

Usage of Chat GPT in English as a Foreign Language (EFL) Classrooms: Faculty Member's Perspective for its Challenges and Opportunities

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Abstract

This paper investigates the beliefs and thoughts of the faculty members on the merits and the challenges of using ChatGpt in the English as a Foreign Language (EFL) classroom. It is carried out to measure Chat Gpt's educational impact on the students. It is a descriptive research design that gathers quantitative and qualitative data from thirty-six faculty members from Arizona State University and Galala University. The questionnaire consists of closed-ended and open-ended items as it aims to identify ChatGPT's benefits and problems. The results indicated that most English as a Foreign language professors hold a negative impression of ChatGPT's effect on English language teaching and learning in higher education as many challenges arose at its usage. Some professors showed concerns regarding certain items such as plagiarism and overreliance on chatbots, with the least effort exerted by the learners. Most of the professors are aware of the positive aspects and the opportunities that ChatGPT can provide as the materials, resources, motivation, and time. No difference was reported in the professors' perception of the benefits of using ChatGPT about gender or nationality. The findings highlighted the importance of training teachers on how to engage students positively with Chat GPT while using it effectively in the classroom.

Keywords: Artificial intelligence, challenges; Chat GPT; opportunities; English as a foreign language; perceptions

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1. Introduction

Can AI-generated content replicate the authenticity of human language, culture, and communication? Many factors can interfere with our decision as bias in the data driven or its authenticity. An over-reliance on ChatGPT may lead to the fact that learners acquire language skills that are disconnected from real-life communication, causing a superficial understanding of language and culture. The past few years have taken us to a different era that is characterized by the use of technology in every single detail of our lives. Godwin-Jones (2023) has stated that this era is characterized by “AI bots, ambient intelligence, and the metaverse”. A well-noticed example is the usage of Chat Gpt in everyday practice. While Chat GPT may not consistently promote accuracy, it can replace humans in various tasks, leading many to view it as a game-changer for science and academia (Firat, 2023; Hong, 2023; Kohnke et al., 2023). In the last twenty years, before Chat GPT, educators and policymakers in academia have consistently tried to incorporate many of the technologies into the formal curriculum. Furthermore, the rise of informal and online learning approaches, which encourage learning in diverse settings, has dominated our educational systems (Alzumor et al., 2013; Godwin-Jones, 2023). Chat Gpt is still in its early stages and it is characterized by numerous uncertainties (Bin-Hady et al., 2023; Baskara & Mukarto, 2023; Kohnke et al., 2023; Shoufan, 2023; Yan, 2023). Chatbots give daily practice and linguistic input (Huang et al., 2022). Also, they shed light on the importance of knowledge and provide answers for students’ queries to help them in learning any linguistic features (Schmidt, 1990). Although many researchers have investigated its advantages and drawbacks across various fields of study, there exists a tremendous need for more studies to examine and evaluate the perceived usage and challenges specific to the Egyptian EFL context.

This study would serve as a tool to familiarize faculty members in Egypt with the pros and cons of this emerging technology and deliberately enable more effective utilization in English language learning and teaching.

II. Research questions

This study explores the usage and challenges that ChatGPT creates in the English language programs in Egypt, specifically the University of Galala, which can be taken as an example where English is taught as EFL. The study attempts to answer the following research questions:

1. What opportunities does ChatGPT provide language learning from the perspectives of EFL teachers?
2. What challenges does ChatGPT create from the perspectives of EFL teachers?
3. Is there a significant difference between the teachers' views based on their nationality and gender?

III. Literature Review

Human existence is overwhelmed with the use of technology. Technology has now dominated the areas of language learning, teaching, and assessment Moqbel & Al-Kadi (2023).

On the other hand, the development of ChatGPT took the world by surprise, opening up new ways of research for many researchers worldwide. As mentioned by Godwin-Jones (2023) it has “considerable potential for language learning... and creating more complexity in the relationship between humans and the material world”. In the field of language studies, Kohnke et al (2023) conducted a study of ChatGPT's usage in the educational industry. The application of these technologies is reinforced by theories such as Computer-Assisted Language Learning, Bin-Hady et al (2023). Stepanechko and Kozub (2023) have investigated the ethical aspects of ChatGPT from the perspective of English professors and concluded that English specialists are giving priority to the content produced by students rather than that given by ChatGPT.

