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An Examination of Algerian Universities EFL Teachers' Attitudes Towards the Use of ChatGPT in Civilization Teaching

**A Dissertation Submitted to the Department of English in Partial Fulfilment
of the Requirements for Master Degree in Civilization and Literature**

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Dedication

First and foremost, I would like to dedicate this work to my parents, Ameer and Zineb, my sisters, Amani, Asma, Allaa, and Israa, and my grandmothers. They have been an incredible source of motivation and inspiration throughout my journey.

I would also like to extend my dedication to my uncles and aunts, with a special mention to Pr. Homida Mokhtar. Without his unwavering support and efforts, I would not have reached where I am today.

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Last but not least, I dedicate this work to my supervisor, Dr Mhamedi Nadhir. Without his constant guidance and support, this work would not have been completed

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Abstract

Artificial intelligence (AI) has become increasingly influential in various aspects of modern life, including education. This research aimed to investigate the benefits, limitations, and general concerns surrounding ChatGPT, an AI-powered bot, in the contexts of English language teaching (ELT), civilization teaching, and academia. The research employed a descriptive approach and utilized a mixed methods approach, combining quantitative and qualitative data, to explore the usage of ChatGPT in academia, examine EFL teachers' attitudes towards its effectiveness in ELT and civilization teaching, and identify general concerns expressed by teachers regarding its use. The findings of this study concluded that ChatGPT serves as an effective and valuable tool in academia, ELT, and civilization teaching, enhancing and facilitating the learning process. Furthermore, the results indicated that teachers hold positive attitudes towards ChatGPT's effectiveness in ELT and civilization teaching. However, teachers did express general concerns about its use, particularly regarding its potential impact on EFL students. Essentially, this research highlights the significant role of ChatGPT as an effective tool in academia, ELT, and civilization teaching. It acknowledges the positive attitudes of teachers towards its effectiveness in these domains. However, it also emphasizes the need to address concerns related to its use, specifically its implications for EFL students.

Key Words: Artificial Intelligence, English Language Teaching, English Civilization Teaching, ChatGPT

List of Abbreviations

AI: Artificial Intelligence

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

GPT-3: Generative Pre-trained Transformer

ITS: Intelligent Tutoring Systems

IVE: Intelligent Virtual Environment

MT: Machine Translation

NLP: Natural Language Processing

NML: Neural Machine Learning

NMT: Neural Machine Translation

SVM: Support Vector Machine

List of Tables

Table 1: Sample Description	27
Table 2: Age of the Sample	27
Table 3: Correlation between years of experience, academic rank, and gender	29
Table 4: Familiarity with Technology and ChatGPT	30
Table 5: Familiarity with Technology and ChatGPT in Relation to the Sample's Backgrounds	31
Table 6: The Use of Technology and ChatGPT	33
Table 7: The Use of Technology and ChatGPT in relation to the Sample's Background	34
Table 8: Mean Values and Standard Deviation of Participants Answer for ELT	35
Table 9: Sample's Numbers, Percentages, and Agreement Spectrum for ELT	35
Table 10: Frequency of the Sample's Answers with Gender, Rank, and Experience	36
Table 11: Correlations for ChatGPT's ELT Skills	38
Table 12: Correlations Among ChatGPT's ELT Aspects	38
Table 13: Correlation Between Familiarity and Use and ChatGPT's ELT Skills	39
Table 14: Correlation Between ChatGPT use and ChatGPT's ELT Skills	40
Table 15: Sample's Responses Regarding ChatGPT's Abilities in Civilization Teaching	41
Table 16: Sample's Numbers, Percentages, and Agreement Spectrum for Civilization	42
Table 17: Frequency of Answers Regarding Gender, Rank, Experience for Civilization	43
Table 18: Correlation Between Civilization Skills, ELT Skills, ChatGPT Use	44
Table 19: Sample's Responses Regarding the General Concerns	46
Table 20: Sample's Numbers, Percentages, and Agreement Spectrum for the Concerns	47
Table 21: Correlation Analysis Between the Sample's Variables and the Concerns	49
Table 22: Correlation Analysis Between ChatGPT Use and Concerns	49
Table 23: Correlation Analysis Between Abilities and Concerns	50

Table of contents

Acknowledgement	i
Dedication	ii
Abstract	iii
List of Abbreviations	iv
List of Tables	v
Table of contents	vii
General Introduction	1
Chapter One: An Overview on Artificial Intelligence	
1.1 Introduction	6
1.2 Historical Background on AI	6
1.3 AI in Education	8
1.3.1 Intelligent Tutoring Systems	9
1.3.2 Intelligent Virtual Environment	10
1.4 AI in English Language Teaching	10
1.4.1 AI Powered Translation Tools	11
1.4.2 AI Chatbots	12
1.4.2.1 ChatGPT	13
1.5 Conclusion	14
Chapter Two: The Use of Artificial Intelligence in Teaching	
2.1 Introduction	16
2.2 AI in Teaching Reading Skills	16
2.3 AI in Teaching Writing Skills	17
2.4 AI in Teaching Listening Skills	19
2.5 AI in Teaching Speaking Skills	20
2.6 AI in Teaching Translation	21
2.7 AI in Teaching Civilization	23
2.7 Conclusion	24
Chapter Three: Research Methodology, Design, and Analysis	

3.1 Introduction	26
3.2 Study Design	26
3.3 Population and Sample	27
3.3.1 Age	27
3.3.2 Gender	28
3.3.3 Years of Experience	28
3.3.4 Academic Rank	28
3.4 Sampling	29
3.5 Data Collection Tools	29
3.6 Results and Analysis	30
3.6.1 Familiarity with ChatGPT	30
3.6.2 The Use of Technology and ChatGPT	33
3.6.3 The Use of ChatGPT in ELT	35
3.6.4 The Use of ChatGPT in Teaching Civilization	41
3.6.5 General Concernes	46
3.7 Conclusion	52
General Conclusion	54
Bibliography	59
Appendix	68
Résumé	70
ملخص	70

General Introduction

1. General Introduction

The modern world is marked by the increasingly more apparent dependence on technology. The use of artificial intelligence has made some tasks doable more efficiently where time and resources are economized such that the laborious tasks are made more feasible in timely manners. The growth of technology has made the world connected as cross-continental communications are possible on an instantaneous scale. Such changes emphasized the need for effective communication and cross-cultural understanding. Artificial intelligence is being developed in such methods that encompasses multilingual systems.

Artificial intelligence (AI) has brought remarkable advancements in various fields, including education and language teaching. When it comes to English Language Teaching (ELT), AI has the potential to revolutionize the field by providing a personalized, adaptive, and interactive learning experience for English as a Foreign language (EFL) students. AI technologies such as Natural Language Processing (NLP), Machine Learning (ML), and Machine Translation (MT) have been greatly explored, leading to the development of Intelligent Tutoring Systems (ITS), Intelligent Virtual Environments (IVE), and notably, Intelligent Chatbots like ChatGPT.

With its ability to simulate and analyse large amounts of historical data, ChatGPT has the potential to provide students with a more profound understanding of historical events and their impact. As a result, it has emerged as a powerful tool in education and ELT, which highlights the importance of studying its benefits. However, such benefits can come along concerns from the scholarly community where concerns can be voiced regarding its effectiveness, efficiency and prospective menace to the quality and integrity of education.

2. Statement of the Problem

In recent years, there has been a growing interest in the use of ChatGPT in education and language teaching. Scholars have been considering the prospect of such AI-operated systems in bettering the pedagogical practices and creating more informed decisions about teaching. However, it is worthwhile that such approaches to teaching can be polarizing where many teachers perceive them as efficient and necessary for more well-rounded learners whereas other teachers perceive such approaches as having more detriment than merits as the disadvantages can be critical and outweigh any advantages that these approaches can offer.

In the more particular context of civilization teaching, there remains a significant gap in our understanding of how/whether ChatGPT can enhance ELT and improves the learning experience of English civilization. Furthermore, there is a pressing humanistic need to investigate the attitudes teachers towards the use of ChatGPT in academia as they are central to any policy making in pedagogy. Therefore, the primary focus of this study is to explore and investigate the various ways ChatGPT can be utilized in academic settings to teach the English language and enhance teaching English civilization and history. Additionally, this study aims to examine the attitudes and concerns of EFL teachers regarding the use of ChatGPT in academia.

3. Aim of the Study

The main goal of this study is to investigate the benefits of ChatGPT and its potential applications in academia. In addition, the present study aims to explore the attitudes of EFL teachers and their concerns regarding the use of ChatGPT in academic settings. Specifically, this study aims to discover the various ways in which ChatGPT can be utilized in different academic contexts, including the teaching of the English language and the teaching of English civilization and history. Furthermore, it seeks to examine both the advantages and disadvantages of ChatGPT in relation to its implementation in academia. The study has a particular goal to explore teachers' attitudes and opinions towards the use of ChatGPT in ELT and in teaching English civilization while also shedding light on their concerns regarding its use.

4. Significance of the Study

This study attempts to fill the significant research gap by examining the utilization of ChatGPT in academia and increasing the awareness among EFL teachers regarding its potential applications, benefits, and limitations in various academic contexts. The present study draws significance from its humanistic approach as it places the teachers in the center of the decision-making thrive and sheds light on their attitudes and concerns with reference to the emergence of ChatGPT as a powerful tool in academia. The present study is primarily exploratory as its main focus is on teachers' perception. Such a focus is not didactic in the strict sense; however, outcomes for such a research endeavor can serve as purveyor for subsequent experimental research designs that can test the actual merit of AI-aided teaching in comparison to the self-reported attitudes of teachers. The study has an implicational capacity as it can serve as a guide for more informed teaching decisions. Finally, the significance of the present study stems from

the comprehensive review of literature and qualitative interviews with experts, which can provide more insight into the applicability of new technologies such that all possibilities of effectiveness are exhausted and all probable limitations are circumvented.

5. Questions and Hypotheses of the Study

The main purpose of the present study is exploring ChatGPT's uses in academia, its benefits, and its limitations, and investigating the attitudes and concerns of EFL teachers on its use. Therefore, the current study seeks to address the following research questions:

- How can ChatGPT be used in academia?
- What are teachers' attitudes towards the effectiveness of ChatGPT in English Language Teaching?
- What are teachers' attitudes towards the effectiveness of ChatGPT in teaching English civilization?
- What are the teachers' perceptions regarding the general concerns that ChatGPT may pose to academia?

The above-mentioned research questions are approached with the following hypotheses:

H₀₁: ChatGPT can be used as a powerful tool in academia that enhances and facilitates learning for EFL learners.

H₀₂: Teachers have positive attitudes towards the effectiveness of ChatGPT in English language teaching.

H₀₃: Teachers have positive attitudes towards the effectiveness of ChatGPT in teaching English civilization

H₀₄: Teachers think that some of the concerns that ChatGPT may pose to academia are related to students' total reliance on ChatGPT and the issue of plagiarism.

6. Previous Studies

Despite dedicating a chapter to the literature review, it is important to note that such an area of inquiry has been addressed in previous studies. An example of these studies includes Oyewale and Familugba (2021), who investigated how AI technologies can develop EFL students' interest and motivation in learning English history. Their study yielded the result that AI's dynamic, engaging and adaptive nature can create a flexible and interesting learning environment, facilitating the learning process and fostering positive attitudes among EFL

students towards the use of AI in academia. In addition, Abdaoui (2022) found that EFL students often struggle to comprehend English civilization lessons due to the continuous use of traditional teaching methods. Consequently, she conducted a comparison between traditional teaching methods and modern AI-powered methods, revealing that EFL students perceive modern methods as significantly more effective and enjoyable. It is worthwhile noting that, to the best of the researcher's knowledge, there is a paucity in studies that tackled the effectiveness of AI-powered systems, namely ChatGPT, in civilization teaching, all the more so in the particular context of Algerian higher education.

7. Research Methods

To effectively explore the role of ChatGPT in ELT and teaching English civilization, the current study employed a mixed methods approach that incorporated both qualitative and quantitative data. Qualitative data was obtained through unstructured interviews, literature review, and armchair research, and quantitative data was collected using an online questionnaire administered to EFL teachers from Algerian universities. The questionnaire provided the primary source of raw data for the research, while the qualitative data served as complementary components.

8. Structure of the Dissertation

The present dissertation comprises three main chapters. The first chapter is a theoretical section dedicated to discussing key concepts, including AI, education, ELT, and the application of AI in education and ELT. In addition, it provides a historical overview of AI, tracing its development from its emergence to the present-day. The chapter also sheds light on critical AI technologies currently utilized in education. The second chapter serves as a literature review, summarizing and analysing previous studies conducted on the use of AI in teaching various language skills such as speaking, listening, reading, and writing. Furthermore, it explores the application of AI in teaching translation as well as English civilization and history. The third chapter focuses on the research methodology employed in this study. It highlights the methods used, the research setting, the target population, the sample, the data collection tools, the data analysis process, the findings, and the interpretations and discussion of those findings.

Chapter One:

An Overview on Artificial Intelligence

1.1 Introduction:

Over the past decades, a particular emphasis has been placed on Artificial Intelligence (hereinafter AI) as a concept and a key element in education and English Language Teaching (ELT). The term AI was first coined by McCarthy (1955, p.1) who defined it as “the science and engineering of making intelligent machines.” AI simulates human intelligence through computer-assisted systems to perform tasks conventionally reserved for humans. In a similar line of reference, Longoni, Bonezzi, and Morewedge (2019, p.84) define it as “algorithms that perform perceptual, cognitive, and conversational functions typical of the human mind.”. Furthermore, AI in education is generally perceived as the implementation of AI-based tools within an educational context to facilitate learning. It is considered by Gawate (2019) as an additional support system that plays a critical role for both learners and teachers. Moreover, Li, Hou, Yu, Lu, and Yang (2017) note that AI plays a pivotal role in ameliorating English language teaching, and it enhances the learning and teaching.

In light of the aforementioned, this chapter offers a conceptual discussion of AI according to specialized scholars in the field and provides a historical background on its development. Moreover, this chapter contextualizes AI in the fields of education in general and English Language Teaching (ELT) in particular. The chapter provides an overview of the multiple forms of AI used in ELT.

1.2 Historical Background on AI:

The concept of artificial intelligence was first introduced in the early 1950s; the term was first coined by Professor McCarthy in 1955 during the Darmouth Workshop. There, he described his vision regarding AI and detailed his goals for its future. Many scientists and scholars consider the Darmouth Workshop in 1956 as the birthplace of AI. It was a summer research project on the topic of AI and it is widely accepted as the founding event of AI. According to McCorduck (2004) it was where AI gained its name purpose, main contributors

During the second half of the 20th century, AI has developed rapidly. Symbolic AI, which refers to methods used in AI research based on logic and research (Garnelo, Marta, Shanahan & Murray, 2019), was introduced in the 1960s. It led to the development of programs that were able to solve math problems, prove theories, and simulate speaking English. Such improvements were, and most people did not think it was possible for computers to perform such cognitively demanding operations (Russell & Norvig, 2003).

