 37.5% of the teachers strongly disagreed, and 25 % disagreed with the idea, whereas only 12.5% of the teachers responded with agreement. The result shows hesitation on the part of teachers towards the use of ChatGPT in the examination process.

Statement 6: ChatGPT helps me reducing my workload.

Table 37

ChatGPT and reducing workload.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	01	00	02	03	02	8
Percentage %	09.1	00	27.2	45.5	18.2	100

This statement aims to investigate teachers' perceptions about the use of ChatGPT in easing their total workload. The results show that the vast majority 45.5% agree that ChatGPT is useful in easing their workload with another 18.2% having strong agreement. Also, 27.2% of the respondents remained neutral, while 9.1% had strong disagreement with the statement. The data shows a generally positive attitude among teachers towards the effectiveness of ChatGPT in managing their work.

Statement 7: I trust ChatGPT as a reliable teaching

Table 38

Teachers' trust in ChatGPT as a reliable teaching tool.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	02	03	02	01	00	8
Percentage %	25	37.5	25	12.5	00	100

The statement aims to assess the degree of trust teachers place in ChatGPT as a valid pedagogical tool. The results shows a significant skepticism, with 52.2% expressing disagreement (27.2% strongly disagree + 25% disagree), while only 12.5% agree. Additionally, 25% reporting neutrality is also noteworthy indicating that some teachers are still undecided.

B. Effectiveness For Student Learning (Teachers' Perspective)

The total number of teachers returns to 11 in this part and remains consistent through to the end of the questionnaire.

Statement 8: ChatGPT can help students improve their writing skills

Table 39

ChatGPT's role in enhancing students' writing skills.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	03	01	04	03	00	11
Percentage %	27..3	9.1	37	27..3	0	100

This statement investigates teachers' perception upon the influence of ChatGPT on students' writing when being used by them. The table shows an almost balanced distribution: 27.3% strongly disagree, 9.1% disagree, 37% remain neutral, and 27.3% agree. The close percentages indicate a lack of consensus among teacher, reflecting differing views.

Statement 9: ChatGPT supports learners in understanding complex grammar rules

Table 40

ChatGPT and Learners' understanding of complex grammar rules.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	02	06	02	01	11
Percentage %	00	18.2	54.5	18.2	9.1	100

The table shows that the majority of teachers remained neutral toward the role of students' use of ChatGPT on grammar rules understandability. The relatively high percentage hypothetically suggests a limited observation or experience with students' specific outcomes. Another significant portion of teachers divided between 18.2% agreeing and 9.1% strongly

agreeing showed a positive perception toward the statement. In contrast, only a small portion expressed disagreement.

Statement 10: ChatGPT provides useful vocabulary in context for students

Table 41

ChatGPT and useful vocabulary in context

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	00	03	08	00	11
Percentage %	00	00	27.2	82.8	00	100

The statement aims to reveal teachers' perception of the effectiveness of ChatGPT in providing in-context vocabulary to students. The results divide into only two perceptions: a majority agreeing with 82.8% and a minority remaining neutral with 27.7%. Although neutral responses are significant, the results still indicate consistent positivity toward ChatGPT's role in the context of vocabulary support.

Statement 11: ChatGPT can help students practice conversational English.

Table 42

ChatGPT and Conversational English Practice

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	01	01	08	00	11
Percentage %	00	9.1	9.1	82.8	00	100

Regarding ChatGPT's utility in practicing conversational English, results show that the majority of teachers 82.8% noted a positive outlook on the tool's helpfulness in this context. In contrast, 9.1% showed disagreement, with another keeping neutral. Such agreement may indicate an important role for ChatGPT in oral skills development.

Statement 12: ChatGPT delivers personalized feedback tailored to student needs

Table 43

Teachers' views on ChatGPT's student feedback.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	00	01	07	02	01	11
Percentage %	00	9.1	63.7	18.2	9.1	100

Based on table 48 it is noted that most of the teachers 63.7% had a neutral view about the adjusted interactions that ChatGPT offered for the students. While a minority 27.3% of teachers agreed to this statement, only one expressed disagreement. This distribution indicates that there is limited confidence or experience with ChatGPT's feedback capabilities in student-centered contexts.

Statement 13: Using ChatGPT makes learning English more engaging for students

Table 44

ChatGPT and Conversational English Practice

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	**Total**
Frequency	02	00	05	4	00	11
Percentage %	18.2	00	45.5	36.3	00	100

The statement explores whether teachers believe ChatGPT makes English learning more engaging for students. The data shows that 45.5% of teachers remained neutral, 36.3% assimilated a high level of agreement, while only a smaller portion 18.2% strongly disagreed. Even though a significant portion positively approached the statement, still this distribution shows a negative leaning due to the uncertain responses.

Section 5: Challenges and Limitations

This section aims to identify and explore the difficulties or limitations acknowledged by teachers about the use of ChatGPT as an educational tool.

Q1. Rank the following Issues from MOST (1) to LEAST (6) concerning when using ChatGPT in teaching

Figure 18

Ranked Concerns of Teachers When Using ChatGPT in Teaching

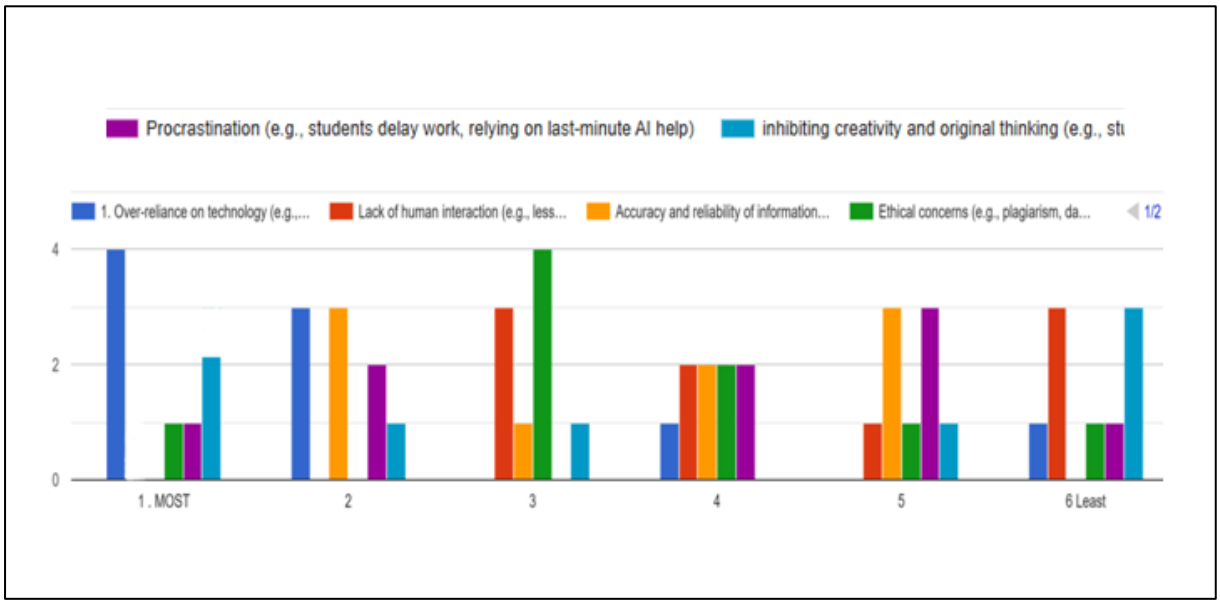


Table 45

Ranked Concerns of Teachers When Using ChatGPT in Teaching

Challenges	Over-reliance	Accuracy	Ethical Concerns	Lack of Human Interaction	Procrastination	Inhibiting Creativity
Mean	2.78	3.22	3.56	3.67	4.11	4.25
% 1st place	36.3	00	10	00	10	21

The ranking data revealed that over-reliance on technology, with a mean rank of 2.78, was perceived as the most serious problem, receiving three first-place rankings. Accuracy and reliability of information emerged as the second-most critical concern having a mean rank of

3.22, followed by ethical concerns with a mean of 3.56. Lack of human interaction showed frequently in lower positions and noted to not receive any first ranks (mean rank = 3.67). While also being ranked first twice, Inhibiting creativity (mean rank = 4.11) , alongside with procrastination with a mean of 4.25 were considered as the less serious issue. These results suggest teachers prioritize functional drawbacks (over-dependence, accuracy) over social or pedagogical concerns (human interaction, creativity) when evaluating ChatGPT's risks in EFL contexts.