A series of studies have been considered as the root of this study. Firstly, Ali et al. (2023) investigated how ChatGPT influences the

English language learner's motivation to learn English. Eighty students and teachers from Yemen and India constituted the sample of this study. The conclusions reveal that there is a strong agreement, among both teachers and students, that Chat GPT motivates the students and helps in increasing reading and writing skills but it does not perform the same role for listening and speaking. Before the development of Chat GPT, Chen et al. (2020) investigated the use of chat bots as a way to enhance the learning Chinese language. The results revealed that students' Chinese language has improved after using chat bots. Muñoz et al. 2023; Zhou & Li (2023), explained that ChatGPT has increased university students' motivation. In conclusion, language specialists, researchers, and educators have consistently tried their best to integrate these computer tools into language learning Al-Kadi, (2013).

IV. Methodology

To investigate the research questions, an exploratory design is selected. The study attempts to go deep and find an answer to the three research questions proposed by implementing an exploratory design and reaching out for the results and conclusions obtained from the data-gathering method without supporting any predetermined hypotheses. The rationale for implementing an exploratory design is that it is the design widely used in studies that have used both quantitative and qualitative data as the one used here, a teaching staff questionnaire and interviews with these university professors. This topic is framed within a perception framework, Rose et al. (2020). An exploratory research design was adopted by using different backgrounds and cultural aspects. The questionnaire used two types of questions: open-ended and closed-ended questions. The rationale for combining these two data types lies in the recognition that "drawing an absolute line between qualitative and quantitative

research projects is never entirely satisfactory", Wilkinson et al. (2019).

The researcher has relied on both methods, qualitative as questionnaires and quantitative as statistics, to achieve the main goal of this research paper. Myers (2002) stated that "a major strength of the qualitative approach is the depth to which explorations are conducted and descriptions are written". Combining both methods of data collection is considered an asset to this research as it strengthens the validity and reliability of the method applied. Qualitative data provide an impression, revealing "what kinds of 'something' exist" and shedding light on what it's like to experience, do, or think something "from the perspective of those in the researched situation." In contrast, quantitative data addresses questions about situations in terms of "how many?" or "what proportion?". The professors who actively used ChatGPT were included in this study to examine their views on its benefits and challenges. The study was conducted during the 2023/2024 academic year, at the University of Galala.

IV.1 Participants

A sample of thirty- six faculty members (22 % male, 78% female) participated in this study. It is worth saying that Galala University is powered by Arizona State University. The professors of both universities have contributed to this study. The researcher found it a suitable sample to represent different views of faculty members who belong to different nationalities who work almost, in the same environment. Most respondents are mid-career faculty members with a sufficient background in ChatGPT. The selection was based on their experience with ChatGPT, excluding those with limited experience. The researcher asked for their permission to participate in this study. The aim of the study has been stated clearly to the participants. The study involved thirty-six EFL professors, consisting of eight males and twenty- eight females.

IV.2 Instrument

The designed questionnaire was employed to gather the necessary data needed for the results. The initial section of the questionnaire included questions related to demographic data such as gender and teaching experience. The second part of the questionnaire consisted of thirteen items rated on a Likert scale, ranging from 'strongly disagree' to 'strongly agree,' to collect quantitative data. The most widely used scaling device in questionnaires is the Likert-type scale primarily because it is easy to construct (Karavas - Doukas, 1996) and finally the open-ended questions. So, it consists of three parts as shown in **Figure 1**: the first part is devoted to the demographical information and it consists of four questions. The second part consists of thirteen Likert scale items whereas the third part consists of two open-ended questions. The open-ended questionnaire is selected because it gives quantitative data that could be statistically analyzed. On the other hand, the other method of data collection can be further supported by the quantitative data yielded by the questionnaire. Choosing both quantitative and qualitative methods provides triangulation of data and can help strengthen the validity of the in-depth information provided by the questionnaire. There are six items that focus on the benefits and the opportunities that ChatGpt offers while the other eight items cover its challenges. Furthermore, two open-ended questions—one is for the opportunities and the other is devoted to the challenges of using ChatGPT in learning English. The formulation of these questions was based on previous studies, specifically Farrokhnia et al. (2023), Firat (2023), Kohnkel et al. (2023), and Shoufan (2023). Before administering the questionnaire to the English professors, a pilot study was conducted to ensure its suitability for this research and to check its validity and reliability.

