



CHATGPT IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES, CHALLENGES, AND FUTURE PROSPECTS

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Abstract

The development of an Artificial Intelligence (AI) based natural language-driven model ChatGPT (Chat Generative Pre-Trained Transformer), more commonly referred to as ChatGPT-4, has numerous potential applications across several sectors, including education, business, research, medicine, and many more areas. Surprisingly, this model of language can perform a wide range of academic tasks that were done previously by people at a much higher resource cost. Recent studies have shown how ChatGPT offers several advantages and opportunities in education. It is possible for students to benefit from ChatGPT's varied problem-solving situations. Furthermore, teachers will be able to alleviate the burden of excessive marking, which will enable them to devote more time to lesson preparation. Therefore, the purpose of the current research work is to explore the avenues and obstacles that may arise in the use of ChatGPT in English language teaching and learning, which, by extension, impacts research and development of educational policy as well. The study employed a qualitative approach for gathering and analyzing data by conducting a semi-structured interview. The results indicated that ChatGPT has proved to be much more helpful in ELT. However, it is crucial for teachers, students and researchers to receive proper guidance and training while also being cautious of over-dependence on ChatGPT.

Keywords: Artificial Intelligence, ChatGPT, Educational policy, ELT.

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Introduction

One of the most powerful and impactful technology innovations of the century is Artificial Intelligence (AI). AI has profoundly affected almost every sector, including health, banking, education, and others. AI is a term that has different definitions or interpretations based on the context in which it is used. According to Nick Bostrom, an expert from Oxford University, many advanced AI systems have undergone much transformation and entered the mainstream, often omitting the term AI because once something is sufficiently useful and sufficiently widespread, it is not referred to as AI anymore. In the same vein, numerous AI tools are continuously being introduced, and as a result, they have altered the way people live their daily lives. One affected area is the education section, which includes examples like ChatGPT, Bard, and much more.

Actually, ChatGPT is one of the most useful linguistic models that can produce different forms of creative content, provide intelligent responses to any area, and even translate other languages. It can be utilized in the academic sphere for functions such as producing, editing, and improving essays or documents of any form, including but not limited to technical writing, by contextually placing them into different modes either formal or informal. In regard to ELT, ChatGPT is capable of producing human-written text from an input. It has a myriad of applications that include translating content from one language to another, answering questions, and even summarizing texts. Also, it may offer an unlimited number of practice exercises and language learning materials such as conversation, reading, and listening comprehension. This makes education more accessible, engaging and of high quality. However, ChatGPT can pose some potential threats, such as an inability to ensure academic integrity, AI-generated biased content, lowering writing skills, etc. This academic study aims to determine the potential benefits and drawbacks of an AI language model, ChatGPT, in English teaching and learning, as well as educational research and policy planning at universities. The use of ChatGPT is not in its infancy, and as a result, there is a great need for investigation into the limitations and opportunities of this AI tool. In light of these issues, this research is set to answer the following question:

- What are the pros and cons of ChatGPT for teachers, learners and researchers at the tertiary educational level?

Literature Review

ChatGPT is a chatbot powered by AI that was first built on the GPT-3 Language model, which uses deep learning algorithms (Gilson et al, 2022). GPT-3 is a multi-modal deep learning model that is able to produce human-like text because it is trained on a vast text corpus (Floridi & Chiriatti, 2020). According to Scott (2023), large language models can perform tasks such as language modelling, automated language translation, and generate creative text for chatbots and other applications. ChatGPT is currently available free of charge on the OpenAI website.

Recently, OpenAI introduced a new version, GPT-4, which is capable of processing images as well. Compared to the older version, GPT-4 has become more advanced and powerful due to the ability to perform many more tasks with minimal mistakes. This model can compose, edit and work with the user on projects and tasks related to creative and technical writing, which include composing music, writing movie scripts, and adjusting to a particular writing style (Islam & Islam, 2023). In fact, ChatGPT was created with the intention of serving users as conversational agents using natural language to provide information quite similar to that achieved by customer service assistance, chatbots and other such applications. ChatGPT was trained on a large-scale dataset collected from the Internet. This dataset consists of documents from various genres covering different topics and in different languages, such as news, articles, scientific papers, social media, etc. (Susnjak & McIntosh, 2024). The training process aims at identifying certain patterns and relationships present in the training text data to enable the model to respond appropriately to a variety of questions and prompts.