Chapter One: An Overview on Artificial Intelligence

The 1960s were characterized by “AI optimism” during which scientists in the field made ambitious predictions for AI development. Simon and Newell (1958) predicted that within a decade AI would be able to become the world’s chess champion and prove new mathematical theorems. In addition, Minsky (1970, p.93) stated that “in from three to eight years we will have a machine with the general intelligence of an average human being.” As a result, the U.S. government provided over \$2.2 million to The Massachusetts Institute of Technology (MIT) as a grant, and provided \$3 million per year until 1979 for AI development (Cervier, 1993). However, AI development did not meet people’s expectations, and as a result, funding was cut-off.

The 1970s marked the first “AI winter”, during which AI faced many setbacks and heavy criticism due to the difficulties it encountered and the failure of research projects. According to Cervier (1993), the optimism surrounding AI had raised people’s hopes tremendously high, and when it failed to deliver, funding was cut off. Despite the setbacks in the 1970s, AI development was reignited during the 1980s, leading to an “AI boom” with the introduction of “Expert Systems”. These systems mimic human intelligence and decisions (Jackson & Peter, 1998), and, thanks to them AI, began to gain success once again (Newquist, 1994). Funding was reinstated for AI during the 1980s, with the goal of creating an AI machine that was capable of constructing dialogues, translating languages, and simulating human intelligence (McCorduck, 2004). Unfortunately, it is reported on multiple encounters (e.g., Newquist, 1993) that this success did not last long as AI development once again collapsed during the late 1980s due to the lack of advertising and the failure of AI companies to provide successful AI machines capable of fulfilling the objectives of AI.

With the beginning of the 21st century, AI finally started to achieve some of its first objectives and was successfully implemented in the technology industry (Newquist, 1993). On May 11th, 1997, Deep Blue, an AI powered machine, was able to defeat the number one chess player at that time, Garry Kasparov. Deep Blue could calculate over 200 million moves per second, and the event was witnessed by millions of people around the world. In 2005, an AI powered robot developed at Stanford University was able to drive independently for over 130 miles. These milestones in the developments of AI were further substantiated in 2007 when another AI powered robot was able to drive a distance of 55 miles in a populated area while adhering to all traffic laws. Moreover, in 2011, an AI bot named Watson competed against two “Jeopardy!”, an American quiz show, champions and won with relative ease. As a result,

interest in AI rose tremendously (Lohr, 2016), and it penetrated all aspects of life (Hwang, Xie, Wah & Gasevic, 2020).

The development of AI in the 21st century continued with the appearance of one of the most advanced AI trends, which is Chatbots. AI Chatbots are AI-powered software capable of conducting human-like conversations with people via texts or text-to-speech (Caldarini, Jaf & McGarry, 2022). They are capable of simulating a conversational partner, understand the speaker's intent, and simulate human behavior (Bradesko & Mladenec, 2012). In 2020, OpenAI, an AI development company, released the beta version of an AI chatbot called Generative Pre-trained Transformer 3 (GPT-3). Initially, it was a language model based on internet databases, and could of answer questions in natural language, translate between different languages, and generate texts based on prompts (Vance, 2020). After intensive work on the model, GPT-3 was released to the public on November 30th, 2022. It gathered enormous attention due to its high-quality texts which, according to Sagar (2020), were undistinguishable from human writing. Chalmers (2020) described GPT-3 as one of the most interesting AI systems in existence. Johnson and Izhev (2022) claim that as of today, it is capable of writing original texts, poems, and novels with human-like fluency. The more elaborate discussion of GPT is provided in subsequent sections.

1.3 AI in Education:

Education, as defined by UNESCO (2011, p.17) is “the process by which individuals acquire knowledge skills, values, and attitudes that enable them to develop their potential, realize their goals, and contribute to the well-being of their communities.” Hutchins (1936, p.48) stated that “the purpose of higher education is to unsettle the minds of young men, to widen their horizons, to inflame their intellects.” Overall, education can be perceived as the process of learning that involves the acquisition of knowledge, skills, and values. Thus, due to the critical role of education in people's lives, there has been scholarly strife to facilitate and enhance education.

As the attention on AI continued to grow during the late 20th century and the beginning of the 21st century, it became apparent that AI would play a tremendous role in all fields (Hampton, Strasser, Tewksbury, Gram, Budden, Batcheller, Duke, & Porter, 2013). According to Haseski (2019), AI in education can allow for a more individualized learning, improve the learning experience, allow students to discover their talents and creativity, and minimize the workload for teachers. Luckin, Holmes, Griffiths, and Forcier (2016) identify intelligent

tutoring systems and virtual learning environments as one of the main ways AI can be implemented in education.

1.3.1 Intelligent Tutoring Systems:

Intelligent Tutoring Systems (ITS) are computer-based educational systems that use AI techniques to provide immediate, personalized, and unique learning (Psotka, 1988). They are designed to create a one-on-one personalized tutoring based on AI algorithms and can be used both in lectures with a teacher present or without his presence through online homework (VanLehn, 2011). ITS are frequently used in remote education due to its significant potential to facilitate learning in situations where traditional face-to-face teaching is not feasible. According to Corbett, Koedinger and Anderson al. (1997), the design of ITS consists of three main stages: needs assessment, initial tutor implementation, and evaluation. ITS function by first assessing the learners' needs and goals from learning through the use of tests and questions. Based on these results, it creates a personalized learning program tailored to the learner's needs. The system then instructs and monitors the learners throughout the learning process, providing immediate feedback and highlighting mistakes with corrections (Crobert et al., 1997).

As a facilitator of learning, ITS's importance in education has been emphasized by Shah, Evens, Michael, and Rovick (2002) who highlight its usefulness in problem-solving and dialogue building between the teacher and the learner. However, Salmon (2000) notes that online teaching is additive rather than replacive, meaning that ITS cannot replace teachers but rather can help facilitate their job and add to its quality. Furthermore, Radowitz (2017) argues that the teacher remains a key element in the classroom and plays a critical role for the success of the students' learning, with AI serving only as an assisting tool.

Although ITS have significant benefits in education, they still face certain challenges and limitations. One of the main challenges that ITS face is the issue of funding. ITS systems are expensive to develop and implement, and sometimes the high cost of developing certain systems overshadows their actual benefit (Polson & Richardson, 1988). Moreover, ITS development requires an intense workload and long hours. For example, it takes over 300 hours of development to produce an intelligent tutoring content (Murray, 1999). As a result, Polson and Richardson (1998) state that sometimes ITS systems are not implemented in education because they are not commercially feasible despite their benefit in education.

1.3.2 Intelligent Virtual Environment:

Intelligent Virtual Environment (IVE) is an AI-powered educational digital platform for studying that provides various lessons, activities, and interactions between teachers and learners (Weller, 2007). According to Griol, Molina, and Callejas (2014), IVE can facilitate learning and create a more engaging and enjoyable learning experience. Furthermore, studies have reported that IVE is effective in improving the learning experience and it leads to better student performance (Ijaz, Bogdanovych, & Trescak, 2017). In line with Marr (2018), IVE can assist learners with special needs because it serves as a communication aid (Kershav, Salisbury, Vahabzadeh & Sahin, 2007). According to Kershav et al., (2007), using IVE within the classroom has the potential of facilitating the learning process for learners with autism. IVE is particularly used in EFL contexts due to its ability to enhance listening and speaking for learners (Lan, Fang, Hsiao & Chen, 2018). Moreover, Reese (2015) recognizes IVE's ability to develop creativity, communication, and knowledge in learners.

Not only do critics acknowledge the importance of IVE in education, but also, they criticize it. The main criticism for IVE is whether or not it is a practical learning tool for both learners and teachers. Critics voiced their concerns about how IVE can negatively affect students and deprive them from the chance of deep face-to-face interactions to build better communication skills. Jena (2006) argues that the use of IVE could lead to creating passive and un-engaged learners with low motivation and performance. Furthermore, Piccoli, Ahmad, and Ives (2001) reported that in some cases students were less satisfied with the learning process of IVE compared to traditional learning.

1.4 AI in English Language Teaching:

As AI has made its way into various fields, including education (Hwang, et al. 2020), its value in English Language Teaching (ELT) has become increasingly more apparent. The use of AI in ELT falls under the umbrella of Computer-Assisted Language Learning (CALL), which Levy (1997, p.1) defines as “the search for and study of applications of the computer in language teaching and learning.” According to Ribiero (2020), using AI in ELT is one of the most practical ways to teach English while, according to Zhu (2017), it as a pivotal and innovative field in ELT.

In its current state, AI in ELT improves the learning process through organizing and personalizing content, and it provides various sources based on the levels of students

(Mukhallafi, 2020). Furthermore, scholars in the field (e.g., Mukhallafi, 2020; Wang, 2019) note that there is a distinct relationship between AI and English Language Teaching; AI integrates various information sources such as texts, sounds, and images which creates an immersive learning environment that includes a wealth of resources and offers diversified teaching materials. According to Zilberman (2019), AI has the ability to create a personalized learning atmosphere in which learners experience a more engaging English Language learning experience. Moreover, AI provides an inclusive classroom experience by including learners with auditory or visual impairments (Marr, 2018). By so doing, learners with particular needs are attended to such that the learning objectives are approached in personalized manners. AI, being one of the most advanced forms of technology (Han, 2019), has the potential to enhance English language learning (Luo & Cheng, 2020) and improve the learning process through various AI-powered systems (Yingsoon, 2021). Currently, some of the most commonly used AI systems in ELT are AI-powered translation tools and AI Chatbots.

1.4.1 AI-Powered Translation Tools:

AI-powered translation tools, sometimes referred to as “neural machine translation” (Koehn, 2020), are fully automated translation systems powered by AI that provide instant translation of texts, audios, and pictures (Wooten, 2006). Unlike conventional translation systems that translate word by word, AI-powered translation systems treat texts as a whole and take into account various elements such as context, grammar, and syntax to maximize the efficiency of the translation (Kalchbrenner & Blunsom, 2013). According to Goodwin-Jones (2015), AI-powered translation tools have proven to be beneficial in ELT through improving the lexico-grammatical knowledge of learners and through developing their listening, speaking, reading, and writing skills in English language.

One of the most prominent AI-powered translations tools is Google Translate. Developed by Google, it utilizes AI to instantly translate texts, documents, and images into 133 different languages, with over 200 million daily users (Shankland, 2013). In ELT, Google Translate can help students instantly translate from their mother tongue into English and vice versa, improve spelling, and familiarize learners with the pronunciation of certain words. According to Bahri, and Mahdi (2016), tools such as Google Translate may help students with their language anxiety and increase learning motivation. However, AI-powered translation tools still face pressing issues. For instance, Koh (2022) argues that they may sometimes fail to convey proper meaning, make mistakes regarding grammar or word order, or miss-translate

idiomatic expressions. In addition, such translation tools have observable limitations with some text genres, such as the literary texts, and can fail preserve some textual features such as register and tone.

On another line of reference, one of the major issues NMT faces is the lack of semantic context which causes it to mistranslate certain parts of speech which results in errors in the translated text (Thai et al. 2022). Furthermore, one of the pressing issues that NMT struggles with is word-sense disambiguation which occurs when certain words have multiple translation. In other words, the lexical content of some of the translated texts can be distorted due to semantic relations of synonymy, homonymy and semantic expansions. Bar-Hillel (1960) first pointed out this issue when he claimed that machines can never distinguish between two different meanings of the same word. In addition, NMT faces challenges when translating named entities such as people's names, organizations, places, etc., (Baybch & Hartley, 2003). Unless these entities are properly identified in the text translation tools powered by NMT may translate them as common nouns which would negatively affect the text's quality and readability (Baybch & Hartley, 2003). It should be noted, however, that there are observable improvements in machine-generated translation inasmuch as the extent to which translated texts are faithful to the source text is on a remarkable increase.

1.4.2 AI Chatbots:

Chatbots, according to Nghi, Phuc, and Thang (2019), are conversational systems powered by AI designed to simulate human intelligence, communicate with, and assist human beings. They rely on Natural Language Processing, which is a subfield of AI concerned with computer interactions with human language. In addition, they provide instant and efficient feedback for the users based on the prompts they provide which leads to a decrease in workload. Furthermore, they can be integrated into various platforms such as websites, social media, applications, and serve as virtual assistants.

AI Chatbots have been proven to be beneficial in ELT contexts, and they serve as an assisting medium to learning English (Afrianto, Irfan & Atin, 2019). Chatbots can serve as a communication partner in English –either in written or spoken form– for learners to enhance their pronunciation, language, and spelling. Moreover, AI Chatbots have the ability to correct sentence structure, grammar, and syntax. According to Wang and Petrina (2013), not only can AI chatbots improve English language learners' vocabulary, grammar, and knowledge, but also they can improve their reading, writing, speaking, and listening skills. Thus, due to their

numerous benefits in ELT, interest in AI Chatbots rose tremendously. Today, one of the most commonly used Chatbots is ChatGPT.

1.4.2.1 ChatGPT:

ChatGPT is an AI Chatbot developed by OpenAI, which is an AI development company based in San-Francisco; it was released to the public on November 30th, 2022. According to its developers, it was developed to generate human-like texts, and it has the ability to engage in open-ended conversation with follow-up questions, reject inappropriate questions, and admit to making mistakes when providing false information. Lund (2022) notes that ChatGPT is capable of handling unlimited text-based requests such as essay-writing and proof-reading, and can instantly provide unlimited information on almost any topics. ChatGPT has the ability to instantly write coherent essays on prompts provided by users with textual features and quality that are undistinguishable from those of human writing (Sagar, 2022). As a result, it can be of tremendous benefit to EFL students as it can help them with writing their essays, correct their grammar and syntax, and providing them with information on their topics. According to Bushard (2023), ChatGPT can write scientific introductions and abstracts. In fact, it is worthwhile noting that there already scientific papers that listed ChatGPT as a co-author.

Despite its benefits in ELT, the use of ChatGPT raises ethical questions. Mainly concerning plagiarism and reliance on AI for writing academic essays to pass courses. Marche (2022) stated that ChatGPT's effects on academic writing are yet to be known, whereas Herman (2022) claimed that the reliance on AI Chatbots could lead to the end of high-school English. Moreover, Stole-Walker (2023) warned teachers about the dangers of students relying on ChatGPT to pass classes. On the other hand, Bowman (2022) wrote that the fear from AI Chatbots in academia is nonsensical because AI Chatbots often provide well written-answers that are incorrect.

A number of measures can be implemented to detect AI-generated texts. Mitchell (2022) suggests that students who are suspected of using ChatGPT should undergo an additional oral exam based on their paper to test their knowledge. Moreover, online tools that detect AI-generated texts have already been introduced such as, "GPTZero," which is a tool developed by a student from Princeton University that detects the how much of a text is AI-generated to fight plagiarism (Rosalsky & Peaslee, 2023). Nonetheless, ChatGPT still faces certain challenges in academia. In a study conducted by Kelly (2023) ChatGPT's writings were tested

at the level of graduate exams in the University of Minnesota, and it passed with a C+ grade whereas in Wharton School of the University of Pennsylvania, it passed with a B- grade.

1.5 Conclusion:

The examination of the literature shows that the second half of the twentieth century is marked by a general tendency to consider artificial intelligence in the various areas of life. In the context of education, the use of machine to enhance the quality of pedagogy has been acknowledged as a tool that would optimize instruction and instruction in a more inclusive manner. Language teaching has witnessed the integration of machine-assisted measures where interactive Chatbots have been used to provide opportunities for language use, corrective feedback of form and tools for autonomy. Translation tasks were made more possible with the advent of artificial intelligence and consistent efforts are being made to enhance the quality of its production.