Question 2 + Question 3

Please mention any other challenges you have faced (specify if possible).

Have you come across any limitations (e.g., issues with ChatGPT's performance or things it can't control) while using it in education? If so, please explain.

In order to minimize overlap and redundancy, the answers for both questions regarding educational challenges and limitations posed by ChatGPT are examined in unison. For the same reasons researchers did with the students questionnaire.

The aim of Q2 was to explore any other concerns teachers may have encountered, while Q3 aimed to reveal the tool-related issues as perceived by teachers. The responses are represented as follows: Q2 had 5 missing answers, whereas Q3 received full responses. In both questions, one participant noted that everything had already been addressed in the previous answers.

Although over-reliance was already listed earlier as a challenge, it was strongly emphasized in many responses across both questions. Teachers described it as a root cause of deeper issues such as the inhibition of critical thinking and the decline of creativity. One teacher exemplified this clearly.

Many saw the use of ready-made responses as a serious concern that alters the fundamental purpose of education. One teacher admitted that this made them feel their efforts were being wasted, as students end up learning far less than intended.

A few teachers asserted that universities are still unprepared for the integration of AI in education, pointing out that significant efforts, research, and proper equipment are essential to get started. Under the same concern, they mentioned the lack of proper training as a major obstacle to successful implementation one teacher even cited the absence of computer labs as a basic barrier that stands against minimum AI literacy.

Some also mentioned technical issues, such as the spread of misleading information or the difficulty in getting useful answers without very specific and carefully crafted prompts.

A number of teachers openly stated that they do not use ChatGPT at all—either due to distrust in its reliability or because they believe its drawbacks outweigh any potential benefits.

Even though many of the responses were repetitive, they were often explored in more depth, with teachers offering concrete examples and thoughtful justifications. This reflects the depth of their insight and the richness of their experience as practitioners.

Q 4: Please describe specific instances where ChatGPT's limitations affected your teaching.

This question was dedicated to delving into real-life teachers' experiences and the coping strategies they used. We received 10 answers, in which almost all teachers recalled the previously mentioned concerns such as over-reliance, plagiarism, inhibition of critical thinking..etc. This repetition may highlight the relevance of these issues and confirm their evolving risks in EFL learning. The responses also shed light on a number of actions adopted by teachers to confront and manage these emerging challenges.

Many teachers have started to avoid assigning homework and instead design specific classwork activities that require critical reading and deeper engagement. According to them, this is an effective strategy to reduce students' reliance on AI for writing assignments, particularly essays.

Some teachers expressed frustration with the additional workload caused by constantly having to inform students about the biased or misleading answers AI can produce especially with more complex questions. One teacher shared an example:

"... it provided wrong answers about the functions of phrases to a student. I felt like the student remained skeptical even though I explained the inadequacies to her."

Others tried to set clear and repeated instructions discouraging the use of AI tools. They also made a point to openly share their own perspectives about ChatGPT with students, hoping this would reduce the identical AI-generated responses and encourage more personal contributions.

Banning mobile phones and punishing their use during class time was also suggested by a few teachers. They argued it was the only effective solution, especially as students tend to use the tool even for answering simple oral questions or at any chance they get.

Two teachers noted that with AI's current capabilities in processing written, spoken, and even visual information, greater care is needed during examinations. As one put it, "Even whispered questions can now be answered by a bot."

When it comes to classroom participation, two responses suggested using varied formats such as oral dialogues and presentations instead of relying only on traditional methods like raising hands and answering questions. This was due to students' growing dependence on AI for quickly generating answers during participation activities.

Section 6: Attitudes

Q1. What is your overall attitude toward using ChatGPT for English learning?

Table 46

ChatGPT Teachers' Attitudes toward ChatGPT

	Very Negative	Negative	Neutral	Positive	Very positive	**Total**
Frequency	00	06	01	04	00	11
Percentage %	00	54.5	9.1	36.4	00	100

This question aims to measure the overall attitudes of teachers toward using ChatGPT for learning English, According to the table, most teachers 54.5% hold a negative attitude towards using this tool. However, a considerable minority of 36.4% have a positive attitude towards using ChatGPT in English learning contexts, while a small group of 9.1% has a neutral opinion. These findings reflect strong doubt on the part of teachers regarding the efficacy and appropriateness of ChatGPT for facilitating English language learning together with a moderately positive but reserved attitude.

Q2. How valuable is ChatGPT as a tool for practicing English outside the classroom?

Table 47

Teachers' Perceptions of ChatGPT's Value for Out-of-Class

	Not valuable at all	Slightly valuable	Moderately valuable	Very valuable	Extremely valuable	**Total**
Frequency	01	01	07	02	00	11
Percentage %	09,1	09.1	63.6	18.2	00	100

This question aims to analyze the role of ChatGPT as an assisting tool beyond class time as perceived by experts. The findings suggest that a considerable number of teachers, 63.6%, view ChatGPT as moderately valuable when it comes to enhancing students' learning experiences. In addition, 18.2% of teachers consider ChatGPT to be very valuable. On the other hand, two groups, each comprising 9.1%, consider the tool not valuable and slightly valuable, respectively. This perception gap illustrates the varied opinions regarding the impact of ChatGPT on learning and indicates prevailing hesitation over acceptance.

Q3. Would you recommend ChatGPT to the students?

Table 48

Teachers' Willingness to Recommend ChatGPT to Students

	No	Not sure	Yes	**Total**
Frequency	02	05	04	11
Percentage %	18.2	36.4	45.4	100

The findings of Table 53 indicate a divided but slightly favorable view. While a majority of 45.4% of teachers expressed uncertainty, 36.4% responded affirmatively, showing openness to encouraging students' use of ChatGPT as a learning tool. In contrast, a smaller portion (18.2%) was not willing to recommend it. In general, the wide variety in answers suggests that while there is a certain level of optimism, many educators remain cautious. This question is designed to capture the teachers' overall stance and final judgment concerning ChatGPT, suggesting a neither fully endorsing nor entirely rejecting of ChatGPT.

Section 7: Open Ended Questions

Q1. Have you encountered any ethical issues while using ChatGPT (such as data privacy, bias, or plagiarism)? Please describe any specific concerns or incidents.

In this question, teachers are expected to provide concrete examples from their classrooms, which may offer deeper insight into their real-life experiences with ChatGPT.

From the ten provided responses, plagiarism was the most frequently mentioned incident. Teachers reported students' use of AI in their assignments without checking the sources or even reformulating the output. This, according to them, alters both the value of the work and the assessment's representativeness to students' actual levels. One teacher mentioned the appearing AI style in students' tasks without the need of AI detection due to the mismatch with learners' usual proficiency level.

"Students copy and paste the answers without understanding them correctly… You find yourself grading the AI."

Three teachers recalled facing incidents where ChatGPT provided biased information within sensitive topics such as wars and countries' occupation. On the other hand, a few respondents stated they had not encountered any such ethical problems mainly because they either do not use ChatGPT themselves or do not rely on it in their teaching practices.