Figure 1. The Benefits of OpenAI's ChatGPT for Education (Mhlanga, 2023)

Since its release, ChatGPT has become an effective tool for increasing learning productivity and offering students assistance with a variety of self-learning tasks. Previously developed AI products experienced major challenges due to their reliance on template-driven responses. However, ChatGPT's natural language processing responses have made it a desirable product because it combines broad language models captured from a large section of the web, allowing for feedback since the only interfaces available are voice or written text. According to Wollny et al, (2021), ChatGPT technology can help teachers in all areas of skills and content development and may also assist students in their different activities.

Using ChatGPT, students and teachers alike can get information effortlessly across various platforms and disciplines. Furthermore, it is a much better tool than conventional search engines since it provides a specific answer instead of just a compiled list of sources, as most search engines do. Pedagogically, this implies that ChatGPT can allocate time that would have otherwise been spent on accessing materials to students, who can now utilize this time for enhanced reading and evaluation of the document. Teachers can use ChatGPT to help them locate and market suitable prospects in the content. This can also assist them in designing lesson plans for instruction with certain boundaries and limitations (Zhai, 2022). Further, ChatGPT is able to develop a lesson plan for a 90-minute lesson on any topic for EFL learners. This could be beneficial for novice teachers with limited teaching experience and pedagogical knowledge.

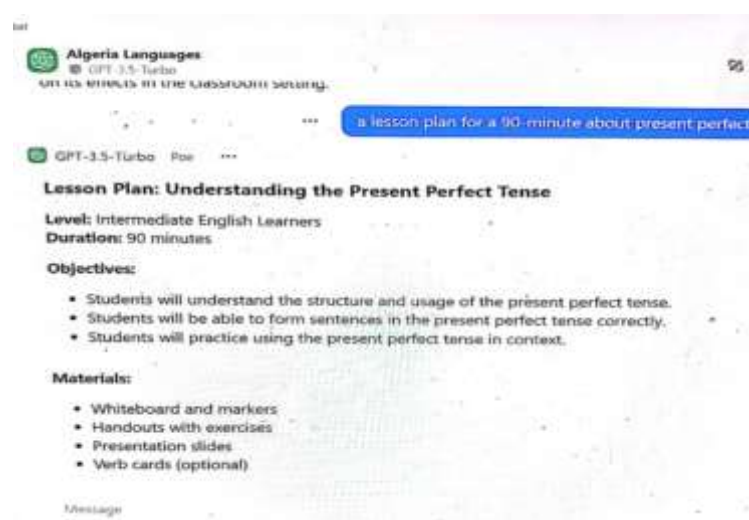


Figure 2. ChatGPT's Suggested Lesson Plan on Present Perfect Tense for EFL Learners

ChatGPT can offer personalised help and feedback tailored to student's needs on various tasks like essay writing which is a critical component of learning for EFL students. As far as teachers are concerned, this suggests that they need to think very carefully about the question prompts that would foster personal feedback to students because when negative feedback is given without any positive comments, it is very often ignored by students for psychological and emotional reasons. All in all, ChatGPT has the ability of providing feedback for any topic in various scenarios, applying different types and features of feedback being critical, affective or constructive (Farrokhnia et al, 2024).

AI tools have great potential in the development of complex learning processes such as language acquisition and critical thinking, as highlighted in previous studies. This also applies to ChatGPT as an intelligent tutoring system that is able to deliver personalized guidance and support while providing evaluation of a learner's challenging activities, for example, essay writing (Zhai, 2022). It has also been demonstrated that ChatGPT can prompt different levels of critical thinking and critical analysis among students by addressing certain questions created for each student.

Considering English Language Teaching, ChatGPT tends to be an effective tool that generates human-like texts and supports language learning as a result of natural language processing. Within ELT, the ChatGPT natural language processing system has the potential to become an effective instrument for composing human-like texts and enhancing language acquisition (Tlili et al, 2023). Studies of the application of AI tools in language learning, specifically in ELT, confirm that ChatGPT is among the most requested technologies because of its ability to transform the area of natural language processing.

Many efforts have been made to understand the effects of ChatGPT in academia. For example, Lund and Wang's presentation (2023) focused on various usage issues of ChatGPT, specifically on its language processing, project and research activities, and its ethics and privacy issues in a question-and-answer format. The results revealed that ChatGPT can serve an important function in supporting learners' language skills by giving feedback on their language abilities, participating in language practice sessions, and recommending additional exercises to support language development (Bin-Hady et al, 2023).