This chapter presented a general overview on Artificial Intelligence and its historical development since its inception. It also explored AI in the context of education, and introduced different AI-powered systems that are currently being used. In particular, the chapter focuses on the use of AI in ELT, and it discusses various AI-powered tools used in ELT, emphasizing their benefits and sketching a context for the discussion of their limitations. The next chapter offers a review of the scholarly documents that kept records of Artificial Intelligence being used in the context of education and demonstrates an overview of the prominent studies relevant to this line of inquiry.

Chapter Two:

The Use of Artificial Intelligence in Teaching

2.1 Introduction

Studies have been conducted in the field of ELT on the use of AI in various English language related contexts. Researchers in the field attempted to study the effectiveness of AI in teaching various skills such as reading, writing, speaking, listening, and translation. As a result, this chapter offers a systematic analysis and synthesis of previous literature conducted on the use of AI in several academic contexts. It provides a literature review on studies that have addressed the use of AI in teaching reading, writing, speaking, and listening skills, as well as in teaching translation, history, and civilization.

2.2 AI in Teaching Reading Skills

AI is increasingly being used in the fields of education and ELT to enhance the learning experience for learners. One of the primary areas where AI is being utilized is in teaching reading for EFL students. The emergence of several AI-powered applications and software capable of facilitating reading improving student's reading skills has prompted researchers to study this aspect of AI in ELT. According to a large-scale study conducted in India by Srinivasan and Murthy (2021), there was a 20-40% overall improvement in students reading and comprehension in the English language after using AI-based platforms in the classroom. The study involved over 1 million students and 15,000 teachers across over 5000 government schools in several Indian states. Furthermore, Srinivasan and Murthy (2021) reported that proficiency levels rose tremendously across all grades, up to 50-60% in a single grade. Additionally, teachers in the study also reported an improvement in their comprehension skills since the implementation of AI. They believe that AI could alleviate teacher shortage and improve teacher training. The study utilized ReadToMe (RTM), which is an easy-to-use multi-sensory reading and comprehension AI-powered software that reads any given English text for the user (Srinivasan & Murthy, 2021). According to Hwang et al. (2020), it is essentially an intelligent tutor that serves as an intelligent learning companion, studying the curriculum and textbooks to train itself and provide readings as close as to humans-like as possible. Srinivasan and Murthy (2021) report that his AI model showed tremendous success in India and it has expanded to 8 million students in India, and it expanded to several Indo-Asian countries where it has received positive feedback.

In a study published by McCarthy, Likens, Johnson, Guerrero, and McNamara, (2018) it was found that the use of ITS programs can help in improving students' English language reading skills by raising metacognitive awareness. To this end, McCarthy et al. (2018)

implemented iSTART, an AI-powered system based on ITS, that provides a reading comprehension strategy that assists students with writing quality self-explanations based on what they read (Mcarthy et al., 2018). The study included two EFL samples, one sample of students who underwent iSTART training and another that did not receive any metacognitive training. iSTART was configured to provide practice training for students through providing them with prompts to read, asking them for self-explanations based on their readings, and then assessing the quality of their explanations using scales set by the researchers. The procedure lasted for 5 sessions, during which the first sample underwent iSTART training. A pre-test was administered before the procedure on both samples to measure their self-explanation skills, and a post-test was administered after the procedure took place. The post-test's results showed an improvement in the first sample's self-explanation skills where they provided higher quality explanations than the second sample. As a result, Mcarthy et al. (2018) concluded that increasing metacognitive awareness through AI-powered systems such as ITS can improve student's self-explanation skills which in return improves their reading comprehension skills.

Neural Machine Learning (NML) has also been found to be an effective AI-powered system in improving learners' reading skills, in addition to ITS. Xiao and Hu (2019) investigated that by adopting a Support Vector Machine (SVM), an AI-powered program based on NML, to differentiate between high-achieving and low-achieving ESL students in Canada in terms of reading literacy. SVM is a supervised learning models that utilizes AI algorithms and data analysis to provide one of the best predictions based on statistical learning frameworks, and they categorize findings in two different categories (Cortis & Vapnik, 1995). The study involved 203 from 128 primary schools, consisting of 167 high-achieving students and 36 low-achieving students, identified using the Progress in International Reading Literacy study (PIRLS), an international public database of reading literacy for students' reading achievements. The study examined 41 pedagogical factors related to reading materials, classroom environment, and extracurricular activities using the SVM model. The model identified these factors as contributing to students' high achievements in reading literacy, and recommended reading strategies, reading materials, and classroom reading activities to improve the reading skills of low-achieving students.

2.3 AI in teaching Writing Skills

AI not only plays a crucial role in teaching reading, but it is also beneficial for teaching and improving EFL students' writing skills. As a significant tool in education, AI-powered

Chapter Two: The Use of Artificial Intelligence in Teaching

writing assistants can help students improve their writings by providing instant feedback, correcting grammar and spelling, suggesting improvements to syntax and sentence structure, and providing students with prompts and new ideas for their writings. Kim and Kim (2022) conducted a study to investigate how teachers perceived the use of AI-powered systems to enhance Science, Technology, Engineering, and Mathematics (STEM) students' scientific writings, and reported a positive reaction from the teachers. The study suggested an Artificial intelligence-enhanced scaffolding system that focused on enhancing academic writing. It utilized OpenAI's GPT model, and it was trained on large data to create coherent and cohesive paragraphs, provide citations, suggest text completion, correct grammar and syntax, and provide instant translations. The study's sample consisted of a group of STEM students who were provided with the AI model to support their academic writings. After a series of courses over the span of several weeks, the researchers interviewed the teachers regarding the writing levels of the students, and they reported that most teachers have noticed an improvement in student's writings. Moreover, the students were also interviewed about their experience with the model, and they reported having a positive experience and noticing an improvement in their academic and scientific writing skills.

Students are increasingly using a variety of AI-powered writing assistants to improve their writing (Alharbi & Rahman, 2023). The study conducted by Alharbi and Rahman (2023) was review of previous empirical studies on the uses of AI in improving writing skills, and it identified automated writing evaluation tools as one of the main assistants which students use to enhance their writing skills. The study focused on Grammarly, one of the automated writing evaluation tools, that is an AI-powered writing assistant that reviews spelling, grammar, punctuation, clarity, and language mistakes (Lardinois, 2016). According to Alharbi and Rahman (2023) Grammarly provides instant mostly accurate feedback for EFL students which assists them with their academic writings. Additionally, it is easily accessible on the internet, and it is available on various platforms, making it highly versatile. Moreover, the study reported that the use of Grammarly led to a gain in lexical diversity and an improvement in writing quality for EFL students. However, Alharbi and Rahman (2023) also reported that despite being highly reliable, Grammarly is sometimes unable flag all errors accurately, or it may miss-flag correct structures as errors. In addition, they highlighted the issue of plagiarism, where students solely rely on AI-powered writing assistants for their academic writing, or copy paste generated texts by AI chatbots. Thighs highlights the importance of EFL students using AI to improve their writing skills, rather than relying solely on them to do the work. The study concluded that

Chapter Two: The Use of Artificial Intelligence in Teaching

EFL students should be more aware of AI-powered writing assistants due to their benefits in teaching and improving writing skills, but also critically evaluate the feedback provided by these tools and use their own judgement to determine whether to accept or rejected the suggested changes to avoid falling into plagiarism.

According to Woo and Guo (2023), AI could potentially aid EFL students in their writing by assisting them with generating more ideas, improving their creativity, and acting as a learning partner. Their study aimed to investigate the effects of AI-powered tools, such as text generators, on the creative abilities of EFL students. The research involved 4 EFL students as a sample, and their creativity levels were measured by comparing short stories written by students independently and those written with the help of the AI-powered text generator. Upon analysing the collected data, Woo and Guo (2023) concluded that AI-powered text generator had a significant impact on the creativity and writing skills of the students resulting in an improvement in their writing skills. However, the impact of the tool varied from one student to another, having a more profound effect on more skilled students compared to those who were less skilled.

2.4 AI in Teaching Listening Skills

In addition to enhancing reading and writing skills, AI is also effective in enhancing and teaching speaking skills of EFL students. With AI's assistance, teachers can create personalized and adaptive listening exercises based on students' needs, and it allows them to assess students' performance and track their progress. In addition, AI can assist students in listening comprehension through correct and clear pronunciation of words which familiarizes students with how certain words are pronounced. According to Suryana, Asrianto, and Murwantono (2020) the use of AI to improve English language listening skills is quite effective. They conducted a study to investigate students' perceptions on the use of AI in enhancing listening skills. The sample consisted of 5 EFL students, 2 males and 3 females, and data was gathered through online interviews consisting of a series of questions related to students' technology use and listening skills. After gathering and analysing the data, Suryana et al. (2020) concluded that EFL students often use AI-powered application to enhance their listening skills. Among the most commonly used and most effective applications is Netflix.

Ghoneim and Elghotmy (2020) investigated the effectiveness of AI in enhancing students' listening skills by conducting a study on the effectiveness of AI-based programs in enhancing listening skills. The study used a sample of 80 students, divided into two groups 40

students. The first group was an experimental group that was taught using an AI-based program, whereas the second group was a control group that was taught regularly. The instrument of the study consisted of an EFL listening skills checklist to measure EFL students' levels of listening skills. A pre-test of listening skills levels took place before the program took place, and a post-test was conducted after. After gathering and analysing data, Ghoneim and Elghotmy (2020) revealed that the experimental group's listening skills enhanced thanks to the AI-based program.

Ali (2020) investigated the use of an AI-powered application in effectively enhancing EFL students' listening comprehension skills. The study employed a quasi-experimental research design, and sampled two groups of students. Each group consisted of 20 EFL students, the first group was an experimental group that was taught using the AI-powered application, and the second group was taught traditionally. A pre-test on listening comprehension skills was administered to both groups to measure their listening skills before the experiment took place, followed by a post-test after the experiment. Ali (2020) reported that the experimental group that was taught using the AI-powered application showed statistically higher listening comprehension skills than the control group, and that the AI-powered application had a significant impact on students' listening skills.

2.5 AI in Teaching Speaking Skills

In the context of teaching English language speaking skills, AI can provide EFL students with tools and applications that can provide EFL students with personalized interactive learning experience. AI chatbots can help EFL students in conversations on any prompted topic, AI-powered speech recognition can help EFL students with pronunciation, intonation, and fluency. Liviero, Hao, and Wei (2020) explored the perceptions of EFL students on the use of AI-powered applications to enhance their speaking skills. Liviero et al. (2020) used student questionnaire and semi-structured interviews to gather data about students' attitudes towards the use of AI in enhancing their speaking skills. After analysing the collected they found that EFL students use AI applications due to their impact on enhancing their speaking skills, and due to the lack of teachers' feedback. Liviero et al. (2020) stated that AI applications are effective in enhancing EFL students' speaking skills thanks to the clarity of pronunciation, effective stress and intonation, accent fluency, and accurate grammar which effectively assists EFL students with English language pronunciation. However, despite their significant impact

on enhancing EFL students' speaking skills, AI applications cannot replace the role of the teacher, and they remain as an effective assisting tool.

One of the effective AI applications in enhancing EFL students' speaking skills is Cake, an application that helps students improve their pronunciation, grammar, syntax, and vocabulary through various tasks and lessons (Suciati, Faridi, Mujiyanto, & Arifani, 2022). In a study conducted by Suciati et al. (2022) to investigate the benefits of Cake, it was found to be highly beneficial for teaching and enhancing EFL students' speaking skills. The data was gathered through observation, interviews, and documentation during the second semester of the academic year. After collecting and analysing the data, the results showed that thanks to Cakes accessibility, versatility in topics and tasks, and correct pronunciation and grammar, it functions as a beneficial speaking assistant, making it effective in teaching and enhancing EFL students' speaking skills. However, the use of Cake still presents certain challenges, such as limited access to an internet connection and the need for a quiet setting, which may not always be available while studying.

In addition to Cake, ELSA is also an effective AI-powered application for enhancing English language speaking skills (Triwardani & Raysal, 2022). In a study conducted by Triwardani and Raysal (2022) to investigate the effectiveness of ELSA as an AI powered English language speech assistant designed to help students improve their speaking skills, they conducted an experimental research where ELSA was the independent variable and pronunciation was the dependent variable. The researchers randomly selected 11 EFL students as the study's sample through random sampling, and collected data through observation, tests, and documentation. A pre-test was administered on the sample to measure the level of their speaking skills, and a post-test was conducted after teaching them using ELSA. After gathering and analysing the data, the results showed that ELSA effectively improved the students' speaking skills by over 25% and their pronunciation abilities by 17%. As a result, Triwardani and Raysal (2022) concluded that ELSA is an effective AI-powered application for enhancing EFL students' speaking skills.

2.6 AI in Teaching Translation

In addition to teaching and enhancing the four language skills (reading, writing, listening, and speaking), AI has been also increasingly being used in teaching English language translation. AI-powered translation applications and software can help students translate quickly, more effectively, and provide students with feedback on their translations. According

Chapter Two: The Use of Artificial Intelligence in Teaching

to He (2021), AI-powered Machine Translation (MT) brings great changes to the field of translation, yet teachers and students do not possess enough knowledge regarding the latest developments of MT and they rarely integrate it in their translation classes. He (2021) argues that outdated teaching methods that do not utilize AI-powered MT fail to meet the standard set by the modern translation industry. In addition, he stated that establishing translation courses based on AI-powered MT improves EFL students' translation skills, post-translation editing skills, and overall English language competency. In a research published by He (2021), he identifies two main ways on how AI can improve translation. The first is familiarizing EFL students with the modern translation tools, such as Google Translate, to help them rely on themselves, and not on teachers. While the second is encouraging students to translate more inside and outside the classroom. During his study, data was collected through a questionnaire survey given to EFL students on translation and post-translation strategies. After gathering and analysing the data, it was found that AI-powered MT can help students with translation skills, post-translation editing, and significantly improve the efficiency of translation. However, He (2021) emphasized that AI-powered MT remains a tool that assists with translation and cannot replace teaches nor translators.

According to Kanglang and Afzaal (2021), a large number of universities and private institutions have begun to incorporate AI and MT into their teaching of translation. These institutions have introduced a new curriculum based on approaches that solely rely on AI-powered technology. However, Kanglang and Afzaal (2021) argue that these new approaches to teaching translation solely relying on AI and MT lack motivation and create an unfamiliar environment for EFL students. In their study, they investigated the pedagogical implications of using AI to teach translation, and found that there was a weak connection between these new curricula and effective use of AI in teaching translation. Therefore, the use of AI and MT in teaching translation in higher education needs to be further investigated with more exploring for more effective approaches. They concluded that MT is the new most researched area in translation and it has a promising future, but it cannot yet reach a stage where it completely replaces human translations. However, with ongoing technological advancements, this may be possible in the future.