Q2. What types of support, resources, or preparation from universities would help you use ChatGPT more effectively in EFL teaching or learning? (Please specify any workshops, guidelines, technical support, or other resources you would find helpful.)

This question aimed to collect experts' suggestions for a better and more effective integration of AI tools such as ChatGPT in EFL education. The 11 answers provided multiple ideas, described as follows:

Three responses stressed the need for practical workshops aimed at both teachers and students to demonstrate how to use ChatGPT effectively. They asserted that those for teachers should focus on practical areas such as lesson planning, activity design, and assessment. Interestingly, one teacher argued that the real challenge lies not in teachers' unfamiliarity with the tool but in students' tendency to overuse or misuse it. He suggested that workshops on managing student use might be more effective than focusing solely on teacher training.

"...workshops that show teachers how to integrate it into their teaching (with students) rather than trying to fight its use…"

"The problem is students' abuse of the tool more than teachers' ability to use it."

Two other responses recommended that universities provide helpful resources such as sample prompts, task ideas, and lesson outlines specifically tailored for EFL classrooms. The same number of answers suggested establishing ethical guidelines, which may help assert an ethical and responsible use of ChatGPT while also addressing the concerns mentioned earlier. Moreover, the need for ongoing technical support also came through in multiple answers, along with calls for regular training updates to keep pace with evolving AI capabilities.

"Ongoing training to keep up with updates and best practices"

"Clear guidelines about ethical use, privacy, and …"

On the other hand, two teachers expressed little interest in integrating ChatGPT into their practice, favoring traditional resources like books or relying on their own classroom experience. Three others chose not to respond one cited uncertainty and limited familiarity with the topic as a reason, while another expressed doubt about the growing discourse on AI in education, especially in the humanities and social sciences. The teacher felt that much of the discussion lacked depth and overlooked important educational values.

Q3. Please provide any additional comments or suggestions regarding the use of ChatGPT in EFL teaching and learning.

This final open-ended question asked teachers to share any further thoughts or suggestions about using ChatGPT in EFL settings. The goal was to give them space to reflect freely, offering insights based on their personal experience. In total, 11 responses were collected, showing a mix of concern, cautious support, and some neutrality.

Three responses highlighted concerns about students becoming highly dependent on AI tools, warning that this could hinder their cognitive development, motivation, and academic integrity. More answers emphasized the need to promote responsible use, mainly through stricter regulation and raising awareness. Only one teacher pointed to the potential value of ChatGPT in enhancing EFL instruction making lessons more engaging and saving time.

"It hinders self-reliance in students, nurtures laziness, and slows down cognitive processing abilities."

"Raise students' awareness about its potential weaknesses."

Two responses were neutral (e.g., "*I don't recall*," "*Best of luck*"), likely reflecting limited familiarity or direct experience with the tool.

The researchers received comparatively brief responses, which may be attributed to factors such as survey fatigue, perception of redundancy, or time constraints.

2.2.3 Patterns and Trends across Students Groups

Table 49

Comparison between students by Age Group and Specialty

	Variables				
Items	Age			Specialty	
	22-26	27-30	Over 30	Linguistics	Civilization
Frequency of Use	04.38	03.77	03.5	04.41	03.15
Satisfaction with Responses	03.67	02.5	02.75	3.67	03.23
Overall Attitude	03.83	03.66	03.25	03.75	03.38
Future use	04.25	03.44	04.25	04.38	03.38
Easiness of use	03.9	04.33	03.5	04.16	03.15

In In terms of specialty, results showed linguistics students use the tool more regularly, with a mean score of 4.41, compared to a mean of 3.15 for civilization students. Regarding attitudes, students of linguistics showed higher positiveness toward ChatGPT 3.75, as they expressed more satisfaction with the responses than the other group (3.67 vs. 3.23). Moreover, civilization students expressed less intention to use ChatGPT in the future, with a mean of 3.38, compared to students of Linguistics being more open to using it 4.38.

Regarding age groups, students aged 22–26 showed the highest frequency of use 4.38, followed by the 27–30 group 3.77, and then those over 30 (0.5). Additionally, younger groups showed more enthusiasm with the tool, as well as more satisfaction with responses. Similarly, both age groups (22–26 and over 30) showed similar levels of intention to keep

using ChatGPT in the future 4.25, contrary to the middle age group (27–30), which was more hesitant, with lower future-use intention 3.44.

2.2.4 Comparative Analysis of Students' and Teachers' Perceptions on ChatGPT

Table 50

Cross-Tabulation of Students and Teachers Responses

	Students		Teachers	
Items	Mean	direction	Mean	direction
Digital Literacy	03.5	Positive	03.18	Neutral
Easiness of navigation	3.95	Positive	4.27	Positive
Frequency of Use	04.07	Frequent	3.27	Moderate
Satisfaction with Responses	3.48	High	3.50	High
Enhancement of Writing Skills	3,19	Neutrality	2.63	Disagreement
Explaining Complex Grammar	3,37	Neutrality	3.18	Neutrality
Providing Useful Vocabulary	3,63	Agreement	3.72	Agreement
Practice Conversational English	3,33	Neutrality	3.36	Neutrality
Personalized Feedback	3,44	Neutrality	3.27	Neutrality
Teachers assistance for individualize support	3,53	Agreement	2.87	Disagreement
Overall Attitude	03.80	Positive	02.81	Negative
Valuability of tool	3.22	Moderate	2.91	Low
Willigness to recommand the tool	04.32	High	03.36	Neutral

Data show that students reported a positive direction in terms of digital literacy 3.5, ease of navigation 3.95, and frequency of use 4.07. In contrast, teachers had a more neutral stance, except for navigation ease, where they showed greater positiveness with an even higher mean 4.27 than students. Satisfaction with responses also yielded similar results, with both groups having a high satisfaction level with a mean around 3.5.

In terms of enhancement of writing skills, students expressed a neutral stance 3.19, whereas teachers showed clear disagreement. For explaining complex grammar, both groups showed neutrality. In contrast, vocabulary development was a subject of strong agreement from both groups, with teachers having a slightly higher mean 3.72.

For conversational English learning and feedback, both groups had neutral scores (3.44 for students, 3.27 for teachers), though students were marginally more hopeful. Additionally, students contradicted teachers' personalized support 3.53, while teachers strictly disagreed 2.87.

Results also showed a clear opposition between students, who had an overall positive attitude toward ChatGPT 3.80, and teachers, who showed clear disagreement. Similarly, students were neutral when perceiving its value 3.22, while teachers tended toward skepticism 2.91. Finally, students were much more willing to recommend the tool 4.32 compared to teachers 3.36, who showed more reservation.

2.2.5 Discussion of the Results

The overall aim of the current study is to explore EFL students' and teachers' attitudes toward ChatGPT as a tool in English language learning. The current analysis focused on how higher education instructors and students perceive the use of ChatGPT in the EFL context, their awareness and usage patterns, as well as the factors that contribute to its acceptance. It also examined their views on its advantages, limitations, and the ethical issues related to academic activities.

To achieve this aim, the researchers developed two questionnaires one administered to students and the other to teachers.

The descriptive analysis of the first section of the students' questionnaire gave a wide picture about the student's background. It appears that the majority of Master Two students specialize in language sciences, suggesting more interest in this field compared to literature and civilization. Also, results indicate a homogenous age group of students, as most of them is aged between 22–26 years, which is typical for master's level students. Additionally, the vast majority of students reported a high level in both digital literacy, as well as in English competencies, where nearly all students rated themselves as intermediate or advanced users, and about 93.2% reported moderate to high proficiency in language skills. This confidence suggests students feel well-prepared and competent, which is crucial for their academic success.