Zhou et al. (2023) affirmed that students' speaking and listening skills can be enhanced with the use of ChatGPT due to the natural language environment that it provides. As noted by Gao et al (2022), the natural language communication that is facilitated by ChatGPT can improve the language learning experience of students by making it more engaging and interactive. In regard to writing proficiency, Park et al. (2022) reported that ChatGPT can provide personalized feedback on different tasks, which can help enhance the learners' writing skills as well as their self-assessment and error correction abilities in the writing process. Furthermore, ChatGPT's ability to create personalized and highly adaptive learning environments can improve students' critical thinking and problem-solving skills (Cotton et al, 2024). As far as research is concerned, according to the research conducted by Lund and Wang (2023), tools of AI, such as ChatGPT, can be most beneficial to researchers, as it can save them a lot of effort and time. Additionally, Chen and Liu (2022) highlight the ability of ChatGPT to automate certain parts of the research cycle which increases academic research productivity and efficiency.

In their part, Govindarajan and Christuraj (2023) conducted a study to examine the possible potential benefits as well as challenges of using ChatGPT in English teaching and learning as it affects research and educational policy-making using literature review and semi-structured interviews. It was found that the use of ChatGPT in ELT is beneficial. However, there are possible dangers of too much reliance on ChatGPT, which shows the need for adequate training for teachers, students and researchers.

While the application of ChatGPT in English Language Teaching may offer numerous advantages, it can also present serious problems for learners, teachers and researchers. In this respect, Nazaretsky et al, (2022) stated that one of the issues is the risk that comes with excessive dependence on online resources. This can negatively impact critical thinking and problem-solving capabilities and also result in insufficient or customized feedback that addresses one's specific preferences. According to Khalil and Er (2023), plagiarism is one of the major issues that most teachers need to address because students, for the most part, utilize ChatGPT to do their homework and even write essays. According to Zayoud et al, (2023), the utilization of this powerful technology is both advantageous and challenging as demonstrated in the following figure:

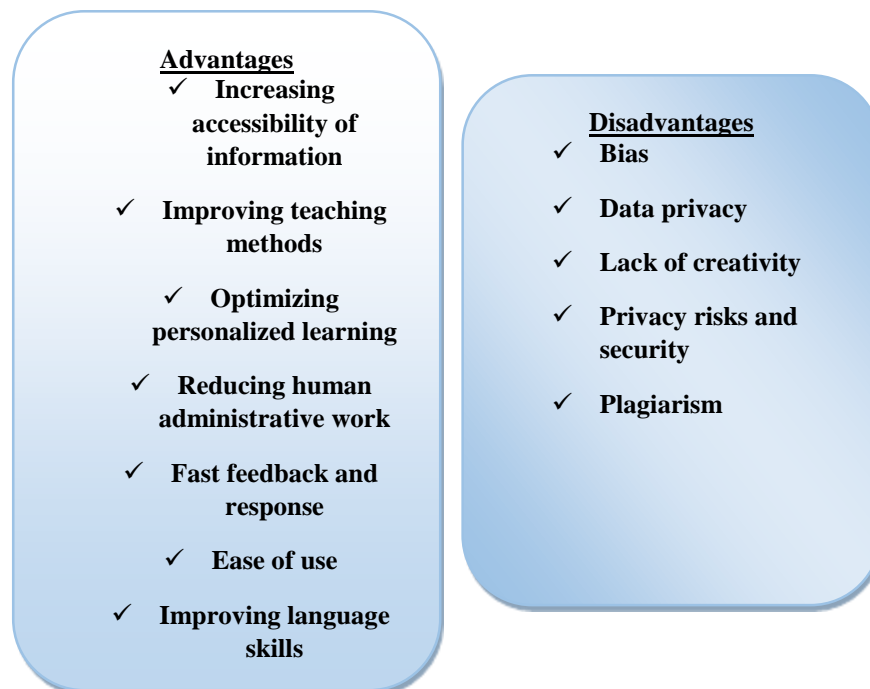


Figure 3. Advantages and Disadvantages of ChatGPT (Zayoud et al, 2023)