Higher-education translation teachers believe that translation competency is a key element for translators, and that it is necessary for successful translations (Wang, 2023). In a paper published by Wang (2023), he explores the practical uses of AI-powered technologies in teaching professional translation. The study sampled 29 university teachers from China who

were introduced to an AI-powered digital translation environment that focuses on developing key practical elements in translation competency through online virtual active group learning. Data was collected using surveys provided to the sample, and after gathering and analysing the data, the results showed that the use of AI-powered technologies in education could significantly impact the development of translators' competencies, resulting in a higher rate of successful translations. The vast majority of survey participants (96%) believe that translation teaching should be supported by modern AI-powered technologies. According to Wang (2023), AI-powered technologies can improve translators' abilities, knowledge, and skills required for professional translation, thereby developing their competencies. As a result, translators should remain up to date with the latest technologies and AI-powered tools in the field of translation.

2.7 AI in Teaching Civilization

In an academic context, AI has the potential to teach British and American history and civilization due to its ability to analyse vast amounts of historical data and provide students with a deeper understanding of historical events and their significance. For example, it can help students visualize historical events through AI-powered tools such as maps, timelines, and simulators making the learning of history more engaging and interactive. According to Oyewale and Familugba (2021), the use of AI technology develops students' interests and motivation in learning history. The researchers gathered data by recording students' attitudes towards the use of technology in teaching history. After collecting and analysing the data, the results revealed that technology tools can be implemented in teaching history and civilization. They argued that these tools, when properly designed towards the teaching of history, can provide a flexible, dynamic, and engaging learning environment which facilitates the learning process. Moreover, the study revealed that students have a positive attitude towards the use of AI technology during class. As a result, Oyewale and Familubga (2021) recommended providing training sessions for teachers and learners to familiarize themselves with different forms of AI technology that can be used in teaching history. However, teachers face certain difficulties when attempting to employ AI technology while teaching due to the lack of technological resources such as computers or the internet.

The Aim of using AI technology in teaching British and American history and civilization is to facilitate learning history for EFL learners and increase their motivation during civilization classrooms. Abdaoui (2022) has found that EFL students often struggle to understand British and American civilization lessons due to the constant use of traditional

teaching methods. In her study, the researcher compared traditional teaching methods with modern technological ones, and measured which ones are more effective in teaching history and civilization. Data was collected using a structured questionnaire which surveyed the opinions of 49 EFL Masters' students. After analysing the data, statistics showed that over 93% of teachers still use traditional methods, despite students preferring modern ones. Additionally, 77% of students reported that the main reason behind teachers relying on traditional methods is the lack of technological tools in EFL classrooms. Moreover, when asked to choose which teaching method was more effective, over 81% of the population reported that the technology-based approach is the most effective in teaching history and civilization lessons. Furthermore, 94% of the population emphasized the importance of technology use in the classroom, while only 6% neglected its importance. As a result, Abdaoui (2022) concluded that the technology-based approach is highly effective in teaching history and civilization to EFL students based on the findings of the research.

In a study investigating the use of technology conducted by Boadu, Awuah, Abaibo, and Eduaquah (2014), it was found that AI-powered technologies, such as audio-visual tools, can be effectively implemented in teaching history and civilization. The study sampled 153 students and 6 history teachers, and gathered data using questionnaires and interviews. After collecting and analysing the data, the findings revealed that technology is indeed effective in teaching history, and both teachers and students reported positive attitudes towards its use. However, the researchers reported that there is a scarcity in technological sources, which makes the implementation of technology difficult. Bodau et al. (2014) recommend that educational institutions should provide a budget for technology within the classroom, and motivate teachers and students to use it.

2.8 Conclusion

This chapter provides a literature review for previous studies conducted on the use of AI in various academic contexts, including teaching language skills such as reading, writing, listening, and speaking, as well as teaching British and American civilization and history to EFL students. In particular, it provides an overview on previous literature while focusing on the methodology used, the reported findings, and the results.

Chapter Three:
Research Methodology, Design,
and Analysis

3.1 Introduction

This chapter provides an overview of the methodological framework employed in the current study. It outlines the research approach, data collection tools, the target population, and the sample selection. The study adopts a mixed-methods research approach, combining qualitative data gathered from interviews, literature review, and armchair research, and quantitative data gathered from questionnaires. The research focuses on English teachers from multiple Algerian universities as the general population from which the sample was chosen through convenient sampling.

3.2 Study Design

The current study follows a mixed-methods research design which incorporates both qualitative and quantitative data. A mixed-method approach is a research approach where a research collects and analyses both qualitative and quantitative data within the same study (Bowers, Cohen, & Elliot, 2013). This approach was integrated because it is suitable for addressing research questions that cannot be adequately answered by qualitative or quantitative methods alone; instead, a combination of both is necessary to obtain a comprehensive result (Ivanovka, 2006). In addition, using a mixed-method approach ensures a comprehensive understanding of the research topic. By integrating both qualitative and quantitative data, researchers can gain insights into connections and contradictions between qualitative and quantitative data which facilitates exploring research questions and providing more comprehensive answers (Wisdom & Creswell, 2013).

Both qualitative and quantitative data were collected while conducting this research. Qualitative data was collected mainly through unstructured interviews, literature review, and armchair research. An unstructured interview is an interview in which questions are often unarranged and they tend to be informal and free-flowing, much like an everyday conversation (Rogers, 1945). In addition, a comprehensive literature review was conducted in order to cover previous studies which have tackled the use of AI in education. Moreover, one of the main qualitative data collection tools used in this study was the armchair research. The armchair research is a research conducted by an individual reflecting on his own research topic. On the other hand, quantitative data was collected through the use of online questionnaires.

3.3 Population and Sample

The population of this research includes all teachers of English in Algerian universities. Unfortunately, precise information regarding the exact number of teachers was unattainable. The sample of the present study consists of 43 EFL university teachers who were stratified based on age, gender, academic rank, and years of experience. The table below provides a summary of the sample and illustrates how it is divided according to the aforementioned categories. In the following table, “N” represents the number and “P” represents the percentage.

	Gender		Rank					Experience			
	Male	Female	MAB	MAA	MCB	MCA	PROF	1-5	5-10	10-15	15+
N	16	27	3	9	8	15	8	6	7	14	16
P	37,2	62.8	7	20,9	18,6	34,9	18,6	14	16,3	32,6	37,2

Table1: Sample Description

3.3.1 Age

The age variable was included in this study due to the possibility that teachers’ age may influence their familiarity with technology-aided methods. One female participant refrained from answering the age question and instead she asked the question “is it important?”. It is crucial to consider the age variable because it is reasonable to hypothesize that younger teachers may be more inclined to use technology aided-methods in their classrooms, and different age groups may exhibit varying attitudes towards technology use. The sample comprised participants of different ages, ranging from 27 years old to 64 years old, with an average age of 41 years old. Age was recorded as numerical value, with participants freely providing their age. The table below illustrates the minimum and maximum ages, the average age, and the standard deviation of the sample.

	N	Minimum	Maximum	Mean	Std. Deviation
Age	42 (One missing)	27,00	64,00	40,9524	9,43774

Table2: Age of the sample

3.3.2 Gender

The study sample comprised 43 participants, consisting of 16 males (37.2% of the total sample) and 27 females (62.8% of the total sample). Although the genders were not equally stratified, and there were more female participants than males, the sample still represents both

genders proportionally to the number of female EFL teachers in the Algerian universities, which is higher than the number of male EFL teachers. The gender variable is particularly important due to the empirical evidence suggesting that gender can factor in in determining learning differences. Therefore, there is a prospect of gender being relevant in understanding teaching differences.

3.3.3 Years of experience

Years of experience are also an important variable that was implemented in the researches' sample, and they were divided into four different groups. The first group included EFL teachers with 1 to 5 years of experience and consisted of 6 teachers, representing 14% of the sample. The second group included EFL teachers with 5 to 10 years of experience and consisted of 7 teachers, representing 16.3%. The third group included teachers with 10 to 15 years of experience and consisted of 14 teachers, representing 32.6%. The fourth group included teachers with 15+ years of experience and consisted of 17 teachers, representing 37.2%. The variable of experience is particularly important because there is a direct correlation between years of experience and teachers' abilities to diversify their teaching methods and they often have more insight into what works and what does not. It is worth noting that EFL teachers with 10 to 15 years of experience and those with 15+ years of experience represent the majority of the sample.

3.3.4 Academic Rank

Academic rank plays an important role for EFL teachers in Algerian universities, and it is worth exploring to see whether teachers with different academic ranks and varying years of experience share similar perspectives. The sample consisted of four different academic ranks ranging from the lowest to the highest, and was divided as follows, Maître Assistant B (MAB), Maître Assistant A (MAA) Maître de Conference B (MAB), Maître de Conference A (MAA), and Professor (PROF). the sample included 3 EFL teachers who held MAB rank representing 7% of the sample, 9 teachers with MAA rank representing 20.9%, 8 teachers with MCB rank representing 18.6%, 15 teachers with MCA rank representing 34.9%, and 8 teachers with PROF rank representing 18.6%. While examining the sample, it is noticed that there is a direct correlation between the years of experience and the academic rank, and that EFL teachers with higher academic ranks represent the majority of the sample. It is seen that teachers with more years of experience have higher ranks, as it is demonstrated in the table below.

Chapter Three: Research Methodology, Design, and Analysis

Experience		01-05		05-10			10-15				15+		
		MAB	MAA	MAA	MCB	MCA	MAA	MCB	MCA	PROF	MCB	MCA	PROF
Gender	Male	1	0	0	1	0	1	1	1	1	1	5	4
	Female	2	3	3	2	1	2	2	5	1	1	3	2
Total		3	3	3	3	1	3	3	6	2	2	8	6

Table3: Crosstabulation of experience, academic rank, and gender

3.4 Sampling

The sampling paradigm adopted in the current study is Voluntary Response Sampling (VRS), which falls under the category of non-probability sampling. VRS involves selecting participants who have voluntarily choose to participate as part of the sample group. Although VRS has the drawback of potentially attracting participants with strong opinions and yielding significantly biased results, it was chosen for its feasibility over other non-probability sampling paradigms. However, it is important to note that the use of VRS facilitates the data gathering process because it attracts individuals who already have high motivation to respond to the study's subject.

3.5 Data Collection Tools

The current study employed a mixed methods approach, allowing for the collection of both qualitative and quantitative data. Qualitative data was gathered through unstructured interviews, literature review, and armchair research. In this research, an unstructured interview was conducted with an AI expert to gain familiarity with the benefits and limitations of AI and ChatGPT. The interview consisted of a series of general questions on AI and ChatGPT, followed by specific inquiries about ChatGPT's abilities in education its facilitation of various tasks for students. In addition, a comprehensive literature review was conducted, encompassing more than 15 studies that explored the use of AI in different EFL skills such as reading, writing, listening, speaking, translating, and teaching English civilization and history. These studies were summarized, analysed, and reported in the second chapter of the current study. Moreover, one of the main data collection tools used in this study to gather qualitative data was the armchair research. The armchair research is a research conducted by an individual reflecting on his own research topic. In this case, the researcher personally conducted extensive experiments with ChatGPT to explore its benefits and limitations. The researcher also engaged in reading materials and watching expert videos to gain a comprehensive understanding of ChatGPT's abilities within an educational context. Furthermore, the researcher tested ChatGPT's capabilities to evaluate its performance in specific tasks.

On the other hand, quantitative data was collected through an online questionnaire administered English teachers from various Algerian universities who voluntarily responded to it. The questionnaire comprised of five constructs, each consisting of a set of questions or statements. The first construct was aimed to gather background information, such as teachers' age, gender, years of experience and academic rank. The remaining constructs focused on participants expressing their level of agreement on a five-point Likert scale, ranging from strongly agree to strongly disagree. The constructs included statements related to teachers' familiarity with AI and ChatGPT, their opinions on the use of ChatGPT in ELT, the use of ChatGPT in teaching English civilization, and general concerns regarding the use of ChatGPT. Participants were asked to indicate their level agreement or disagreement with these statements based on the provided Likert scale.

3.6 Results and Analysis

The following section will discuss the main findings obtained from the analysis of the online questionnaire. Each section of the questionnaire contained statements that addressed specific aspect related to ChatGPT and its use in academia. This part will analyse each section, and report the level of agreement that participants reported to the provided statements. The unstructured interview, the literature review, and the armchair research will be used as complementary data for commentary purposes to assist with the interpretation of the data for the current research. However, the raw data will be extracted from the online questionnaire.

3.6.1 Familiarity with Technology and ChatGPT

In the second section of the online questionnaire, participants were provided with a series of statements and asked to indicate their level of agreement on a five-point Likert scale. These statements pertained to their familiarity with technology and ChatGPT, as well as their utilization of these tools within the academic context. The participants' responses were recorded using numerical values, with -2 indicating "Strongly Disagree", -1 indicating "Disagree", 0 indicating "Neutral", 1 indicating "Agree", and 2 indicating "Strongly Agree". With that in mind, the table below demonstrates the participants' familiarity with technology (Tech) and ChatGPT (GPT).

	Minimum	Maximum	Mean	Std. Deviation
Familiarity with Tech	-1,00	2,00	1,0698	0,70357
Familiarity with GPT	-2,00	2,00	,8837	1,00497

Table4: Familiarity with Technology and ChatGPT

Chapter Three: Research Methodology, Design, and Analysis

The table provided indicates that the participants exhibit familiarity with both technology and ChatGPT. However, the mean value for familiarity with ChatGPT is lower compared to familiarity with technology, while the standard deviation is higher. The mean value suggests that, in general, participants reported a higher level familiarity with technology-aided teaching practices compared to ChatGPT. Referring to the table above, we can observe that the minimum familiarity level with technology is -1, the maximum is 2, and the mean value is rounded down to 1. This indicates that none of the participants reported very high levels of unfamiliarity technology, some participants reported very high levels of familiarity with technology, and on average, the sample demonstrated high familiarity with technology, with low levels of standard deviation. On the other hand, the table indicates that the minimum level of familiarity with ChatGPT is -2, the maximum is 2, and the mean level is rounded-up to 1. It is worth noting that the participants were provided with a video recorded by the researcher that explains ChatGPT and demonstrates its abilities and limitations. However, as depicted in the table above, some participants reported very high levels of unfamiliarity with ChatGPT. This suggests that while no one is completely unfamiliar with technology, there are individuals who are entirely unfamiliar with ChatGPT. Furthermore, it is notable that some participants reported very high levels of familiarity with ChatGPT, and the sample as a whole exhibited high levels of familiarity with ChatGPT, with a considerable standard deviation.

The standard deviation value indicates a relatively higher level of covariance in the participants' responses regarding to familiarity with ChatGPT. To prove the depth of this covariance, an inferential statistical analysis was conducted. An in-depth analysis of the participants' responses was performed in relation to various variables including, gender, rank, and years of experience. The following table illustrates how EFL teachers of different backgrounds reported their levels of familiarity (Fami) with technology (TECH) and ChatGPT (GPT) using numerical values, where “ μ ” represents the mean value and “ σ ” represents the standard deviation.