Concerning the teachers' questionnaire, Presented results of section one offer a comprehensive overview of their professional backgrounds. The diversity in teachers' specializations including linguistics, civilization, literature, and diacritics being associated with the varying teaching experiences the data presents may contribute to a broader range of pedagogical knowledge and instructional perspectives.

While the gap in early-career teachers does not undermine the research objectives, having a majority of 4–7-year instructors and many with more than 15 years already aligns with the sampling rationale, focusing on a bridge generation [who have experienced both pre- and post-digital phases of education]. This is also reflected within the age ranges researchers collected from question 3. Notably, teachers with extensive experience may display greater caution in adopting emerging technologies, a trend that has been observed in prior studies on technology adoption in education.

Furthermore, teachers' awareness of technological innovations appears to follow a top-down flow, which reflects and, in some respects, praises the role of institutions in attentively disseminating knowledge about educational technologies (e.g., through formal online articles), while also emphasizing the role of peer collaboration. However, the reported means of access still signal a gap in institutional infrastructure. Researchers may argue that this lack of shared or standardized access such as the absence of informatics labs could hinder collaborative or classroom-level integration of such tools.

Overall, these results would help to contextualize teachers' attitudes toward using the tool in EFL context.

RQ.1 What are Master 2 EFL students' perceptions regarding the effectiveness of ChatGPT for enhancing English language learning?

The purpose of this question is to explore Master 2 EFL students' attitudes regarding the effectiveness of ChatGPT for enhancing English language learning. In this case, researchers used frequencies and percentages in relation to questions from sections 3 and 6 to meet the objective. Accordingly, the findings indicate a generally positive attitude among students in accepting ChatGPT as an effective learning aid. Such an attitude is particularly notable

considering the increasing reliance on artificial intelligence in educational settings, reflecting a shift in the way technology can improve traditional learning processes.

Moreover, the quantitative findings about the frequency of participants' usage, as illustrated in Table 18 , show half of the students with daily use and nearly a third weekly, indicating that ChatGPT is becoming a regular resource for enhancing learning experience. That being said, it can also be consistent with the Technology Acceptance Model that states perceived ease of use significantly influences users' willingness to adopt new technologies, as the majority find the platform very easy to use. The responses, also, reflect a growing awareness of AI in education; yet, this awareness doesn't source from an institutional or academic base mostly social media which calls for more structured, educationally guided introduction and support.

To get a deeper understanding, results from Section 4 provide further insights on ChatGPT's perceived potential as a supplementary tool for EFL learning. Within the different language skills, a variety of responses was identified, showing moderate neutrality in areas like writing and grammar. Despite this, students indicate openness to adopting ChatGPT with a satisfactory level of trust, especially for vocabulary development, exam preparation, and informal language practice; notably, similar pattern was also identified within the teacher-focused items.

The overwhelming satisfaction communicated by students on adaptability, responsiveness, and non-judgmental interface aligns with previous algerian local studies' findings, suggesting that such features the tool offers make the learning process more engaging and less intimidating.

Demographic Patterns

The research also highlighted some fascinating demographic patterns, particularly when comparing students from different fields (table N 49). Participants from language and

sciences appear more open to accepting and adopting ChatGPT than literature and civilization majors. This can be interpreted as a thoughtful indicator of how various scholarly perspectives affect one's acceptance of technology. Linguistics students, who are accustomed to the nuances of language and communication, are able to envision the potential of ChatGPT not only as a tool but also as a learning companion. Literature and Civilization Studies students may be more inclined to traditional ways of learning and thus reflect a more conservative attitude towards incorporating technology.

Furthermore, research aligns with the technology acceptance model, indicating that young generations consider ChatGPT more positively compared to older generations. This is clearly shown through the descending mean scores as the age group increases. The generational factor shows that exposure to digital platforms plays an immense role in influencing perceptions. Young students, who have been slower in embracing the digital age because it is a developing period in their lifetime, might be better placed to get used to and use new technologies, while older students might be hindered by the transition.

RQ2. What attitudes do EFL teachers hold toward the use of ChatGPT in EFL context?

The purpose of this question is to explore Master 2 EFL teachers' attitudes regarding the effectiveness of ChatGPT for enhancing English language learning. In this case, researchers used frequencies and percentages in relation to questions from sections 3 and 6 to meet the objective.

Having teachers self-reported digital literacy levels to be intermediate to advance suggests that the majority are well-positioned to engage with emerging educational technologies like ChatGPT. This observation also aligns with researchers' findings indicating that usability is not a major barrier, as the vast majority of participants reported a high level of comfort and ease with using the tool.

The fact that most teachers use ChatGPT on a weekly basis even if not daily (Table 30) still reflects a frequent but also selective and moderate integration into teaching practices. Teachers primarily rely on and also acknowledge the tool's utility for generating quizzes, examples, and teaching materials uses that position ChatGPT as a content support assistant rather than an interactive teaching aid. This trend may be shaped by teachers' confidence in handling nuanced tasks themselves, alongside an evident hesitation, as responses showed neutrality regarding the tool's for core instructional responsibilities such as grammar, feedback, or pronunciation tasks. Satisfaction levels were generally positive but varied, which could point to occasional content mismatches or the need for more targeted pedagogical support.

On the other hand, the analysis of teacher perceptions regarding students' use of ChatGPT in English language learning reveals a complex and often divided stance (Table 46). While teachers shows more confidence in ChatGPT's value for conversational tasks and vocabulary assistance , they express notable skepticism regarding its role in deeper and more personalized aspects of language learning, such as writing, grammar, engagement, and feedback.

Overall, these patterns suggest a practical orientation in current use and highlight a cautious, exploratory phase of integration rather than full reliance.

RQ3. How do student attitudes compare to teacher attitudes in key themes like usefulness, effectiveness, and challenges?

The third research question's aim is to identify different patterns between teachers and students, in which mean scores were used in some major questions, as presented in Table N50

- **Usefulness**

Overall, students showed a more favorable attitude with a lot of enthusiasm about the potential of the tool to improve the learning experience. They also presented a high willingness to recommend ChatGPT, supporting the idea that they find it interesting and useful, which shows how perceptions of technologies shape users' decisions about them. On the other hand, teachers displayed a generally negative approach toward the integration of the tool, along with more hesitant patterns and moderate willingness to recommend it, suggesting resistance and cautious acceptance. This clear disagreement in perspectives calls for institutional dialogue and additional guidance to bridge the gap and promote more confident use of ChatGPT in educational contexts.

- **Effectiveness**

In terms of perceived learning benefits, an area of agreement was detected. Interestingly, the point of providing useful vocabulary was one where teachers and students were able to agree. Teachers showed skepticism in many areas where students reported high benefit, particularly in relation to writing skills, the provision of personalized feedback, and support for individualized learning. Teachers' experience and their contact with students' performance, along with their observation of student development, may influence their reflections on the tool. However, students' positiveness across nearly all language aspects suggests that they are more receptive to integrating ChatGPT into their language learning routines and view it as a valuable supplementary resource. Overall, the students' openness contrasts with the teachers' skepticism. Additionally, digital literacy and ease of use were not barriers for either group, as both reported a highly positive stance in this context, which may support smoother adoption.

- **Challenges and Limitations**

Despite the perceived effectiveness, both teachers and learners show awareness of multiple drawbacks and ethical challenges associated with using ChatGPT, and they share many of them. Over-reliance appears to be the major problem, with students acknowledging it and teachers repeatedly linking it to a decline in critical thinking, originality, and academic integrity. According to them, learning is starting to lose its value due to students using AI for nearly everything related to their studies assignments, exam preparation, and even class participation thus undermining the effort-based principle. One teacher stated that while the tool facilitates quick access to information, it can undermine the purpose of language learning when used inappropriately. Students' responses also suggest they are not passive users but are critically aware of the tool's boundaries in educational contexts, with some noting a loss of motivation for tasks like reading or independent research and a few calling the tool an "obstacle to creativity."