Methodology

Research Design

This study employed a qualitative approach to gather and analyze the data. The tool used for data collection is semi-structured interviews. In educational research, the interview is considered an effective way to gather data because there is direct interaction between both the interviewer and the interviewee (Teddlie & Tashakkori, 2006). Furthermore, the current research will use semi-structured interviews because they are more adaptable and flexible. The interviewer can ask tailored questions based on the interview or omit pre-selected questions that are not fitting. According to Drever (1995), during a semi-structured interview, the researcher designs a framework that maps topics to be discussed and directs the interview in a way that allows for deeper exploration of the issues raised. As a matter of fact, the questions were structured to gather participants' views regarding the pros and cons of implementing ChatGPT at Algerian Universities by

teachers, learners and researchers. However, the researcher included only teachers in this research to collect data. In fact, teachers, in their instructional activities that involve using ChatGPT, have a distinct point of view regarding the advantages, challenges, and overall consequences of this tool on language learning. In addition, as practitioners who work closely with students, teachers can provide detailed insights into how students use the content provided by ChatGPT and the overall impact on their academic performance. Additionally, teachers frequently act as both a practitioner and a researcher within a given educational setting. Due to their experience, teaching skills, and research orientation, they can act as excellent informants for this study.

Participants

Fifteen EFL teachers, ten of them female and five males, from two universities in Algeria participated. All the respondents use GPT-3 either for occupational or professional use. The researcher picked out teachers who have GPT-3 because it is free and easy to access through mobile phones. Without hesitation, they accepted the invitation for the interview. In fact, all of them have a doctoral degree. All the respondents were interviewed based on mutual agreement and by scheduling the interviews.

Data Analysis

Interview questions were devised to elicit respondents' views on the potential benefits and drawbacks of using ChatGPT for teachers, students and even researchers within the Algerian universities. As has been stated previously, the responses were collected and subsequently analyzed in a thematic manner on a categorical basis. This will be shown in more detail in the next sections.

Pros of Using ChatGPT for the English Language Teachers

In this question, the respondents shed light on three major themes, which are the availability, productivity and assistance of ChatGPT for teachers. Most of the respondents pointed out that the main benefit of ChatGPT for ELT teachers is "the ease of availability". ChatGPT can provide help at any time. For instance, if you happen to be working on a lesson plan, ChatGPT is always available. Being accessible at any hour makes it easy for users from other parts of the world to schedule appointments and meetings without having to worry about time zones. These features make ChatGPT

convenient and easy to use from many different parts of the world thus making sure that help is always available.

The second benefit listed by the respondents was 'productivity'. In fact, ChatGPT enhances productivity for its users for many different reasons. By promptly supplying accurate details, instructions, or the requested material, ChatGPT helps improve the efficiency of work processes as well as time management. For example, English language lecturers can create tasks and even explanations faster, and consequently, lessons can be planned more effectively. Furthermore, using ChatGPT to grade submitted assignments, prepare educational documents, or provide differentiated instructions increases productivity. In this respect, one respondent stated, *"thanks to ChatGPT, many teachers are able to direct more attention to personalized education, student-teacher interactions and teaching strategies as well"*.

"Assistance" is another benefit of ChatGPT that was mentioned. Some of the participants declared that ELT teachers can benefit greatly from ChatGPT in regard to the preparation of lessons and materials. One participant pointed out that *"If an ELT teacher is looking to make a lesson plan, ChatGPT is able to quickly produce grammar explanations alongside vocabulary practice exercises and speaking activities stemming from particular objectives of language instruction."* In this respect, the researcher asked them to provide an example. One of them stated that *"a teacher who wants to teach conditional sentences more engagingly can simply describe what they want ChatGPT to do and it will be able to produce examples and practice sentences of any complexity."* Concerning content, a respondent confirmed that *"ChatGPT is a great resource for teachers since it can generate engaging reading passages, dialogues, or listening activities."* All the participants agreed that ELT teachers can now improve their teaching practices, save valuable time and enhance learners' language skills with the assistance of ChatGPT.

Cons of Using ChatGPT for English Language Teachers

The interviewees have pointed out a list of challenges ELT teachers face in using ChatGPT, namely "overreliance on it, the potential for errors and lack of interaction." The respondents stated that an overreliance on ChatGPT has its challenges for ELT teachers since *"one of the major risks involved is the possible loss of teaching skills, the diminishing of fundamental pedagogical*

competencies and creativity as well". Thus, relying on ChatGPT to create lesson plans and explain lessons might limit teachers' creativity and increase their dependency on AI. This might have a negative impact on their ability to help students learn in ways that capture their interest. Additionally, "the utmost reliance on ChatGPT can hinder the ability of teachers to adapt instruction and assessment based on the different learning needs and styles of students, which could lead to ineffective language learning experiences." As a solution to this problem, one respondent disclosed that "ELT teachers must minimize the use of AI technology such as ChatGPT and enhance their teaching competence to ensure effective, high-quality, and tailoring language instruction for students."