		Gender		Rank					Experience			
		Male	Female	MAB	MAA	MCB	MCA	PROF	1-5	5-10	10-15	15+
Fami TECH	μ	1,125	1,037	1,666	,888	,875	1,133	1,125	1,166	1,000	,928	1,187
	σ	,6191	,758	,577	,600	,6408	,833	,640	,752	,816	,730	,655
Fami GPT	μ	0,625	1,037	1,333	1,111	,500	,866	,875	1,500	,857	,857	,687
	σ	1,258	,807	1,154	,600	1,195	1,125	,991	,836	1,069	,770	1,195

Table5: Familiarity with Technology and ChatGPT in Relation to the Sample's Backgrounds

Chapter Three: Research Methodology, Design, and Analysis

In the table provided, the sample is categorized based on gender, rank and experience. Regarding to familiarity with technology, it is evident that there is no significant difference between male and female EFL teachers in terms of levels of familiarity. Both genders demonstrate high levels of familiarity with technology as gender has no effect on that. When considering rank, the data suggests that there is also no significant difference in familiarity with technology among teachers of different ranks. Teachers with MAB rank exhibit the highest level of familiarity, while teachers with MCB rank display the lowest level of familiarity. However, it is important to note that the differences between ranks is statistically insignificant. Furthermore, the data indicates that there is no significant difference in familiarity with technology based on years of experience.

When examining familiarity with ChatGPT, the data from the table indicates that male and female teachers exhibit similar levels of familiarity with ChatGPT. However, there are variations in familiarity levels among different. Teachers with MAB rank demonstrate the highest level of familiarity, while teachers with MCB demonstrate the lowest levels of familiarity. Furthermore, it is observed that teachers with the least years of experience have highest level of familiarity with ChatGPT. Nevertheless, upon analyzing the data, it is determined that these differences are not statistically significant. Overall, the analysis of the data suggests that regardless of different backgrounds, the sample as a whole exhibits high levels of familiarity with both technology and ChatGPT.

Unlike gender, rank, and experience, which are categorical variables, age is a continuous variable. initially, it was hypothesized that there would be an inverse correlation between age and familiarity with technology and ChatGPT, based on the propagated stereotype that younger generations are more in touch with technology. However, the correlation analysis reveals that there are no statistically significant levels of correlation between age and familiarity with technology or ChatGPT. The results of the analysis are represented using the Pearson correlation coefficient (ρ). The coefficient ρ is 0.222 for familiarity with technology and -0.126 for familiarity with ChatGPT. These findings indicate that there is no correlation between age and familiarity with technology and ChatGPT. These findings can be explained by two probable underlying premises. Firstly, the sample of the research consists of university EFL teachers who are generally familiar with technological advancements. Therefore, the assumption that age influences familiarity with technology may not be applicable this particular segment society. Secondly, it is possible that the sample size is not large enough to facilitate a more in-depth

exploration of such nuanced metrics. As a result, no statistically generalizable inferences can be made.

3.6.2 The Use of Technology and ChatGPT

The third section of the questionnaire addressed the use of technology and ChatGPT among EFL in teachers. Again, the participants were given a series statements regarding their levels of use of ChatGPT and technology, and they responded using a five-point Likert scale. The findings from the third section are presented in the table below.

	Minimum	Maximum	Mean	Std. Deviation
Use of Tech	-2.00	2.00	1.069	0.91014
Use of GPT	-2.00	2.00	-0.186	1.31395

Table6: The Use of Technology and ChatGPT

The table indicates a range of values from -2 to 2, where -2 represents very low levels of technology use and 2 represents very high levels of technology use among participants. However, the mean value of 1 suggests that, on average, the sample demonstrates a high level of technology use. Regarding the use of ChatGPT, participants reported varying levels of usage, ranging from very low to very high. However, the mean value of -0.186 indicates that, as a whole, the sample reported low levels of ChatGPT use.

Due to the observed correlation between the familiarity and the use of technology and ChatGPT, it is important to analyze and compare the findings from the second and third sections of the questionnaire. The data reveals that despite no participant reported very low levels of familiarity with technology, some reported very low levels of technology use. In addition, sample demonstrated high levels of familiarity with ChatGPT, but reported low levels of ChatGPT use. This indicates that not all participants who are familiar with technology and ChatGPT actually make use of it. There could be various reasons for this discrepancy, such as differences in teaching methods among EFL teachers, or a lack of resources for technology integration, particularly within the classroom setting. To gain a comprehensive understanding of the reported technology and ChatGPT use in relation to gender, rank, and experience, an inferential analysis was conducted. The table below presents the data obtained from the third section of the questionnaire, with “ μ ” representing mean value and “ σ ” representing the standard deviation.

		Gender		Rank					Experience			
		Male	Female	MAB	MAA	MCB	MCA	PROF	1-5	5-10	10-15	15+
Use TECH	μ	1,125	1,037	1,666	,888	1,000	1,000	1,250	1,333	,714	1,214	1,000
	σ	1,147	,758	,577	,927	,755	1,069	,886	,8165	,9511	,578	1,154
Use GPT	μ	-,062	-,259	,333	-,222	-,500	-,533	,625	,333	-1,142	,428	-,500
	σ	1,289	1,347	2,081	1,201	1,069	1,245	1,407	1,505	1,069	1,089	1,264

Table7: The Use of Technology and ChatGPT in relation to the Sample's Background

The data presented in the table indicates that there is no statistically significant difference in technology use among teachers with different genders, ranks, and experience. It is worth noting that teachers with MAB rank and low experience reported the highest levels use, while teachers with MAA rank and 5 to 10 years of experience reported the lowest use. However, these differences are statistically insignificant, and overall, the sample reported high levels of technology use. Regarding ChatGPT use, the average reported level was low across the entire sample, with no significant difference observed between the different categories. However, it is noteworthy that there is a high level of standard deviation, particularly, among teachers with the MAB rank. This indicates that some teachers with MAB rank reported very high levels of ChatGPT use, while others reported very low levels of ChatGPT use.

In order to gain a comprehensive understanding of the correlation between the familiarity and the use of technology and ChatGPT, as well as to determine if there is an interdependence between familiarity and use, an investigation of data was conducted using the Pearson correlation coefficient (ρ). This statistical test allows for understanding the level of interdependence between two metrics. The findings reveal that there is a significant positive correlation between technology familiarity and use, with a coefficient value of 0.587**. Similarly, there is a significant positive correlation between ChatGPT familiarity and use, with a coefficient value of $\rho = 0.560^{**}$. These values indicate a strong positive relationship between familiarity and use at a two-tailed confidence level of 0.01. In other words, participants who reported higher levels of familiarity with technology and ChatGPT also reported higher levels of use compared to those who reported lower levels of familiarity.

3.6.2 The Use of ChatGPT in ELT

The third section of the questionnaire addressed the use of ChatGPT in ELT. The participants were presented with a series of statements and were asked to report their levels of agreement. These statements focused on ChatGPT's abilities in various learning skills. These skills encompassed the improvement of EFL students' psychological abilities, such as

Chapter Three: Research Methodology, Design, and Analysis

motivation, cognitive skills like creativity, and provision of mechanical assistance, including feedback for students' writings and supplement of traditional education. The table below demonstrates the teachers' answers to the statements using mean values standard deviation.

	Motivation	Creativity	Feedback	Supplement
Means	-0.0698	-0.465	0.5349	0.2791
Std. Deviation	1.421	1.271	1.054	1.259

Table 8: Mean Values and Standard Deviation of Participants Answer for ELT

The table shows that the sample's responses regarding the use of ChatGPT in enhancing motivation and creativity, and providing feedback and supplement showed similar mean value. While teachers' responses mostly leaned towards neutral, it is noteworthy that the lowest levels of agreement were reported for the psychological and cognitive skills, whereas the highest levels of agreement were reported for the mechanical skills. Based on the data, it can be interpreted that the participants perceive ChatGPT to be more effective in supporting technical skills, such as feedback and supplement, rather than psychological and cognitive skills including motivation and creativity. However, it is important to highlight that all skills exhibited a high level of standard deviation indicating that across the sample both ends of agreement were reported. This suggests that teachers' opinions on all skills were polarized, emphasizing the need for a thorough investigation into the differences between their responses. The following table presents the number, percentage, and responses of teachers for each skill.

Agreement Spectrum	Motivation		Creativity		Feedback		Supplement	
	N	%	N	%	N	%	N	%
Strongly Disagree	6	14,0	7	16,3	4	9,3	7	16,3
Disagree	10	23,3	12	27,9	3	7,0	4	9,3
Neutral	9	20,9	2	4,7	5	11,6	6	14,0
Agree	17	39,5	20	46,5	28	65,1	22	51,2
Strongly Agree	1	2,3	2	4,7	3	7,0	4	9,3

Table 9: Sample's Numbers, Percentages, and Agreement Spectrum for ELT

The table above demonstrates the responses from the sample of teachers regarding ChatGPT's ability to enhance motivation, creativity, feedback and supplement for EFL students. Out of the total sample 6, teachers (14%) strongly disagreed with ChatGPT's potential to enhance motivation. In addition, 10 teachers (23.3%) disagreed, while 9 teachers (20.9%) remained neutral. However, 17 teachers (39.5%) agreed that ChatGPT could enhance motivation, and only 1 teacher (2.3%) strongly agreed. In terms of creativity, 7 teachers (16.3%) strongly disagreed with ChatGPT's ability to enhance creativity in EFL students. Furthermore,

Chapter Three: Research Methodology, Design, and Analysis

12 teachers (27.9%) disagreed, 2 teachers (4.7%) remained neutral, 20 teachers (46.5%) agreed, and 2 teachers (4.7%) strongly agreed. Regarding mechanical skills such as feedback, only 4 teachers (9.3%) strongly disagreed with ChatGPT's abilities in providing feedback, 3 teachers (7%) disagreed, 5 teachers (11.6%) remained neutral, 28 teachers (65.1%) agreed, and 3 teachers (7%) strongly agreed. Moreover, in terms of ChatGPT providing supplement for EFL students, 7 teachers (16.3%) strongly disagreed, 4 teachers (9.3%) disagreed, 6 teachers (14%) remained neutral, 22 teachers (51.2%) agreed, and 4 teachers (9.3%) strongly agreed.

analysing the table, it is evident that that a significant number of teachers agree with ChatGPT's capabilities across each skill. However, referring to table 8 we observe that the mean values of each skills tend to lean towards neutral, with a high level of standard deviation, except for the feedback skill, where mean value indicates that the sample agrees on ChatGPT's ability to provide valuable feedback. This discrepancy can be attributed to varying opinions across the same for each skill. Consequently, it is crucial to conduct further analysis of the sample's responses, taking into account factors such as gender, rank, and experience, as depicted in the following table.

		Gender		Rank					Experience			
		Male	Female	MAB	MAA	MCB	MCA	PRO F	1-5	5-10	10-15	15+
Motiv	μ	,2500	-,259	,000	,000	,125	-,266	,000	,333	-,428	-,142	,000
	σ	,85635	1,258	1,732	1,118	,991	1,162	1,142	1,211	1,133	1,231	1,095
Creat	μ	,0625	-,111	-,666	-,444	-,125	,000	-,046	-,500	,000	-,071	,125
	σ	1,18145	1,339	1,527	1,130	,991	1,511	1,271	1,224	1,414	1,328	1,258
Feedb	μ	,5625	,518	,000	,777	,375	,466	,534	,500	,571	,500	,562
	σ	,96393	1,122	1,732	,833	,744	1,187	1,054	1,224	,975	1,019	1,152
Supple	μ	,4375	,185	,000	,444	,000	,200	,279	-,500	,285	,500	,000
	σ	1,15289	1,331	1,732	1,130	1,603	1,207	1,259	1,224	1,380	1,344	1,211

Table 10: Frequency of the Sample's Answers Regarding Gender, Rank, and Experience

The numbers in the above table show that male teachers expressed a neutral stance regarding ChatGPT's ability to enhance psychological skills such as motivation. However, they tended to disagree with its effectiveness in enhancing cognitive skills like creativity. Moreover, they generally agreed with ChatGPT's mechanical skills in providing feedback and supplementing traditional education for EFL students. On the other hand, female teachers leaned towards disagreeing with ChatGPT's potential to enhance motivation and creativity, and agreed with its potential to provide mechanical feedback for EFL students. However, unlike male teachers, female teachers expressed a neutral position regarding ChatGPT's ability to provide supplement. When considering rank, teachers with MAB rank reported a neutral stance on

ChatGPT's ability to enhance motivation, and they disagreed with its potential to enhance creativity. They also expressed neutrality in terms of both feedback and supplement. Teachers with MAA were neutral regarding ChatGPT's ability to enhance motivation, disagreed with its ability enhance creativity, but agreed with its ability to provide mechanical assistance in the form of feedback and supplement. Similarly, Teachers with MCB rank were neutral regarding ChatGPT's ability to enhance motivation, disagreed with its ability enhance creativity, agreed with its ability to provide feedback, and remained neutral regarding its ability to provide supplement. Teachers with MCA rank disagreed with ChatGPT ability enhance motivation, and they remained neutral regarding its ability to enhance creativity. However, they agreed with its ability to provide mechanical support in forms of feedback and supplement. Teachers with PROF rank remained neutral regarding ChatGPT's ability to enhance motivation, disagreed with its ability to enhance creativity, and agreed with its ability to provide mechanical skills in forms of feedback and supplement.

When considering the teachers' years of experience, those with 1 to 5 years of experience agreed that ChatGPT can enhance psychological skills such as motivation in EFL students, but they disagreed with its ability to enhance cognitive skills such as creativity. In terms of mechanical skills, they agreed that it can provide feedback, but disagreed with its ability provide supplement. Teachers with 5 to 10 years of experience disagreed with its ability to enhance motivation, remained neutral regarding its ability to enhance creativity, and agreed that it can provide mechanical assistance such as feedback and supplement. Teachers with 10 to 15 years of experience disagreed with its ability to enhance motivation, and they remained neutral regarding its ability enhance creativity. However, they agreed that ChatGPT can provide feedback and supplement for EFL students. Teachers with over 15 years of experience expressed a neutral stance regarding ChatGPT's ability to enhance psychological and cognitive skills such as motivation and creativity, agreed with its ability to provide feedback, and remained neutral regarding ChatGPT's ability to provide supplement.

Based on the data presented in the above tables, it is observed that the teachers' responses to the statements regarding motivation, creativity, feedback, and supplement have do not appear to be related to their gender, rank, or years of experience. In order to investigate this further, an inferential statistical analysis using the Pearson correlation coefficient (ρ) was conducted to assess the correlation between the variables and the metrics. The results of the analysis are provided in the table below.

	Age	Gender	Rank	Experience
Motivation	,134	-,218	-,049	-,024
Creativity	,109	-,067	,289	,139
Feedback	,022	-,020	,064	,013
Supplement	-,172	-,098	,071	-,128

Table 11: Correlations for ChatGPT's ELT Skills

To establish a significant level of correlation between two metrics, the value of the Pearson correlation coefficient (ρ) should be 0.5 or higher. However, upon examining the table above, it is evident that none of the metrics achieved this threshold. The results presented in the aforementioned table indicate that teachers' perception regarding ChatGPT as a tool for enhancing motivation, creativity, and providing feedback and supplement cannot be interpreted in light of the participant's age, gender, rank, and experience. These findings suggest that the results may be haphazard or that there might be another variable influencing teachers' perception of the four skills. In order to test the internal consistency of the findings, a correlational test was conducted among these four skills. The results of this analysis are provided in the table below.