Ethical challenges were also frequently reported, where plagiarism appears as the major issue due to students' copy-paste habits affecting the integrity of assessments. One teacher explicitly stated that it felt like "grading the AI." Notably, a few respondents highlighted cultural or political bias, particularly in sensitive topics, which deserves more attention given its impact on shaping users' worldviews. Additionally, both groups raised concerns about ChatGPT's inconsistencies in output, though students emphasized this more strongly. Many pointed out vague, incorrect, or repetitive responses and unreliable references, while teachers added the dependency of reliable information on the way prompts are crafted.

Moreover, an apparent contradiction appears in the student results: while they acknowledge the usefulness of the tool in academic contexts, they also rank its value for assisting with academic tasks the lowest. This contradiction invites curiosity and can be better understood in light of the coping strategies adopted by teachers such as avoiding take-home

assignments and focusing more on oral presentations as reported in the open-ended responses. Aiming to limit AI misuse and promote academic integrity, these steps may have shaped students' choices as well as reflecting teachers' efforts to set clearer ethical boundaries within classroom integration.

Section Three: Limitations and Recommendation

2.3.1 Limitations of the Study

While this study makes a significant contribution to educational technology, certain limitations must be acknowledged.

First, the study was conducted within a single institution Echahid Cheikh Larbi Tébessi University and limited to M2 EFL students and teachers, which may affect the generalizability of the findings to all EFL contexts or institutions.

Another notable limitation was the unavailability of the D-space platform during the early phases of the research at our university and others. This restricted access to important academic resources and content during the initial stages of the study. The platform became available only later, reducing its usefulness when it was most needed.

Finding appropriate sources and references from the faculty library was also a limitation, leading us to rely more on online academic sources rather than locally available academic materials.

Furthermore, the study relied on self-reported questionnaires, which may be subject to bias, such as social desirability bias, where participants may respond in a way that seems acceptable rather than reflecting their true experiences. Efforts were made to reduce this by varying question types and ensuring anonymity.

Lastly, time constraints were one of the most challenging issues that stood against more elaborate research work.

2.3.2 Recommendations

Considering the findings of this research, several recommendations may be beneficial for both EFL students and teachers. These suggestions could also serve to guide future research.

Recommendations for Students

- Get involved in collaborative activities such as project work, debates, and group discussions to develop critical thinking and teamwork alongside AI-powered learning.
- Set individual learning goals and use ChatGPT to design customized exercises, quizzes, and study materials that target personal weaknesses.
- Use ChatGPT in your practice of English skills, particularly in areas such as conversation, grammar checking, and vocabulary development, and reflect on its feedback to refine your language and deepen your understanding of it.
- Stay informed about the risks and limitations of AI. Actively assess its outputs, understand its weaknesses, and avoid relying on technologies hazardly.
- Learn to formulate effective prompts through ongoing practice and by taking advantage of AI courses, helping to generate accurate responses, reduce bias, and maximize AI tools' benefits.

Recommendation for Teachers

- Teachers can model effective AI use by assisting students in refining their abilities to create clear prompts, evaluate ChatGPT’s responses critically, and incorporate its support into meaningful academic tasks.
- Teachers may incorporate activities that encourage students to question, analyze, and reflect on ChatGPT’s output rather than accepting it blindly.

- It is advisable that teachers promote digital literacy in the classroom by raising awareness of the tool's strengths and limitations and also discussing issues such as plagiarism, misinformation, and data privacy.
- Staying informed about new educational technologies and participating in training opportunities would strengthen instructors' ability to use AI tools creatively and in a supportive way for language teaching.
- ChatGPT can be a helpful tool for teachers to enrich course material, adapt instruction, and generate tailored tasks, potentially saving time.
- Organizing interactive workshops or hands-on sessions can empower students to explore ChatGPT's educational uses actively.

Recommendations for Future Research

- Consider research with larger and more diverse samples including different academic levels and institutions to enhance the generalizability of findings in different contexts and institutions.
- Investigate the long-term effects of ChatGPT usage on EFL students, focusing on areas such as language proficiency, critical thinking skills, and academic performance.
- Conducting statistical comparative studies is essential to get a deeper understanding of ChatGPT’s role and impact from both students' and teachers' viewpoints.
- Assess ChatGPT alongside other AI platforms like Deepdseek and Claude to evaluate their comparative abilities in supporting language learning.
- Track students’ attitudes over time to identify trends in motivation, engagement, and evolving perceptions of AI use in language education.
- Investigate plagiarism and data responsibility issues, which would contribute towards establishing appropriate educational practices on AI usage.

- Analyze perceptions of students' attitudes and integrate them with specific learning milestones to determine achievement in automated feedback systems integration within EFL education..

Conclusion

In this chapter, the results of the two questionnaires were analyzed, discussed, and interpreted with regards to the research questions. Therefore, it is evident that the researchers have answered the three research questions deducing that Master 2 EFL students and teachers indeed have differing perceptions towards the application of ChatGPT within an educational framework. Furthermore, they outline critical recommendations on how better to enhance the utilization of ChatGPT in class.

General Conclusion

The current study was interested in the attitude of EFL students and teachers toward the use of ChatGPT in learning and teaching

In order to achieve these aims, the researcher reviewed the related literature and suggested two questionnaires to be used as the main research tools. These questionnaires were administered online to both EFL students and teachers. The study sample consisted of 54 third year LMD students of English and 13 EFL teachers. Each questionnaire is divided into seven sections in light of the research questions of the study. The first section of the questionnaire provides background information of the participants. Whereas, the second and the third sections deal with the awareness about ChatGPT and the usage patterns in respect. The forth section deals with the effectiveness, while the fifth deals with the challenges. Furthermore, the sixth section focuses on the overall attitude about ChatGPT. The last section, including open-ended questions, tries to gain insights into the students' and teachers' suggestions for better-improving the use of ChatGPT in class environment. The collected data from the two questionnaires were analyzed quantitatively and qualitatively.

The current dissertation is organized along two chapters beginning with a General Introduction. The first chapter consisting of five sections provides a theoretical background of research. The second chapter represents the practical part of the study, wherein a detailed description of data collection tools, analysis, and discussion of the results are presented. It includes three sections; the first section presents the research methodology followed in this study, the second section presents the data analysis and interpretation, and the third one provides a summary of the results, limitations, implications, and recommendations. Finally, the dissertation ends with a General Conclusion, which makes an overall account of the research and summarizes the main research findings.

Based on the analysis of the data, the results achieved from the analysis, discussion, and interpretations of these results, the following conclusions were reached:

- The findings indicate that EFL students possess a high level of awareness and active engagement with ChatGPT.
- Students overall have a positive attitude towards using ChatGPT as an educational tool, finding it to be user-friendly, convenient, and effective for improving various English language skills.
- Teachers show a more conservative stance regarding the use of ChatGPT in EFL contexts. With great skepticism towards its application in student assessment, and classroom instruction.
- The results indicate a perceptual gap between students and teachers in terms of the possibility and usage of ChatGPT in education. Students are more optimistic and experimental in their usage, whereas teachers are more critical and risk-avoiding in their perspective.
- The integration of ChatGPT into the academic environment continues to require institutional frameworks that include training programs, policies of ethical use, and pedagogical assistance for effective and responsible ChatGPT adoption.