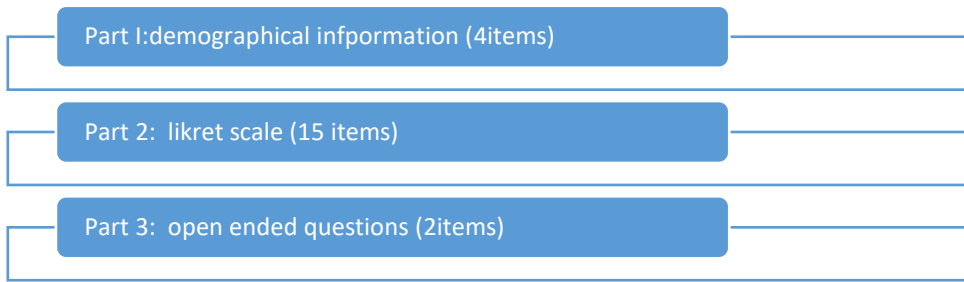


Figure 1 : the distribution of the questionnaire's questions

IV.3 Procedure

The questionnaire was submitted online using a Google Form, with a link sent to participants via WhatsApp for all the faculty members of which the researcher is a member. It was clearly stated that the participation was voluntary. The introduction to the questionnaire reassured participants that their responses would be used solely for the research aim and would not be disclosed to third parties. Additionally, participant names and their credentials were not mandatory fields. Above all, the main purpose of the questionnaire was clearly emphasized before their participation in the study.

IV.4 Data analysis

The responses were recorded in an Excel file and consequently exported to the SPSS program. Mean and standard deviation were calculated to measure the level of agreement, and differences, and inferential tests, like t-test, was used to show the differences in participants' perceptions according to their genders and nationality.

V. Results

V.1 Statistical analysis of the data

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp). Qualitative data were described using numbers and percentages. The Shapiro-Wilk test was used to verify the normality of the distribution of the Quantitative data described using mean and standard deviation. The significance of the obtained results was judged at the 5% level.

V.2 Student t-test

It is a test that is used for normally distributed quantitative variables, to compare two studied groups. The opportunities and challenges of using ChatGPT as a language learning tool were assessed through a questionnaire distributed to faculty members who are familiar with ChatGPT. Those who have a limited knowledge of Chat GPT were excluded. The information collected was analyzed both quantitatively and qualitatively and by the use of statistical methods. The results are tabulated to be presented in an organized format according to the research questions. The analysis yielded both quantitative and qualitative data. The three research questions are going to be discussed as follows:

RQ 1: What opportunities does ChatGPT provide from the perspectives of EFL teachers?

Q	Question items	Mean	±SD.
5	ChatGPT helps students enhance their English language learning	2.78	1.23
6	ChatGPT motivates students to study English language	2.86	0.98
7	Chat GPT should be used in the classroom by English teachers	3.61	1.27
8	English teachers should motivate the students to use ChatGPT in the classroom	2.92	1.0
9	ChatGPT can be used in different fields of study	3.0	0.89
10	Using ChatGPT in the classroom helps me improve my teaching	2.83	1.06
	Overall average	3.07	1.63

Table 1. Opportunities that ChatGPT creates for English language program

Table 1 shows that the mean is 3.07 and the standard deviation is 1.63 which means that the professors agree with the benefits that Chat GPT can provide. The professors agree that using ChatGpt can increase the student's motivation to learn the language and to use it in different fields of their studies. They also agree that it can save time for both teachers and students. It can help in creating a positive learning atmosphere. We can say, that these results reflect the fact that Chat GPT can enhance the learning of the language and improve our teaching in the classrooms. They all agree that it enhances language learning by accessing different resources, wide access to all knowledge needed, and less time-consuming. Therefore, it increases the student’s motivation and eagerness to learn a language.

RQ 2: What challenges does ChatGPT create from the perspectives of EFL teachers?

Q	Question items	Mean	±SD.
11	ChatGPT lessens students' originality in writing	2.72	0.96
12	ChatGPT encourages shallow reading	3.28	0.94
13	ChatGPT raises potential ethical challenges	2.78	1.02
14	ChatGPT cannot identify the cultural points of the language	2.33	0.89
15	ChatGPT encourages plagiarism	1.89	0.76
16	ChatGPT decreases honesty among students	2.28	1.13
17	ChatGPT removes the trust between teachers and their students	2.82	0.93
18	ChatGPT is not easily accessible by its users	3.82	1.93
	Overall average	2.67	0.74