	Creativity	Feedback	Supplement
Motivation	,555**	,605**	,576**
Creativity		,729**	,469**
Feedback			,602**

Table 12: Correlations among ChatGPT's ELT Aspects

The data presented in the table above indicates significant correlations various metrics. The correlation coefficient (ρ) between motivation and creativity is 0.555**, indicating that a significant level of correlation between the two. Similarly, a significant correlation is observed between motivation and feedback ($\rho = 0.605^{**}$) as well as between motivation and supplement ($\rho = 0.576^{**}$). In addition, a significant correlation is found between creativity and feedback ($\rho = 0.729$) and between creativity and supplement ($\rho = 0.469^{**}$). Furthermore, a significant correlation is observed between feedback and supplement ($\rho = 0.602^{**}$). These analyses were conducted at a 0.01 level of confidence, and the results demonstrate consistent correlations between all metrics at the strictest level of confidence. These findings show that these metrics are consistent, meaning that they cannot be haphazard, and suggest the presence of another variable influencing these relationships. In order to identify this variable, an inferential analysis was conducted between the second construct, which examines the use of ChatGPT in ELT, and

the second construct, which explores the familiarity with ChatGPT and technology. The results of this analysis are presented in the table below.

	Fami.Tech	Use.Tech	Fami.GPT	Use.GPT
Motivation	,006	,165	,221	,531**
Creativity	,084	,023	,145	,251
Feedback	,013	-,089	,083	,228
Supplement	-,264	-,184	,083	,464**

Table 13: Correlation Between Familiarity and Use and ChatGPT's ELT Skills

This table employs the Pearson correlational analysis to examine teachers' levels of familiarity and use of ChatGPT and technology and their agreement levels regarding ChatGPT's effectiveness in enhancing psychological skills such as motivation, cognitive skills such as creativity, and providing mechanical assistance such as feedback and supplement for EFL students. Regarding familiarity with technology and the four skills (p) suggests no statistically significant correlation between them, and it suggests the same between the use of technology and the four skills, as none of the values meet the minimum threshold of 0.5. However, when considering familiarity with ChatGPT and the four skills, a noticeable but statistically insignificant increase in correlation is observed. On the other hand, a significant level of correlation is found between the use of ChatGPT and the four skills, with (p) values of 0.531** for motivation, 0.251 for creativity, 0.228 for feedback, and 0.464** for supplement. This indicates that teachers who reported high levels of ChatGPT use also expressed stronger agreement regarding ChatGPT's effectiveness in enhancing motivation and creativity, and providing mechanical assistance such as feedback and supplement to EFL students. Furthermore, there results suggest that these teachers perceive ChatGPT as more effective in the mechanical aspect of teaching rather than in the psychological and cognitive aspect, based on their experience. Therefore, it is evident that the use of ChatGPT influences teachers' perception of its abilities in ELT, and there is a significant correlation between the two. Furthermore, it is possible that teachers with lower levels of familiarity and use of ChatGPT and technology reported high levels of disagreement regarding ChatGPT's abilities in ELT due to their limited awareness of its features

To delve deeper into correlation between the use of ChatGPT teachers' perception of its impact in ELT, an analysis was performed on the responses of teachers who indicated their agreement or strong agreement with the use of ChatGPT. The mean values of their responses concerning ChatGPT as a tool for enhancing psychological skills such as motivation, cognitive

skills such as creativity, and providing technical assistance such as feedback and supplement for EFL students were calculated. The results of this analysis are presented in the following table.

	N	Mean
Motivation	18	,5556
Creativity	18	,3333
Feedback	18	,8333
Supplement	18	,8889

Table 14: Correlation Between ChatGPT use and ChatGPT's ELT Skills

The table above demonstrates that out of the total number of teachers surveyed, 18 teachers reported high or very high levels of ChatGPT usage. Interestingly, the same teachers expressed agreement with ChatGPT as a tool for enhancing motivation, creativity, providing feedback, and supplement for EFL students. Notably, these teachers exhibited the highest levels of agreement for the mechanical features of ChatGPT, implying that they perceive it as more advantageous in the mechanical aspect of ELT. When comparing the results of the entire sample with specific segment of the sample, a significant difference between the two is observed. The sample, on average, reported a neutral stance, leaning towards disagreeing with ChatGPT as an impactful tool in ELT. However, the subset of teachers who demonstrated high use of ChatGPT expressed high levels of agreement. This indicates that teachers who extensively used of ChatGPT have a more informed perspective and recognize the benefits of ChatGPT in enhancing psychological skills such as motivation, cognitive skills such as creativity, and providing mechanical feedback and supplement for EFL students. These findings highlight the importance of considering the level of ChatGPT usage when assessing teachers' perceptions of its use in ELT. The teachers who actively utilize ChatGPT demonstrate a more positive and favorable opinion based on their firsthand experience with the tool.

3.6.3 The Use of ChatGPT in Teaching Civilization

The fourth section of the questionnaire addressed the use of ChatGPT in teaching English civilization. The participants were presented with a series of statements and were asked to report their levels of agreement. These statements focused on ChatGPT's abilities to assist EFL students to better understand historical events, develop their critical thinking skills regarding historical events, facilitate debates and discussions in civilization classes, supplement traditional civilization teaching, and support historical and research writing. The table below demonstrates the participants' answers to these statements.

	Minimum	Maximum	Mean	Std. Deviation
Understanding	-2,00	2,00	0,4419	,95873
Critical thinking	-2,00	2,00	-0,1628	1,11120
Debate	-2,00	2,00	0,4186	,90587
Supplementing	-2,00	2,00	0,2326	1,15134
Research Writing	-2,00	2,00	0,6047	,90342

Table 15: Sample's Responses Regarding ChatGPT's Abilities in Civilization Teaching

The table shows that across the sample both ends of agreement were reported on all skills, which indicates that the sample had polarizing opinions. It is observed that sample agrees with ChatGPT's ability to help EFL students better understand historical events, but expressed a neutral stance leaning towards disagreement regarding its ability to develop critical thinking skills. Furthermore, the sample agreed that it can facilitate debates and discussions during civilization classes, remained neutral regarding its ability to supplement teaching, and agreed to its ability to support historical and research writing. As observed in the table above, the highest level of agreement was reported for ChatGPT's ability to support historical and research writing. This is conceivable given that ChatGPT primarily excels in knowledge provision and writing assistance. However, it is worth noting that the sample's lack of knowledge concerning ChatGPT's other capabilities may have influenced their responses.

On the other hand, the lowest level of agreement was reported on ChatGPT's ability to enhance critical thinking. This aligns with the findings of the previous section, where cognitive and psychological factors of learning received the lowest mean values of agreement. As reported in the third section, the sample reported the lowest levels of agreement with ChatGPT's abilities to enhance psychological skills such as motivation and cognitive skills such as creativity. Critical thinking falls within the same category as these two skills; thus, the participants reported similar levels of agreement for it as in the previous section. Furthermore, the mean value of 0.232 was reported for supplementing traditional civilization teaching, which is close to that of supplementing ELT (0.279). Therefore, teachers perceive ChatGPT's ability to supplement traditional ELT in a similar manner to supplementing civilization teaching. In addition, understanding historical events and facilitating discussions received similar mean values, indicating that the sample agreed on ChatGPT's impact in these areas. similar values can be attributed to the interconnectedness of these skills, where a better understanding of historical events leads to more effective discussions among EFL students.

Chapter Three: Research Methodology, Design, and Analysis

In order to further examine the sample's responses, a frequency analysis needs to be conducted to observe the teachers' levels of agreement towards each skill. The following table illustrates the agreement spectrum, along with the number of teachers and percentages for each skill.

Agreement Spectrum	Understa		Critical		debate		Supplement		Writing	
	N	%	N	%	N	%	N	%	N	%
Strongly Disagree	1	2,3	6	14,0	2	4,7	4	9,3	3	7,0
Disagree	8	18,6	10	23,3	5	11,6	8	18,6	8	18,6
Neutral	8	18,6	14	32,6	10	23,3	9	20,9	27	62,8
Agree	23	53,5	11	25,6	25	58,1	18	41,9	3	7,0
Strongly Agree	3	7,0	2	4,7	1	2,3	4	9,3	2	4,7

Table 16: Sample's Numbers, Percentages, and Agreement Spectrum for Civilization

The table above demonstrates the distribution of teachers' responses towards each skill. In terms of better understanding historical events, 1 teacher (2.3%) disagreed with ChatGPT's ability, 8 teachers (18.6%) disagreed, 8 teachers (18.6%) remained neutral, 23 teachers (53.5%) agreed, and 3 teachers (3%) strongly agreed. Regarding the enhancement of critical thinking skills, 6 teachers (14%) strongly disagreed, 10 teachers (23.3%) disagreed, 14 teachers (32.6%) remained neutral, 11 teachers (25.6%) agreed, and 2 teachers (4.7%) strongly agreed. For facilitating debates and discussions, 2 teachers (4.7%) strongly disagreed, 5 teachers (11.6%) disagreed, 10 teachers (23.3%) remained neutral, 25 teachers (58.1%) agreed, and 1 teacher (2.3%) strongly agreed. In terms of supplementing traditional civilization teaching, 4 teachers (9.3%) strongly disagreed, 8 teachers (18.6%) disagreed, 9 teachers (20.9) remained neutral, 18 teachers (41.9%) agreed, and 4 teachers (9.3%) strongly agreed. Regarding ChatGPT's ability to support historical and research writing, 3 teachers (7%) strongly disagreed, 8 teachers (18.6%) disagreed, 27 teachers (62.8%) remained neutral, 3 teachers (7%) agreed, and 2 teachers (4.7%) strongly agreed.

Based on the data analysis, it is observed that there are relatively few polarized opinions, as the numbers of answers on both ends of the agreement spectrum is low. However, the majority of the participants agreed to the statements provided, with the exception of the critical thinking skill where the responses were almost evenly distributed among disagreement, remaining neutral, and agreement. In addition, for supporting writing skills, the majority of participants remained neutral in their responses.

Chapter Three: Research Methodology, Design, and Analysis

Moving to the analysis of the participants' answers in regard with their gender, rank, and experience. The following table demonstrates the mean values and standard deviation for each skill.

		Gender		Rank					Experience			
		Male	Female	MAB	MAA	MCB	MCA	PROF	1-5	5-10	10-15	15+
Understa	μ	,437	,444	,333	,777	,000	,533	,375	,833	,285	,571	,250
	σ	,892	1,012	1,154	1,092	,755	,915	1,060	,983	,755	1,157	,856
Critical	μ	,1875	-,370	-,333	-,222	-,375	-,133	,125	-,333	-,428	,214	-,312
	σ	1,108	1,079	1,527	,971	,744	1,355	1,125	1,032	1,133	1,188	1,078
Debate	μ	,500	,370	-,333	,444	,500	,533	,375	,333	,428	,285	,562
	σ	,730	1,005	1,527	,881	,755	,833	1,060	1,211	,786	1,069	,727
Suppl	μ	,437	,111	-,333	,555	,625	-,066	,250	,000	,857	,428	-,125
	σ	1,263	1,086	1,527	,726	1,060	1,279	1,281	1,095	,899	1,157	1,204
Writing	μ	,687	,555	-,333	,888	,625	,666	,500	,333	,857	,571	,625
	σ	,873	,933	1,527	,781	,916	,723	1,069	1,211	,690	1,157	,619

Table 17: Frequency of Answers Regarding Gender, Rank, Experience for Civilization

The table indicates that male teachers generally agreed with ChatGPT's abilities to enhance understanding. They maintained a neutral stance on its ability to enhance critical thinking, but agreed that it could facilitate debates, supplement teaching, and support writing. On the other hand, female teachers agreed with ChatGPT's ability to enhance understanding, leaned towards disagreement regarding its ability to enhance critical thinking, remained neutral regarding its ability to facilitate debates and supplement teaching, and agreed that it could support writing.

In terms of rank, teachers with MAB rank remained neutral in terms of ChatGPT's ability to enhance understanding, leaned towards disagreement with its ability to enhance critical thinking, facilitate debates, supplement teaching, and support writing. Teachers with MAA rank agreed ChatGPT's ability to enhance understanding, remained neutral regarding its ability to enhance critical thinking, and agreed that it could facilitate debates, supplement teaching and support writing. Similarly, Teachers with MCB rank remained neutral regarding its understanding abilities, leaned towards disagreement with its ability to enhance critical thinking, and agreed with its abilities regarding debates, supplementing, and writing. Teachers with MCA rank agreed with ChatGPT's ability to enhance understanding, remained neutral regarding its ability to enhance critical thinking and supplementing teaching, and agreed with its abilities to facilitate debates and support writing. Furthermore, teachers with PROF rank agreed with ChatGPT's ability in enhancing understanding, remained neutral regarding its

ability in enhancing critical thinking and supplementing teaching, and agreed with its ability to facilitate debate and support historical and research writing.

In terms of years of experience, teachers with 1 to 5 years of experience agreed with ChatGPT's ability to enhance understanding, leaned towards disagreeing with its abilities in enhancing critical thinking, and remained neutral towards its abilities in debates, supplementing, and writing. Teachers with 5 to 10 years of experience remained neutral regarding ChatGPT's ability to enhance understanding, disagreed with its ability to enhance critical thinking, and agreed with its abilities in debates, supplementing, and writing. Furthermore, teachers with 10 to 15 years of experience agreed with its abilities in understanding, supplementing, and writing, but remained neutral regarding its abilities in critical thinking and debate. Teachers with over 15 years of experience remained neutral regarding ChatGPT's abilities in enhancing understanding, facilitating debates, supplementing teaching, and supporting writing, but disagreed with its abilities in enhancing critical thinking skills.

Upon analysing the data, it became evident that the participant groups reported varying answers, and there is no clear correlation between gender, rank, and experience and the 5 skills of ChatGPT in teaching civilization. Furthermore, the table above indicates a very high level of standard deviation among the participant groups, suggesting that teachers of different groups do not have homogenous perceptions. Thus, their perceptions are individualized and subject to variables that have not been tackled in this study. Moreover, to gain a comprehensive understanding of the factors influencing the teachers' answers, a correlation analysis was conducted. The analysis revealed that none of the skills of ChatGPT in teaching civilization were correlated with to gender, age, rank, experience, familiarity with technology and ChatGPT, or the use of technology. However, it did reveal a significant correlation between the skills and the use of ChatGPT. The results of the analysis are shown in the table below.

		Understanding	Critical thinking	Debate	Supplementing	Research Writing
	Use of GPT	,388*	,338*	,379**	,344*	,332**
Aspects of English Language Teaching	Motivation	,572**	,535**	,489**	,556**	,619**
	Creativity	,525**	,433**	,472**	,414**	,543**
	Feedback	,726**	,584**	,632**	,621**	,727**
	Supplement	,605**	,646**	,333*	,660**	,580**

Table 18: Correlation between Civilization Skills, ELT Skills, ChatGPT Use

The table above presents the results of an inferential analysis that utilized the Pearson correlation coefficient (ρ) to explore the relationship between the use of ChatGPT and its impact

on various aspects, including enhancing understanding of historical events, fostering critical thinking, facilitating debates and discussions, supplementing traditional teaching of civilization, and supporting historical and research writing. The findings from the table indicate a statistically significant correlation between the use of ChatGPT and the improvement of EFL students' understanding of civilization ($\rho = 0.388^*$). Additionally, there is a statistically significant correlation between ChatGPT usage and the enhancement of critical thinking skills ($\rho = 0.338^*$). Moreover, the results reveal a significant correlation between ChatGPT usage and the facilitation of debates and discussions ($\rho = 0.379^{**}$). Furthermore, a correlation was found between the use of ChatGPT and its potential for supplementing traditional teaching of civilization ($\rho = 0.344^*$), as well as for supporting historical and research writing ($\rho = 0.332^{**}$). These findings suggest that teachers who reported higher levels of ChatGPT usage also expressed a greater level of agreement regarding its effectiveness in teaching civilization.