In conclusion, this study shows a significant difference in students' attitude toward the use of ChatGPT in EFL classrooms. This disparity between perceptions suggests that more interaction and coordination between students and teachers is needed to bring down their differing viewpoints into agreement for the effective integration of ChatGPT into the educational framework.

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Appendices

Appendix A . Student Questionnaire

- **Google form Link: https://forms.gle/TRuooG6TZnEjHokY8**

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Echahid Cheikh Larbi Tebessi University – Tébessa

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Dear Student,

You are invited to participate in a research study for a Master's dissertation entitled "*Investigating EFL Students and Teachers Attitudes Toward Using ChatGPT in English Language Learning and Teaching: The Case of Master Two Students and Teachers at Echahid Chiekh Larbi Tébessi - Tébessa*" Your responses will be used solely for academic purposes and will remain confidential and anonymous.

Instructions:

Please place a check mark (✓) next to the option(s) that best reflect your point of view and provide full answers where required.

Section 1: General Information

1.Specialization:

☐ Linguistics ☐ Civilization

2.Age group:

☐ 23–26 ☐ 27–30 ☐ Over 30

3.How do you evaluate your English level?

☐ Beginner ☐ Intermediate ☐ Advanced

Section 2: Awareness and Access

1.How would you rate your digital literacy (your ability to use and learn new technologies)?

☐ Beginner (need help with basic tech tasks)

☐ Intermediate (comfortable with common apps/tools)

☐ Advanced (can troubleshoot complex tech issues)

2.Where did you first hear about ChatGPT?

☐ Teachers

☐ Classmates/friends

☐ Online articles/news

☐ Social media

☐ Other (please specify, e.g., workshops, online courses):…….

☐ I was not aware of ChatGPT before this questionnaire

3.How do you typically access ChatGPT? (Select all that apply)

☐ Smart-phones

☐ Laptop/Desktop

☐ University computer lab

☐ Tablet

☐ Other (please specify): _____

4.How easy is it for you to navigate ChatGPT?

☐ Not easy at all

☐ Slightly easy

☐ Moderately easy

☐ Very easy

☐ Extremely easy

Section 3: Usage Patterns

1.How often do you use ChatGPT for educational purposes?

☐ Never

☐ Rarely

☐ Monthly

☐ Weekly

☐ Daily

2.How often does ChatGPT replace other tools (books/tutors) for your self-study?

☐ Never

☐ Rarely

☐ Sometimes

☐ Often

☐ Always

3.What do you primarily use ChatGPT for? (Select all that apply)

☐ Writing essays or assignments

☐ Practicing English grammar

☐ Practicing vocabulary

☐ Practicing conversational English

☐ Answering questions or solving problems

☐ Generating ideas or brainstorming

☐ Correct writing errors

☐Paraphrasing/summarizing

☐Explaining terms/concepts

☐Guiding me through new topics

☐Practice spoken English

☐Other (please specify): ……..

4.How satisfied are you with ChatGPT's responses?

☐ Very satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very dissatisfied

Section 4: Effectiveness

Instructions: Please rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree).

A. For Your Learning

Statement	**SD**	**D**	**N**	**A**	**SA**
ChatGPT helps me improve my writing skills.					
ChatGPT helps me understand complex grammar rules.					
ChatGPT introduces useful vocabulary in context.					
ChatGPT helps me practice conversational English					
ChatGPT provides personalized feedback on my language use.					
Using ChatGPT makes learning English more engaging.					

ChatGPT helps me prepare for exams or assignments.					
ChatGPT helps me understand informal/casual English (e.g., slang, idioms)					
I trust ChatGPT as a reliable language-learning tool.					

B. For Teaching (Your Perspective)

Statement	**SD**	**D**	**N**	**A**	**SA**
Teachers could use ChatGPT to create more interesting materials.					
Teachers could use ChatGPT to provide individualized support.					
Teachers could use ChatGPT to explain concepts in different ways.					

Section 5: Challenges and Limitations.

1.Put the following challenges in order (descending order), from the one that concerns you the most (1) to the one that concerns you the least (6), when using ChatGPT in education)

☐ Over-reliance on technology

☐ Lack of human interaction

☐ Accuracy and reliability of information

☐ Ethical concerns (e.g., plagiarism, data privacy, bias)

☐ Procrastination

☐ Lower student creativity and original thinking

2. Please mention any other challenges you have faced (specify if possible).

……

……

3. Have you come across any limitations (e.g., issues with ChatGPT's performance or things it can't control) while using it in education? If so, please explain.

……

……

Section 6: Attitudes

1.What is your overall attitude toward using ChatGPT for English learning?

☐ Very positive

☐ Positive

☐ Neutral

☐ Negative

☐ Very negative

2.Rank the following areas from 1 to 3 based on how helpful you think ChatGPT is for language learning

☐ Learning and understanding new concepts and topics

☐ Improving English skills

☐ Assisting with academic tasks

3.How valuable is ChatGPT as a tool for practicing English outside the classroom?

☐ Not valuable at all

☐ Slightly valuable

☐ Moderately valuable

☐ Very valuable

☐ Extremely valuable

4.In your opinion, how should ChatGPT be used in English language teaching and classroom activities?

☐ It should not be used in teaching at all

☐ Not sure

☐ For specific tasks only

☐ As a supportive tool

☐ As a central tool

5.Compared to the time before using AI tools like ChatGPT for learning English, using ChatGPT has …….. **my English learning.**

☐ Strongly Enhances

☐ Somewhat Enhances

☐ No Difference

☐ Somewhat Hinders

☐ Strongly Hinders

Breifly Explain Why

……..……

……

6. Would you recommend ChatGPT to other students?

☐ No

☐ Not Sure

☐ Yes

7. Do you see yourself continuing to use ChatGPT as part of your English learning journey in the future?

☐ Definitely No

☐ Probably No

☐ Not Sure

☐ Probably Yes

☐ Definitely Yes

Section 7: Open-Ended Question

1. What are some ways ChatGPT should not be used in English language learning ? Please give 1-2 examples

……

……

2. Please provide any additional comments or suggestions regarding the use of ChatGPT in EFL teaching and learning.

……

……

Thank you for your time and valuable input!

Researchers:

Idris BOUGUETOF

Ikram MECHIR

Supervisor:

Dr. Salah DAIRA

Appendix B

Teachers' Questionnaire

- **Google form Link: https://forms.gle/59Pqkpd2dPwj6Fz48**

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Cheikh Echahid Larbi Tebessi University - Tébessa

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Dear Teacher,

You are invited to participate in a research study for a Master's dissertation entitled "*Investigating EFL Students and Teachers Attitudes Toward Using ChatGPT in English Language Learning and Teaching : The Case of Master Two Students and Teachers at Echahid Chiekh Larbi Tébessi - Tébessa*" Your responses will be used solely for academic purposes and will remain confidential and anonymous.

Instructions: Please place a check mark (check-mark) next to the option(s) that best reflect your point of view and provide full answers where required.

Section 1: General Information

1. **Specialization:**

   ☐ Linguistics ☐ Civilization ☐ Literature

   ☐ Other (please specify): …….