Table 2. Challenges that ChatGPT creates for English Programs

Table 2 shows that the main focus of these questions is to measure and investigate the academic dishonesty issues about ChatGPT. The mean =2.67 whereas the standard deviation=0.74. They all agree that ChatGPT is a major challenge. Language learners could use ChatGPT to complete language assignments or research papers. This can raise concerns about plagiarism, cheating, copying data, and the authenticity of learners' work. (Currie2023). Furthermore, they can use it in real-time to cheat on exams. (Susnjak2022). They could use written essays, and submit them as their own work (Dehouche2021). What makes it worse is that AI is in continuous development and it generates detection tools to analyze the language used in written text and detect patterns that suggest the work was generated by a machine or a human (Cotton et al.,2023). This text, which is generated by ChaGPT, is unique and that is why it is undetectable by anti-

plagiarism software. There are other challenges that are related to teachers' and professors' beliefs. They believe that ChatGpt has a negative impact on student's creativity, critical thinking, and learning experience. (Shiri,2023). The third major challenge is the accessibility and reliability of ChatGPT. It needs specific hardware, software and internet connectivity which might not be available or affordable to all students. Most of the professors agree that this can cause a problem for other students who may lack access to this model. This discrepancy can lead to inequality in the assessment process, (Cotton et al, 2023). Last but not least, the ability of ChatGpt to provide precise data,(Zhu et al,2023). Chat GPT can generate texts that resemble humans and this can affect the student's ability to differentiate between verified and unverified information. This discrepancy has resulted from the model being trained on biased, outdated, and inaccurate data, (Petrosyan,2023). One of the Professor's comments has reinforced the idea that students may rely too heavily on ChatGPT's responses without seeking additional input from their professors, so learners could become dependent on its use, which could decrease their ability to develop critical thinking skills.

RQ 3: Is there a significant difference between the teachers' views based on gender and nationality?

	N	Opportunities & challenges		t	p
		Mean ± SD.	Median (Min. – Max.)		
What is your nationality?					
Egyptian	20	2.64 ± 0.78	2.50 (1.33 – 4.33)	0.900	0.692
Non Egyptian	16	2.78 ± 0.48	3.0 (2.17 – 3.17)		
What is your gender?					
Male	8	2.01 ± 0.19	2.83 (2.17 – 3.17)	0.358	0.722
Female	28	2.64 ± 0.81	2.50 (1.33 – 4.33)		

Table3. T-test of professor's views of ChatGPT opportunities based on gender and nationality SD: Standard deviation

Regarding the gender variable, as shown in **Table 3** females, $f=2.5$, $Std=0.81$ whereas males, $M=2.01$, $Std=0.19$. As for the nationality, the Egyptian professors constitute 20 males and females with a mean= 2.64 whereas the non-Egyptians are 16 with a mean of 2.78 . The results indicate no difference in the opinion according to gender and nationality. These results are statistically significant as $p=0.7$, 0.6 respectively. Therefore, the researcher recommends that university and department authorities organize extra workshops to build extra exposure to ChatGpt benefits and challenges. This will ensure consistency among teachers and clearer idea for students.

VI. Discussion & Conclusion

The purpose of the study is to examine how faculty members perceive the advantages and difficulties of using ChatGPT in English language education. The study aimed to investigate the perceived benefits and challenges in teaching and learning English, with a specific focus on two important factors: the gender of the participants and their nationality. These factors are significant because they have the potential to influence the acceptance of technology in language education. Students or English instructors who have grown up with digital technology may see it as a normal part of their daily life, while older users might find it more difficult to accept it. ChatGPT is a relatively new phenomenon that needs much more consideration. ChatGPT adds to language learning by simulating authentic texts. It can provide the meaning of a word or it can correct and explain language mistakes. It can also create texts in various genres as stories and poems. They can also be used to develop quizzes and offer translations. So, this study sheds light on ChatGpt's challenges and opportunities for students, teachers, and all educational members. First, this research provides valuable insights into how professors perceive chatGPT, shedding light on their concerns regarding its implications. One can argue about the ethical use of ChatGPT in education, it could be used for cheating and fears about how it will affect the assessment process

(Cassidy, 2023). Another debate goes to the construct “Perceived Ethics” of ChatGpt and Its effect on critical thinking and its negative impacts on creative thinking and writing skills. Some people may see that it never reveals the student's actual level of understanding. These findings are in line with (Cassidy 2023) that using ChatGPT in education can increase plagiarism. Another challenge that faces Chat Gpt is “the accuracy of its responses”. In some cases, ChatGPT’s responses are not accurate and gives its users a misleading answer.