The inferential analysis also examined the correlation between the five skills of ChatGPT in teaching civilization and its skills in ELT. The analysis revealed significant statistical correlations between all of these skills. Between understanding and motivation, a strong correlation was found ($\rho = 0.572^{**}$). Similarly, understanding showed a significant correlation with creativity ($\rho = 0.525^{**}$), feedback ($\rho = 0.726^{**}$), and supplement ($\rho = 0.605^{**}$). In terms of critical thinking, it showed a significant correlation with motivation ($\rho = 0.535^{**}$), creativity ($\rho = 0.433^{**}$), feedback ($\rho = 0.584^{**}$), and supplement ($\rho = 0.646^{**}$). The skill of debate demonstrated significant correlations with motivation ($\rho = 0.489^{**}$), creativity ($\rho = 0.472^{**}$), feedback ($\rho = 0.632^{**}$), and supplement ($\rho = 0.333^*$). Regarding supplementing, it exhibited a significant correlation with motivation ($\rho = 0.556^{**}$), creativity ($\rho = 0.414^{**}$), feedback ($\rho = 0.621^{**}$), and supplementing traditional ELT ($\rho = 0.660^{**}$). Lastly, writing skill displayed significant correlation with motivation ($\rho = 0.619^{**}$), creativity ($\rho = 0.513^{**}$), feedback ($\rho = 0.727^{**}$), and supplementing ($\rho = 0.727^{**}$). These findings indicate strong correlation between the skills of ChatGPT in teaching civilization and their counterparts in ELT.

Upon analysing the aforementioned data, it becomes evident that the highest levels of statistical correlation were observed between ChatGPT's ability to enhance EFL students' understanding of historical events and its ability to provide them with feedback ($\rho = 0.726^{**}$). In addition, a strong correlation was found between ChatGPT's ability to supplement traditional civilization teaching and its ability to provide feedback ($\rho = 0.727^{**}$). These findings highlight the consistency of teachers' perceptions, leaving no room for chance in their responses, as the analysis was conducted with a 0.01 level of confidence, which is the strictest criterion.

Furthermore, the findings indicate a significant statistical correlation between ChatGPT's abilities in civilization teaching and its abilities in ELT. This suggests that teachers who recognize the value of ChatGPT in ELT also acknowledge its effectiveness in teaching civilization. Moreover, the correlation between perceptions within the 3rd and 4th constructs reveals that it is not gender, age, rank, or years of experience that determine teachers' perceptions. Instead, it is their underlying attitudes, which can be influenced by various factors such as their levels of familiarity and use of AI and technology.

3.6.4 General Concerns

The fifth section of the questionnaire addressed general concerns regarding the use of ChatGPT in ELT, civilization teaching, and academia. The participants were presented with a series of statements and were asked to report their levels of agreement. These statements focused on several areas including the potential for ChatGPT to cause a decline in critical thinking skills, the risk of providing inaccurate or unreliable information, the possibility discouraging students from conducting independent research, the concern that ChatGPT may struggle to understand complex history and academic concepts, the potential for it to hamper human interactions in learning, the perpetuation of biased or inaccurate information, the undermining the role of the teacher, and the apprehensions regarding academic integrity and originality of students' work. The following table demonstrates the participants' levels of agreement with these statements using numerical values.

	Minimum	Maximum	Mean	Std. Deviation
Declined thinking	-1,00	2,00	,8605	1,10370
Reliability	-1,00	2,00	,6744	1,01702
Autonomy	-1,00	2,00	1,2791	,98381
Complexity	-2,00	2,00	,4419	1,05339
Interaction	-2,00	2,00	,6512	1,08855
Bias	-1,00	2,00	,6512	,94827
Teacher role	-2,00	2,00	,3256	1,16947
Integrity	-2,00	2,00	1,2093	1,08140

Table 19: Sample's Responses Regarding the General Concerns

The mean values in the table above indicate a high level of agreement among the participants. The maximum level of agreement (2) was reported on all statements, while maximum level of disagreement (-2) was reported for only some statements. The mean values suggest that the sample expressed high levels of concern regarding the potential decline of

Chapter Three: Research Methodology, Design, and Analysis

critical thinking skills due to the use of ChatGPT, as well as high levels of concern about the reliability of information provided by the bot. In addition, the participants showed high levels of concern regarding students' autonomy and the possibility to rely heavily on the bot for research purposes. Furthermore, high levels of concern were reported regarding ChatGPT's limitations in understanding complex concepts, its potential to hamper human interactions, and perpetuate biases in information it provides. On the other hand, the sample remained neutral regarding ChatGPT's possibility of undermining the role of the teacher as a facilitator of learning, but it expressed high levels of concern regarding academic integrity and originality of students' work. Notably, the highest levels of concern were reported regarding student's autonomy and reliance on ChatGPT, as well as academic integrity and the originality of students' work. This highlights that the main concerns of EFL teachers are centered around the effects of ChatGPT use on EFL students. Moreover, it is notable that the participants remained neutral on the potential of ChatGPT to undermine the role of teachers as facilitators of learning, especially considering that the sample consisted of EFL teachers with strong opinions on the topic.

It is noteworthy that the table displayed high levels of standard deviation for each statement, indicating that across the sample both ends of the agreement spectrum were reported. This suggests that teachers had polarized opinions, emphasizing the need for a thorough investigation into the differences between their levels of agreement. The following table presents the number, percentage, and responses of teachers for each concern.

	Declined thinking		Reliability		Autonomy		Complexity		Interaction		Bias		Teacher Role		Integrity	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sd	00	0,00	00	0,00	00	0,00	1	2,3	1	2,3	00	0,00	1	2,3	2	4,7
D	8	18,6	7	16,3	5	11,6	8	18,6	8	18,6	5	11,6	14	32,6	2	4,7
N	5	11,6	10	23,3	1	2,3	12	27,9	5	11,6	14	32,6	5	11,6	3	7,0
A	15	34,9	16	37,2	14	32,6	15	34,9	20	46,5	15	34,9	16	37,2	14	32,6
SA	15	34,9	10	23,3	23	53,5	7	16,3	9	20,9	9	20,9	7	16,3	22	51,2

Table 20: Sample's Numbers, Percentages, and Agreement Spectrum for the Concerns

The table demonstrates that no teacher strongly disagreed with the concern that ChatGPT could lead to a decline in critical thinking. However, 8 teachers (18.6%) disagreed, 5 (11.6%) remained neutral, 15 teachers (34.9%) agreed, and also 15 teachers (34.9%) strongly agreed. Regarding concerns about ChatGPT providing unreliable information, no teachers strongly disagreed, 7 teachers (16.3%) disagreed, 10 teachers (23.3%) remained neutral, 16 teachers (37.2%) agreed, and 10 teachers (23.3%) strongly agreed. When it comes t concerns

about students' relying on ChatGPT instead of independent research, no teacher strongly disagreed, 5 teachers (11.6%) disagreed, 1 teacher (2.3%) remained neutral, 14 teachers (32.6%) agreed, and 23 teachers (53.5%) strongly agreed. In terms of concerns about ChatGPT's inability to understand complex concepts, 1 teacher (2.3%) strongly disagreed, 8 teachers (18.6%) disagreed, 12 teachers (27.9%) remained neutral, 15 teachers (34.9%) agreed, and 7 teachers (16.3%) strongly agreed. Regarding concerns about ChatGPT hampering human interaction and collaboration in learning, 1 teacher (2.3%) strongly disagreed, 8 teachers (18.6%) disagreed, 5 teachers (11.6%) remained neutral, 20 teachers (46.5%) agreed, and 9 teachers (20.9%) strongly agreed. Concerning concerns about ChatGPT perpetuating biases in information, no teacher strongly disagreed, 5 teachers (11.6%) disagreed, 14 teachers (32.6%) remained neutral, 15 teachers (34.9%) agreed, and 9 teachers (20.9%) strongly agreed. Regarding concerns about ChatGPT undermining teachers' roles, 1 teacher (2.3%) strongly disagreed, 14 teachers (32.6%) disagreed, 5 teachers (11.6%) remained neutral, 16 teachers (37.2%) agreed, and 7 teachers (16.3%) strongly agreed. Finally, in terms of concerns about academic integrity and students' originality of work, 2 teachers (4.7%) strongly disagreed, 2 teachers (2.3%) disagreed, 3 teachers (7%) remained neutral, 14 teachers (32.6%) agreed, and 22 teachers (51.2%) strongly agreed.

Upon analysing the data, it is evident that the majority of the sample's answers fell into the "agree" and "strongly agree" categories, indicating high levels of concerns regarding the use of ChatGPT in ELT, civilization teaching, and academia. Conversely, "strongly disagree" category received the lowest number of responses, suggesting that very few teachers had minimal concerns regarding ChatGPT use. The category with the highest number of participants was "strongly agree" in relation to concerns about students relying on ChatGPT instead of conducting independent work. This indicates that teachers have significant apprehensions about ChatGPT assuming students' tasks. It is worth noting that, for the first time during this research, no participant strongly disagreed to any statement. Specifically, in this section of the questionnaire, no participant strongly disagreed with concerns regarding ChatGPT leading to a decline in critical thinking, or providing unreliable information. Furthermore, no teacher strongly disagreed with concerns about students relying on ChatGPT instead of conducting independent work or concerns about ChatGPT perpetuating biased information. In addition, it is noteworthy that the sample was nearly equally divided in terms of concerns about ChatGPT undermining teachers' roles as facilitators of learning. This indicates that not all teachers share the same concern about ChatGPT replacing the teacher's role.

Chapter Three: Research Methodology, Design, and Analysis

In order to further analyse the findings a correlation analysis was conducted using the Pearson correlation coefficient (ρ). This analysis aimed to examine the correlations between the concerns expressed in the 5th construct of the questionnaire and the main variables of the sample, as well as the findings of the previous constructs. The tables below display only the metrics that exhibited statistical correlations.

	Decline.thinking	Autonomy
Gender	,343*	
Age	-,315*	-,338*

Table 21: Correlates of ChatGPT Concerns

The table above highlights a positive statistical correlation between teacher's gender and their level of concern regarding ChatGPT leading to a decline in critical thinking ($\rho = 0.343^*$). This suggests that female teachers, in this case, expressed higher levels of concern compared to male teachers. In addition, the findings reveal an inverse correlation between age and the concern about ChatGPT leading to a decline in critical thinking ($\rho = -0.315^*$). This indicates that as teachers' age increases, their level of concern decreases. In other words, older teachers expressed lower levels of concern. Similarly, an inverse correlation was observed between age and the concern about students relying on ChatGPT instead of being independent ($\rho = -0.338^*$). This indicates that as teachers' age increases, their concern about student reliance on ChatGPT decreases. Older teachers tended to have lower levels of concern in this regard. The next table demonstrates the statistical correlation found between the use of ChatGPT and the concerns in this construct.

	Decline thinking	Complexity	Interaction	Teacher role
Use GPT	-,429**	-,369*	-,446**	-,332*

Table 22: Correlation Analysis between ChatGPT Use and the Concerns

The table above indicates that the findings from the correlation analysis demonstrate a significant inverse correlation between the use of ChatGPT and concerns related to it leading to a decline in critical thinking ($\rho = -0.429^{**}$), as well as concerns about ChatGPT hindering human interactions and academic collaboration ($\rho = -0.446^{**}$). Furthermore, an observable inverse correlation was found between the use of ChatGPT and the concern regarding its inability to understand complex academic concepts ($\rho = -0.369^*$), as well as undermining teachers' roles as facilitators of learning ($\rho = -0.332^*$). These findings suggest that teachers who reported higher levels of ChatGPT use also expressed lower levels of concern. In other

words, teachers who actively utilize ChatGPT in their academic practices tend to have fewer fears about its impact in the domains of ELT, civilization teaching, and academia. Moreover, the same analysis was conducted with skills from the second construct, and the subsequent table will present the findings.

The findings reveal an inverse correlation between ChatGPT's ability to enhance students' engagement, autonomy, and motivation in ELT and the concern regarding its use leading to a decline in critical thinking ($\rho = -0.348^*$). This suggests that teachers who expressed higher levels of agreement regarding ChatGPT's ability to enhance motivation also expressed lower levels of concern about its potential to negatively impact critical thinking. Furthermore, a similar analysis was conducted with ChatGPT's abilities in ELT and civilization teaching, yielding the following findings

	Decline.thinking	Complexity	Interaction
Understanding		-,387*	
Critical thinking	-,349*	-,405**	-,383*
Supplementing			-,314*

Table 24: Correlation Analysis ChatGPT's Abilities and the Concerns

The final correlation analysis utilizing the Pearson correlation coefficient revealed inverse statistical correlations between the metrics. Specifically, an inverse correlation was observed between ChatGPT's ability to help students better understand historical events and the concern regarding its inability to understand complex concepts ($\rho = -0,387^*$). This indicates that teachers who expressed higher levels of agreement regarding ChatGPT's effectiveness in enhancing understanding also expressed lower levels of concern regarding its inability to understand complex concepts. Furthermore, an inverse correlation was found between ChatGPT's ability to enhance critical thinking and the concern regarding its use leading to a decline in critical thinking ($\rho = -0.349^*$). This suggests that teachers who believed in the beneficial effects of ChatGPT on critical thinking skills were the ones who reported lower levels of concerns about its potential negative impact on critical thinking. In addition, a significant inverse correlation was identified between ChatGPT's ability to enhance critical thinking and the concern regarding its inability to understand complex concepts ($\rho = -0.405^{**}$), as well as between its ability to enhance critical thinking and the concern about hindering human interactions ($\rho = -0.383^*$). These findings indicate that teachers who expressed higher levels of agreement regarding its ability to enhance critical thinking reported lower levels of concern regarding its limitations in understanding complex situations and its potential impact on

hindering human interactions and collaborative learning. Moreover, these findings highlight an inverse correlation between ChatGPT's ability to supplement traditional teaching and the concern about hindering human interactions ($\rho = -0.314^{**}$). This implies that teachers who exhibited higher levels of agreement regarding ChatGPT's ability to supplement traditional teaching methods reported lower levels of concern about its potential negative impact on human interactions. These findings highlight that teachers who demonstrated the highest levels of agreement regarding ChatGPT's abilities and skills in ELT, civilization teaching, and academia also reported lowest levels of concern regarding the general fears around ChatGPT use. It is particularly noteworthy that these concerns were inversely correlated to the aforementioned skills. Thus, the correlation analysis emphasized the internal consistency of the sample's responses at a 0.01 level of confidence.