2. **Years of Teaching Experience:**

   ☐ 1–3 years ☐ 4–7 years ☐ 8–15 years ☐ More than 15 years

3. **Age Group:**

   ☐ 25–30 ☐ 31–40 ☐ 41–50 ☐ Over 50

Section 2: Awareness and Access

1. How would you rate your digital literacy (comfort with learning technologies) ?

☐ Beginner (need help with basic tech tasks)

☐ Intermediate (comfortable with common apps/tools)

☐ Advanced (can troubleshoot complex tech issues)

2. Where did you first hear about ChatGPT?

☐ Colleagues ☐ Students ☐ Online articles/news ☐ Social media

☐ Other (please specify, e.g., workshops, online courses): ……

☐ I was not aware of ChatGPT before this questionnaire

3. How do you typically access ChatGPT? (Select all that apply)

☐ Smartphone ☐ Laptop/Desktop ☐ University computer ☐ Tablet

☐ Other (please specify): ……

4. How easy is it for you to navigate ChatGPT?

☐ Not easy at all

☐ Slightly easy

☐ Moderately easy

☐ Very easy

☐ Extremely easy

Section 3: Usage Patterns

1. How often do you use ChatGPT for educational purposes?

☐ Daily

☐ Weekly

☐ Monthly

☐ Rarely

☐ Never

2. What do you primarily use ChatGPT for? (Select all that apply)

☐ Preparing teaching materials

☐ Generating exercises or quizzes

☐ Providing feedback to students

☐ Explaining grammar or vocabulary

☐ Generating examples

☐ Grading assistance

☐ Brainstorming lesson ideas

☐ Translation Assistance

☐ Pronunciation Practice

☐ Other (please specify): ……..

3. How satisfied are you with ChatGPT's responses?

☐ Very Dissatisfied

☐ Dissatisfied

☐ Neutral

☐ Satisfied

☐ Very Satisfied

Section 4: Effectiveness

Instructions: Please rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree).

A. For Teaching Practice

Statement	SD	D	N	A	SA
ChatGPT helps me create more engaging teaching materials.					
ChatGPT assists in providing individualized support to students.					
ChatGPT offers useful explanations for complex grammar or vocabulary.					
ChatGPT saves time in lesson preparation.					
I feel comfortable using ChatGPT to assess my students' English language performance.					
ChatGPT helps me reducing my workload.					
I trust ChatGPT as a reliable teaching tool.					

B. For Student Learning (Your Perspective)

Statement	SD	D	N	A	SA
ChatGPT can help students improve their writing skills.					
ChatGPT supports learners in understanding complex grammar rules..					
ChatGPT provides useful vocabulary in context for students.					
ChatGPT can help students practice conversational English.					
ChatGPT delivers personalized feedback tailored to student needs.					
Using ChatGPT makes learning English more engaging for students.					
ChatGPT can help students improve their writing skills					

Section 5: Challenges

1. Rank the following challenges from MOST (1) to LEAST (6) concerning when using ChatGPT in education:

☐ Over-reliance on technology

☐ Reduces teacher-student interaction

☐ Accuracy and reliability of information

☐ Ethical concerns (e.g., plagiarism, data privacy, bias)

☐ Inhibiting creativity and original thinking

☐ Procrastination

2. Please Mention any other challenges you have faced (please specify):

…..……..

……

3. **Have you come across any limitations (e.g., issues with ChatGPT's performance or things it can't control) while using it in education? If so, please explain?**

…..……..

……

4. **Please describe specific instances where ChatGPT's limitations affected your teaching.**

……

……

Section 6: Attitudes

1. What is your overall attitude toward using ChatGPT for English language teaching?

☐ Very positive

☐ Positive

☐ Neutral

☐ Negative

☐ Very negative

2. How valuable is ChatGPT as a tool for supporting students' English learning outside the classroom?

☐ Not valuable at all

☐ Slightly valuable

☐ Moderately valuable

☐ Very valuable

☐ Extremely valuable

3. Would you recommend ChatGPT to the students?

☐ Yes ☐Not sure ☐ No

Section 7: Open-Ended Question

1. Have you encountered any ethical issues while using ChatGPT (such as data privacy, bias, or plagiarism)? Please describe any specific concerns or incidents

…..……..

……

2. What types of support, resources, or preparation from universities would help to use ChatGPT more effectively in EFL Teaching and learning?

….……..

……

3. **Please provide any additional comments or suggestions regarding the use of ChatGPT in EFL teaching and learning.**

….……..

……

Thank you for your time and valuable input!

Researchers:

Idris BOUGUETOF

Ikram MECHIR

Supervisor:

Dr. Salah DAIRA

Appendix C. Students Questionnaire Draft

Student Questionnaire: Exploring EFL Students' Attitudes Towards Using ChatGPT to Enhance English Language Teaching and Learning

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Echahid Cheikh Larbi Tebessi University – Tébessa

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Dear Student,

You are invited to participate in a research study for a Master's dissertation entitled *"Exploring EFL Students' and Teachers' Attitudes Towards Using ChatGPT to Enhance English Language Teaching and Learning: The Case of Master 2 Students and Teachers at Echahid Cheikh Larbi Tébessi University, Tébessa."* Your responses will be used solely for academic purposes and will remain confidential and anonymous.

Instructions:

Please place a check mark (✓) next to the option(s) that best reflect your point of view and provide full answers where required.

Section 1: General Information

1. **Specialization:**

   ☐ Linguistics ☐ Civilization

2. **Age group:**

   ☐ 23–26 ☐ 27–30 ☐ Over 30

3. **Gender:**

   ☐ Male ☐ Female ☐ Prefer not to say

4. **When did your interest in learning English begin?**

   ☐ Before university (e.g., in secondary or high school)

   ☐ During Bachelor/licence years

   ☐ During Master's studies

   ☐ Just recently

   ☐ No particular interest

5. **How do you evaluate your English level?**

   ☐ Beginner

   ☐ Intermediate

   ☐ Advanced

6. **How many years have you been learning English?**

   ☐ 1–3 years

   ☐ 4–7 years

   ☐ More than 7 years

Section 2: Awareness and Access

5. **How would you rate your digital literacy?**

   ☐ Beginner (need help with basic tech tasks)

   ☐ Intermediate (comfortable with common apps/tools)

   ☐ Advanced (can troubleshoot complex tech issues)

6. **Where did you first hear about ChatGPT?**

   ☐ Teachers

☐ Classmates/friends

☐ Online articles/news

☐ Social media

☐ Other (please specify, e.g., workshops, online courses):

☐ I was not aware of ChatGPT before this questionnaire

7. **How do you typically access ChatGPT?** (Select all that apply)

☐ Smartphone

☐ Laptop/Desktop

☐ University computer lab

☐ Tablet

☐ Other (please specify): _____

8. **How easy is it for you to navigate ChatGPT?**

☐ Not easy at all

☐ Slightly easy

☐ Moderately easy

☐ Very easy

☐ Extremely easy

9. **Does the university provide access or resources for using ChatGPT?**

☐ Yes

☐ No

☐ Not sure

Section 3: Usage Patterns

3. **Have you used ChatGPT for educational purposes?**

   ☐ Yes

   ☐ No

4. **How often do you use ChatGPT?**

   ☐ Daily

   ☐ Weekly

   ☐ Monthly

   ☐ Rarely

   ☐ Never

5. **What do you primarily use ChatGPT for?** (Select all that apply)

   ☐ Writing essays or assignments

   ☐ Practicing English grammar

   ☐ Practicing vocabulary

   ☐ Practicing conversational English

   ☐ Answering questions or solving problems

   ☐ Generating ideas or brainstorming

   ☐ Other (please specify): _____

6. **How satisfied are you with ChatGPT's responses?**

   ☐ Very satisfied

   ☐ Satisfied

   ☐ Neutral

☐ Dissatisfied

☐ Very dissatisfied

Section 4: Effectiveness

Instructions: Please rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree).

A. For Your Learning

- ChatGPT helps me improve my writing skills.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT helps me understand complex grammar rules.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT introduces useful vocabulary in context.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT helps me practice conversational English.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT provides personalized feedback on my language use.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- Using ChatGPT makes learning English more engaging.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT helps me prepare for exams or assignments.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT helps me understand different English accents or dialects.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- I trust ChatGPT as a reliable language-learning tool.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

B. For Teaching (Your Perspective)

- Teachers could use ChatGPT to create more interesting materials.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- Teachers could use ChatGPT to provide individualized support.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- Teachers could use ChatGPT to explain concepts in different ways.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- ChatGPT could make lessons more interactive if used by teachers.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

- I would be comfortable with teachers using ChatGPT in class.