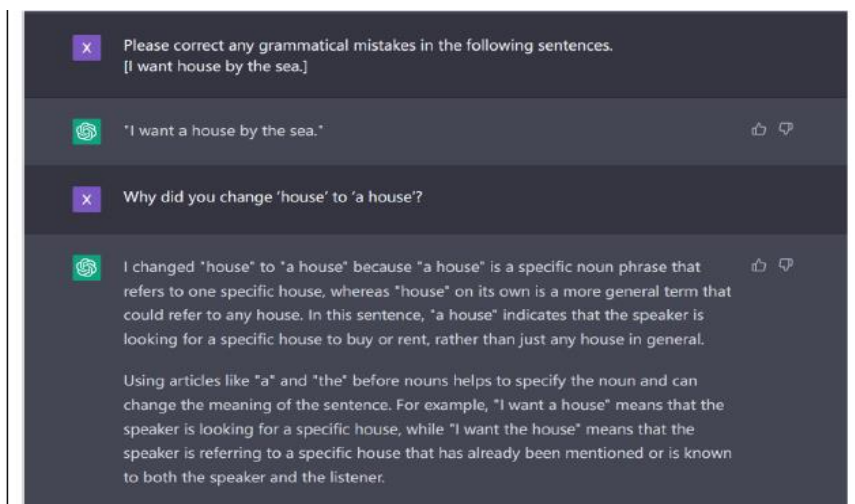


Figure 2: wrong information provided by ChatGpt

In figure 1, the answers given by ChatGPT is repetitive, and inaccurate. The term “specific” is used to refer to both “a” and “the,” and a singular noun like “house” cannot be used in English without “a” or “an”. A third debate deals with the cultural bias of the source database and algorithms (Rettberg, 2022). Most of the generated texts provided by ChatGpt are driven from an English corpus and then translated into other languages, as Arabic, Chinese and Japanese. These generated texts lack the cultural aspects of each language. Moreover, it has many words that are written more often than spoken. These phenomena mainly concern the people in the field

of language education. Many learners come from different cultures and they may not know the fact that ChatGpt is not culturally neutral.

VII. Recommendation

Language educators should include ChatGPT into the curriculum to develop its learning benefits. Seminars on ChatGPT should be organized to help learners understand both its benefits and risks with a special focus on the challenges it poses. They should also plan that language teachers should be trained on how to integrate ChatGPT into language assessment efficiently. This includes using ChatGPT to improve language skills and plagiarism, and adopting different methods that cooperate with the technology's implementation. Moreover, educators should enhance independent learning both inside and outside the classroom. In conclusion, while ChatGPT is urgently used to enhance English language teaching and learning, locating its challenges and concerns is crucial. By offering training to both teachers and students and adopting a unified approach, ChatGPT can be highly integrated into English language teaching and learning programs. The government and the ministry of Higher Education should interfere and block access to on universities and school devices due to “concerns regarding the safety and accuracy of content” (Elsen-Rooney, 2023). Universities have to return to pen-and-paper exams as many students were caught using ChatGPT to write essays (Cassidy, 2023). language teachers and professors are encouraged to investigate the pedagogical possibilities of using ChatGPT in their classrooms to enrich education in theoretically sound and principled ways.

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ملخص

تبحث هذه الورقة في معتقدات وأفكار أعضاء هيئة التدريس حول مزايا وتحديات استخدام ChatGpt في الفصل الدراسي للغة الإنجليزية كلغة أجنبية (EFL). يتم تنفيذه لقياس التأثير التعليمي لـ Chat Gpt على الطلاب. وهو عبارة عن تصميم بحثي وصفي يجمع بيانات كمية ونوعية من ستة وثلاثين عضو هيئة تدريس من جامعة ولاية أريزونا وجامعة الجلالة. يتكون الاستبيان من عناصر مغلقة ومفتوحة حيث يهدف إلى تحديد فوائد ومشكلات ChatGPT. أشارت النتائج إلى أن معظم أساتذة اللغة الإنجليزية كلغة أجنبية لديهم انطباع سلبي عن تأثير ChatGPT على تدريس اللغة الإنجليزية وتعلمها في التعليم العالي حيث ظهرت العديد من التحديات عند استخدامه. أبدى بعض الأساتذة مخاوف بشأن بعض العناصر مثل الانتحال والاعتماد المفرط على روبوتات الدردشة، بأقل جهد يبذله المتعلمون. يدرك معظم الأساتذة الجوانب الإيجابية والفرص التي يمكن أن يوفرها ChatGPT مثل المواد والموارد والتحفيز والوقت. لم يتم الإبلاغ عن اختلاف في تصور الأساتذة لفوائد استخدام ChatGPT حول الجنس أو الجنسية. سلطت النتائج الضوء على أهمية تدريب المعلمين على كيفية إشراك الطلاب بشكل إيجابي مع Chat GPT أثناء استخدامه بشكل فعال في الفصل الدراسي.

الكلمات المفتاحية: الذكاء الاصطناعي، التحديات؛ دردشة جي بي تي؛ فرص؛ اللغة الإنجليزية كلغة أجنبية؛ التصورات.