3.7 Conclusion

In conclusion, this chapter focused on the research methodology, the analysis of the qualitative data obtained from the armchair research, unstructured interviews, and literature review, as well as the quantitative data collected from the online questionnaire. The quantitative data served as the primary source of findings for the research, while the qualitative data provided additional commentary. The findings indicate that EFL teachers exhibited varying levels of familiarity and use of technology and ChatGPT. Moreover, teachers who reported higher levels of ChatGPT use displayed more positive opinions regarding its abilities and skills in ELT and civilization teaching. They also expressed lower levels of concern regarding fears associated with ChatGPT use compared their counterparts. Furthermore, it was revealed that the variables of age, gender, rank, and years of experience within the sample had minimal influence on the teachers' responses. However, the factor of ChatGPT use emerged as the most influential factor affecting teachers' perceptions. This indicates that teachers who actively use ChatGPT are the ones who recognize its benefits in ELT and civilization teaching and harbor lower levels of concerns about its use.

General Conclusion

General Conclusion

Nowadays, the world has become increasingly dependent on technology and AI, which have infiltrated all aspects of the modern life. Their use has led to more efficient and effective completion of tasks. Consequently, their influence is now evident in various sectors, including education, where technology and AI play a significant role. Therefore, this research aimed to investigate the impacts of using AI in education, specifically focusing on the benefits, the limitations, and the general concerns associated with the use of ChatGPT in ELT and English civilization teaching. To achieve this object, a mixed methods approach was employed, combining between qualitative data obtained from armchair research, unstructured interviews, and literature review, as well as qualitative data obtained from the online questionnaire administered on EFL teachers from the Algerian universities.

The qualitative data obtained from the armchair research, unstructured interviews, and literature review illustrated the researcher's own experience with ChatGPT. This data indicates that ChatGPT is a valuable tool in ELT and civilization teaching, as it provides tremendous assistance to its users, especially EFL students. The bot is capable of instantly generating accurate information on various topics, and offers a proof-reading feature that identifies and corrects mistakes in grammar, syntax, punctuation, coherence, and cohesion. In addition, it can provide numerous academic sources on various topics, and format them according to the desired formatting style. Furthermore, the findings from the qualitative data indicate that AI plays a beneficial role in academia by making the teaching process more effective, efficient, less time consuming, and cost-saving. However, it is noteworthy that ChatGPT has limitations. At times, the bot may struggle to understand context or maintain it, it might provide biased information, and it raises many concerns regarding plagiarism and the originality of work.

The analysis of the quantitative data from the questionnaire revealed that EFL teachers are familiar with technology and ChatGPT, although they reported a higher level of familiarity with technology compared to ChatGPT. Moreover, the findings indicated that teachers use technology more frequently in their daily lives than ChatGPT. In addition, the data revealed that teachers had a neutral stance regarding ChatGPT's ability to enhance psychological skills such as motivation, and disagreed with its ability to enhance cognitive skills such as creativity for EFL students in ELT. However, they did agree with ChatGPT's ability to provide mechanical assistance for students in forms of feedback on grammar and vocabulary and supplement traditional ELT teaching methods. Regarding ChatGPT's application in civilization

teaching, the data showed that teachers agreed with ChatGPT's effectiveness in enhancing EFL students' understanding of historical events. However, they expressed a neutral stance regarding its ability to enhance students' critical thinking skills. Furthermore, teachers agreed with ChatGPT's abilities in fostering debates and discussions in civilization teaching, as well as supplementing traditional civilization teaching. They also acknowledged its ability to enhance historical research and writing.

On the other hand, the teachers expressed general concerns regarding ChatGPT's use in ELT and civilization teaching. They expressed high levels of concerns about ChatGPT's use leading to a decline in critical thinking, concerns regarding ChatGPT providing unreliable information, and concerns about students heavily relying on ChatGPT instead of working independently. Moreover, teachers voiced concerns about ChatGPT's limitations in understanding complex academic or historical concepts, concerns regarding its use potentially hindering human interactions and collaborative work, concerns regarding ChatGPT perpetuating biased information, concerns about ChatGPT undermining the teachers' roles as facilitators of learning, and concerns regarding academic integrity and originality of students works.

A correlation analysis was conducted using the Pearson correlation coefficient (ρ) to examine the internal consistency of the teachers' responses. The analysis revealed variables such as age, gender, rank, and years of experience did not have a significant influence on the teachers' answers. However, teachers' level of ChatGPT use emerged as the most influential factor. The findings indicated that teachers who reported higher levels of ChatGPT usage also reported higher levels of agreement regarding its effectiveness in ELT and civilization teaching, as well as lower levels of concern regarding its use. This suggests that teachers who actively use ChatGPT are the ones who recognize its value and effectiveness. Furthermore, the result revealed that ChatGPT is a powerful and effective tool in academia, ELT, and civilization teaching, but it raises general concerns, particularly regarding its impact on EFL students.

The primary objective of this study was to investigate the uses ChatGPT in academia, explore its benefits and limitations, and examine the attitudes and concerns of EFL teachers regarding its use. The first research question focused on how ChatGPT can be used in academia, and it was approached with the following hypothesis: ChatGPT can be used as a powerful tool in academia that enhances and facilitates learning for EFL students. The findings of this research support this hypothesis by revealing that ChatGPT is indeed a valuable and powerful tool in academia. It enhances and facilitates learning for EFL students by providing mechanical

assistance in forms of instant feedback on grammar and vocabulary and effectively supplementing traditional teaching methods. In addition, the findings revealed that ChatGPT can help students better understand historical events, facilitate discussions and debates, and support historical research and writing.

The second research question aimed to investigate teachers' attitudes towards the effectiveness of ChatGPT in ELT, and it was approached with the following hypothesis: Teachers have positive attitudes towards the effectiveness of ChatGPT in ELT. The findings of the research support this hypothesis, as the results of the online questionnaire revealed that teachers indeed had positive attitudes towards ChatGPT's effectiveness and abilities in ELT. Teachers expressed high levels of agreement regarding ChatGPT's ability to effectively provide instant feedback on grammar and vocabulary, as well as effectively supplementing traditional English language teaching methods. This suggests that teachers endorse the use of ChatGPT in ELT and demonstrates their positive attitudes towards its effectiveness in enhancing the teaching and learning process in ELT.

The third research question aimed to explore teachers' attitudes towards the effectiveness of ChatGPT in civilization teaching, and it was approached with the following hypothesis: Teachers have positive attitudes towards the effectiveness of ChatGPT in civilization teaching. The results obtained from the questionnaire support this hypothesis, as the findings revealed that teachers reported high levels of agreement regarding ChatGPT's abilities in enhancing students' understanding of historical events, facilitating discussions and debates, supplementing traditional civilization teaching, and assisting with historical research and writing. These findings indicate that teachers perceive ChatGPT as a valuable and powerful tool in civilization teaching, reflecting their positive attitudes towards its effectiveness in this domain.

The fourth research question aimed to investigate teachers' perceptions regarding the general concerns that ChatGPT may pose to academia, and it was approached with the following hypothesis: Teachers think that some of the concerns that ChatGPT may pose to academia are related to students' total reliance on ChatGPT and the issue of plagiarism. The results obtained from the questionnaire support this hypothesis, as the findings revealed that teachers expressed high levels of concern regarding students' autonomy and reliance on ChatGPT instead of working independently. In addition, teachers expressed high levels of concern regarding ChatGPT's use leading to issues of academic integrity and originality of students' work. Furthermore, the findings revealed that teachers also expressed high levels of

concern regarding ChatGPT's use leading to a decline in critical thinking skills for EFL students. Moreover, there were concerns about the bot providing unreliable information, and being unable to understand complex academic concepts. The teachers also expressed high levels of concern regarding the potential of ChatGPT to hinder human interactions and collaborative works, perpetuating biased information, and undermining the role of the teacher as a facilitator of learning. In summary, teachers acknowledged concerns related to students' reliance on ChatGPT and plagiarism, they also expressed additional concerns regarding critical thinking, reliability of information, collaborative work, biased information, and the teachers' role

One of the main limitations of this study was the small sample size. The sample was not large enough to fully represent the general population of EFL teachers in Algerian universities. A larger sample would have resulted in more accurate findings and increase the validity of the research. In addition, time constraints deadlines limited the researcher's ability to gather a larger sample. Insufficient resources also contributed to the inability to attract more participants. Furthermore, another limitation was the lack of previous research on the use of ChatGPT in ELT and civilization teaching. This limited availability of existing literature and prior studies to build upon, hindered the research process. Moreover, there was a scarcity of data on ChatGPT's effectiveness and use in ELT and civilization teaching. As a result, the researcher had to rely on personal investigation and armchair research to explore its abilities and application. It is important to acknowledge these limitations, as they may have affected the generalizability and depth of the study's findings. Future research with a larger sample size and extensive resources would contribute to a more comprehensive understanding of ChatGPT's use in ELT and civilization teaching

One of the primary recommendations stemming from this research is for future researchers to employ a large sample that fully represents the population of EFL teachers in Algerian universities, leading to more generalizable and robust data. By including a diverse range of participants, the findings can be more reliably applied to a broader context. In addition, the findings revealed that factors such as age, gender, rank, and years of experience did not have a significant influence on teachers' responses. Therefore, it is suggested that future researchers focus on exploring teachers' levels of ChatGPT use as this factor emerged as the most influential in shaping teachers' perceptions, especially that teachers who actively use ChatGPT provide the most informed opinions regarding its benefits, limitations, and implications for academia.

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APPENDIX

Questionnaire

The purpose of this questionnaire is to gather information from university EFL teachers regarding their experiences with the use of ChatGPT in academia. The objectives of the survey are to assess the familiarity of teachers with ChatGPT, measure their perception of its effectiveness in English language and Civilization teaching. The information gathered will only be used for research purposes and with confidentiality.

I. Personal Background:

Age:

Gender:

Male ☐

Female ☐

Experience in years:

1-5 years ☐

5-10 years ☐

10-15 years ☐

15+ years ☐

Academic Rank:

MAB ☐

MAA ☐

MCB ☐

MCA ☐

PROF ☐

II. Familiarity with ChatGPT:

	SD	D	N	A	SA
I am familiar with many technology-aided teaching practices					
I do incorporate technology in my teaching practices					
I am familiar with ChatGPT					
I use ChatGPT to perform academic tasks					

III. The use of ChatGPT in English language Teaching:

	SD	D	N	A	SA
ChatGPT can enhance student engagement, autonomy and motivation in English learning.					
ChatGPT can help students with generating creative writing in English.					
ChatGPT can be a valuable tool for providing instant feedback on grammar and vocabulary.					
ChatGPT can supplement traditional teaching methods effectively.					

IV. The use of ChatGPT in Civilization Teaching:

	SD	D	N	A	SA
ChatGPT can help students better understand historical events/concepts.					
ChatGPT can assist in developing critical thinking skills in history.					
ChatGPT can facilitate discussions and debates on historical topics.					
ChatGPT can effectively supplement traditional Civilization teaching methods.					
ChatGPT can be used to support historical research and writing.					

V. General Concerns

	SD	D	N	A	SA
The use of ChatGPT may lead to a decline in critical thinking skills.					
ChatGPT may provide inaccurate or unreliable information.					
Relying on ChatGPT discourages students from conducting independent research.					
ChatGPT lacks the ability to understand and interpret complex historical or academic concepts.					
The use of ChatGPT hampers human interaction and collaboration in the learning process.					
ChatGPT may perpetuate biases or inaccuracies in the information it provides.					
The use of ChatGPT undermines the role of teachers as facilitators of learning.					
The use of ChatGPT raises concerns about academic integrity and originality of student work.					

Thank you for your collaboration

Résumé:

Intelligence artificielle (IA) est devenue de plus en plus influente dans divers aspects de la vie moderne, y compris l'éducation. Cette recherche visait à examiner les avantages, les limitations et les préoccupations générales entourant ChatGPT, un bot alimenté par l'IA, dans les contextes de l'enseignement de l'anglais langue étrangère (ELFE), de l'enseignement de la civilisation et du monde académique. La recherche a utilisé une approche descriptive et a utilisé une méthode mixte, combinant des données quantitatives et qualitatives, pour explorer l'utilisation de ChatGPT dans le monde académique, examiner les attitudes des enseignants d'ELFE à l'égard de son efficacité dans l'enseignement de l'anglais et de la civilisation, et identifier les préoccupations générales exprimées par les enseignants concernant son utilisation. Les résultats de cette étude ont conclu que ChatGPT est un outil efficace et précieux dans le monde académique, l'ELFE et l'enseignement de la civilisation, améliorant et facilitant le processus d'apprentissage. De plus, les résultats ont indiqué que les enseignants ont une attitude positive envers l'efficacité de ChatGPT dans l'enseignement de l'ELFE et de la civilisation. Cependant, les enseignants ont exprimé des préoccupations générales concernant son utilisation, en particulier en ce qui concerne son impact potentiel sur les étudiants d'ELFE. Essentiellement, cette recherche met en évidence le rôle significatif de ChatGPT en tant qu'outil efficace dans le monde académique, l'ELFE et l'enseignement de la civilisation. Elle reconnaît les attitudes positives des enseignants à l'égard de son efficacité dans ces domaines. Cependant, elle souligne également la nécessité de traiter les préoccupations liées à son utilisation, notamment ses implications pour les étudiants d'ELFE.

ملخص :

تكنولوجيا الذكاء الاصطناعي أصبحت ذات تأثير متزايد في مختلف جوانب الحياة الحديثة، بما في ذلك التعليم. هدفت هذه الدراسة إلى التحقيق في الفوائد والقيود والمخاوف العامة المتعلقة بـ ChatGPT، الروبوت المدعوم بتقنية الذكاء الاصطناعي، في سياقات تعليم اللغة الانجليزية و تعليم الحضارة، و الأكاديميات. اعتمدت الدراسة منهجا وصفيا و استخدمت مزيجا من المنهجيات الكمية و النوعية لاستكشاف استخدام ChatGPT في الأكاديميات، و فحص مواقف معلمي اللغة الانجليزية كلغة أجنبية تجاه فعاليته في تعليم اللغة الانجليزية و تعليم الحضارة، و تحديد المخاوف العامة التي يعبر عنها المعلمون بشأن استخدامه. خلصت هذه الدراسة إلى أن ChatGPT يعد كأداة فعالة و قيمة في الأكاديميات، و تعليم اللغة الانجليزية، و تعليم الحضارة، حيث يعزز و يسهل عملية التعلم. و علاوة عن ذلك، أشارت النتائج إلى أن المعلمين يحملون مواقف ايجابية تجاه فعالية ChatGPT في تعليم اللغة الانجليزية و تعليم الحضارة. و مع ذلك، عبر المعلمون عن مخاوف عامة بشأن استخدامه، لا سيما فيما يتعلق بتأثيره المحتمل على طلاب اللغة الانجليزية كلغة أجنبية. في الجوهر، تسلط هذه الدراسة الضوء على الدور الهام الذي يلعبه ChatGPT كأداة فعالة في الأكاديميات و تعليم اللغة الانجليزية و تعليم الحضارة. و تبين المواقف الايجابية للمعلمين تجاه فعاليته في هذه المجالات. و مع ذلك، تؤكد أيضا على ضرورة التعامل مع المخاوف المتعلقة باستخدامه، و على وجه الخصوص تأثيراته المحتملة على طلاب اللغة الانجليزية كلغة أجنبية.