  ○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Section 5: Challenges

4. **What are the potential challenges of using ChatGPT in education?** (Select all that apply)

   ☐ Over-reliance on technology

   ☐ Lack of human interaction

   ☐ Accuracy and reliability of information

   ☐ Ethical concerns (e.g., plagiarism, data privacy, bias)

   ☐ Other (please specify): _____

5. **Have you personally experienced any limitations while using ChatGPT in education? If so, please describe specific instances where ChatGPT's limitations affected your learning.**

   ……

   ……

Section 6: Attitudes

1. **What is your overall attitude toward using ChatGPT for English learning?**

   ☐ Very positive

   ☐ Positive

   ☐ Neutral

   ☐ Negative

   ☐ Very negative

2. **Compared to traditional methods, ChatGPT is:**

   ☐ Much more helpful

   ☐ Somewhat more helpful

   ☐ Equally helpful

   ☐ Less helpful

   ☐ Much less helpful

   ☐ Not sure

3. **How valuable is ChatGPT as a tool for practicing English outside the classroom?**

   ☐ Not valuable at all

   ☐ Slightly valuable

   ☐ Moderately valuable

   ☐ Very valuable

   ☐ Extremely valuable

4. **Do you think ChatGPT can replace traditional teaching methods?**

   ☐ Yes

   ☐ No

☐ Partially (please specify which aspects):……

☐ Not sure

5. **How do you think ChatGPT should be integrated into the classroom?**

☐ As a supplementary tool

☐ As a primary teaching tool

☐ For specific tasks only

☐ Not at all

Section 7: Open-Ended Question

Please provide any additional comments or suggestions regarding the use of ChatGPT in EFL teaching and learning.

……

……

Thank you for your time and valuable input!

Researchers:

Idris BOUGUETOF

Ikram MECHIR

Supervisor:

Dr. Salah DAIRA

Appendix D. Pilot Questions

Dear Participant,

Thank you for agreeing to take part in the pilot phase of our research study titled "Investigating EFL Students and Teachers Attitudes Toward Using ChatGPT in English Language Learning and Teaching: The Case of Master Two Students and Teachers at Echahid Chiekh Larbi Tébessi - Tébessa" . The aim of this pilot is to ensure that the questionnaire is clear, relevant, and easy to complete before it is distributed on a larger scale.

After carefully reading and completing the questionnaire, please answer the following questions to help us improve it:

1. Are there some questions in this questionnaire that are difficult to answer?

☐Yes

☐No

_If yes please mention them

….……

……

2. Do you think that the layout of the questionnaire is attractive?

☐Yes

☐No

_If no, what do you suggest to make it more attractive?

….……

……

3. Are there any ambiguous questions?

☐Yes

☐No

_If yes please mention them

….……

……

4. Are there any repeated questions?

☐Yes

☐No

5. What can you suggest for the amelioration of this questionnaire?

….……

……

Thank you for your collaboration

Résumé

Cette dissertation examine les attitudes des étudiants de Master 2 et des enseignants envers l'utilisation de ChatGPT dans l'enseignement de l'anglais langue étrangère à l'Université Echahid Cheikh Larbi Tébessi. L'étude explore à la fois les aspects positifs et négatifs, en mettant l'accent sur la valeur pédagogique perçue de cette technologie, son application dans l'apprentissage et l'enseignement des langues, ainsi que ses principales limites. Le Modèle d'Acceptation de la Technologie (TAM) a été utilisé comme cadre théorique pour évaluer la facilité d'utilisation et l'utilité perçue de ChatGPT, fournissant un aperçu des réactions des étudiants et enseignants face à son intégration dans l'enseignement de l'anglais. L'approche adoptée est descriptive et exploratoire, basée sur une enquête menée à l'aide de deux questionnaires mixtes. L'échantillon comprend 57 étudiants de Master 2 et 13 enseignants, sélectionnés par recensement. Les résultats révèlent des attitudes partagées : les étudiants expriment une vision généralement positive, appréciant la flexibilité de l'outil, la qualité des retours, ainsi que son potentiel pour favoriser l'apprentissage autonome. Toutefois, ils reconnaissent aussi certains risques comme la dépendance excessive ou la fiabilité discutable de l'information. Les enseignants, quant à eux, se montrent plus prudents. S'ils reconnaissent les avantages de l'assistance personnalisée offerte par ChatGPT, ils soulèvent également des inquiétudes concernant l'intégrité académique, les risques éthiques, et la nécessité d'une formation adéquate pour son intégration réussie. La recherche souligne ainsi l'importance de politiques institutionnelles claires et d'une utilisation encadrée des outils d'IA en contexte éducatif.

Mots-clés : ChatGPT, EFL, IA, Modèle d'Acceptation de la Technologie (TAM)

الملـخص

تبحث هذه الاطروحة في مواقف طلاب السنة الثانية ماستر و المعلمين تجاه استخدام ChatGPT في تعليم اللغة الإنجليزية كلغة أجنبية في جامعة الشهيد الشيخ العربي التبسي. نظرًا لأنها تغطي الجوانب الإيجابية والسلبية، تركز هذه الدراسة على القيمة التربوية المدركة لهذه التكنولوجيا، وتطبيقها في تعلم وتعليم اللغة، بالإضافة إلى اهم القيود والمشاكل المواجهة. تم اقتراح نموذج قبول التكنولوجيا (TAM) كإطار لفحص سهولة الاستخدام المتصورة وفائدةChatGPT ، مما يوفر رؤى حول كيفية استجابة الطلاب والمعلمين لدمجه في سياق تعلم اللغة الإنجليزية كلغة أجنبية. تتبع الدراسة نهجًا وصفيًا استكشافيًا، حيث تستخدم تصميمًا استبيانيًا جامعة للبيانات عبر استبيانين مختلطين. يستهدف العمل مجموعة من 57 طالبًا في السنة ثاني ماستر و13 معلمًا، تم اختيارهم من خلال المسح الشامل. تشير النتائج إلى مواقف مختلطة، حيث يتمتع الطلاب عادةً بانطباع أكثر إيجابية مُشيدين بمرونته، وتغذيته الراجعة، وإمكانيته لدعم التعلم الذاتي لكنهم يظهرون أيضًا وعيًا بالتحديات المتعلقة بالاعتماد المفرط وموثوقية المعلومات. من ناحية أخرى، أظهر المعلمون مزيدًا من الشك؛ بينما اعترفوا بإمكانات الأداة والمساعدة الشخصية، إلا أنهم تشاركوا بعض المخاوف مع الطلاب وأكدوا أكثر على قضايا مثل النزاهة الأكاديمية والمخاطر الأخلاقية، بالإضافة إلى ضرورة التدريب المكثف لدمج أدوات الذكاء الاصطناعي بكفاءة. تؤكد الدراسة على الحاجة إلى تطبيقات موجهة وتنفيذ سياسات مؤسسية لمعالجة قيودها. تضيف الدراسة معرفة قيمة بشأن الدور المتطور لتكنولوجيا الذكاء الاصطناعي في تعليم اللغة الإنجليزية كلغة أجنبية، إلى جانب اقتراحات عملية للتطبيقات التي تجمع بين الابتكار والمسؤولية التربوية.

الكلمات المفتاحية : ChatGPT, اللغة الإنجليزية كلغة أجنبية، الذكاء الاصطناعي، نموذج قبول التكنولوجي (TAM)