The second disadvantage introduced by the participants was potential for errors. In fact, *"ChatGPT has the potential for making mistakes, which is a major disadvantage for ELT teachers."* ChatGPT is undoubtedly useful in generating new content and as a language tool, but it has some limitations in understanding context, which means it can sometimes give a wrong answer. In an academic context, these mistakes can be challenging since they provide wrong details, which will, in turn, mislead learners and ultimately impede the learning process. For this reason, teachers need to check the responses to make sure that the answers are correct and practical for their teaching situation. *"If a teacher fails to do so, the information shared to the learners might prove untrue and may lead to wrong impressions being made and obstruct effectiveness in language teaching."* Interestingly, one interviewee stated that *"ChatGPT sometimes does not take into account the advanced level of the teacher. While the proposed answers are correct, they are rather general and not compatible with the sophistication that is expected in an advanced English class."*

The utilization of non-reliable sources created by ChatGPT was flagged as a threat, as mentioned by an interviewee. She said, *"In the field of English Language Teaching, using non-reliable sources created by ChatGPT in which there is no reference to the source can be highly problematic so that relying on content produced by ChatGPT without proper checking can lead to a greater number of errors, contradictions, and inappropriate educational language."* As a matter of fact, resources generated by ChatGPT, which are not double-checked, have the potential to leak certain cultural, grammatical, and lexical errors, which may unintentionally create barriers for students. Further, human absence in supervising the processes can lead to out-of-date or even biased information being broadcasted, which can have a negative impact on the quality of language teaching and learning. Consequently, ensuring the

accuracy, relevance, and appropriateness of the content used in language teaching and learning environments requires that ELT teachers thoroughly review and correct ChatGPT resources with valid information from reliable sources.

Another respondent who teaches English for Specific Purposes module pointed out that learners must avoid using acronyms and abbreviations when using ChatGPT. Moreover, she narrated one of the incidents from her examination when a learner used ChatGPT to cheat and answered the question, 'What does ESP stand for?' Actually, ChatGPT provided several answers to this question, but the student selected the wrong one, as shown in the following figure:

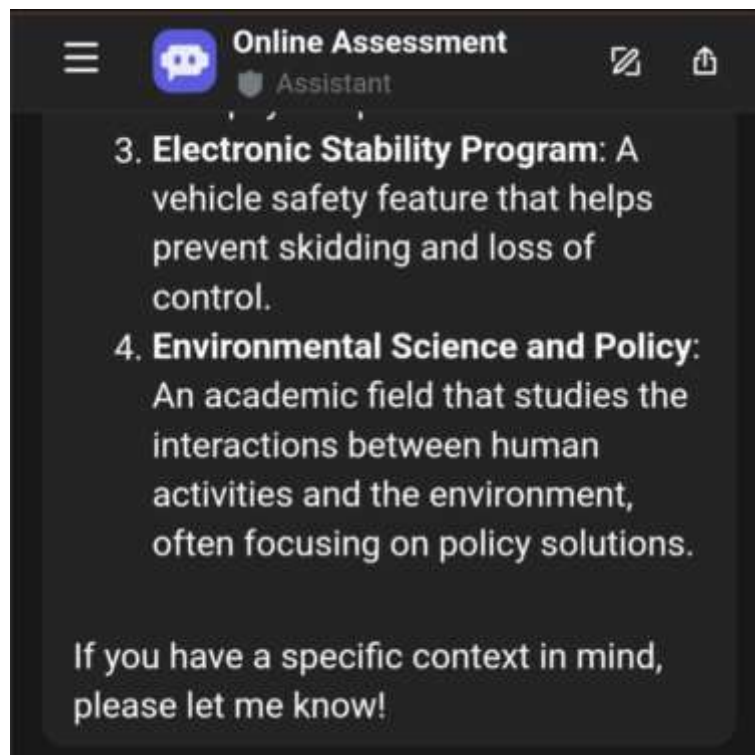


Figure 4. Answers Provided by ChatGPT about ESP Definition

Again, another interviewee confirmed that ELT teachers and learners must evaluate the responses provided by ChatGPT to make sure that the answers being provided are correct and appropriate for educational contexts. In this vein, she mentioned that one of her students looked for an answer to this question in ChatGPT: Can you explain the concept of 'scaffolding' in

language learning? Unfortunately, one of the answers is that scaffolding in language learning refers to building actual physical structures to aid students in understanding grammar and vocabulary.

Further, a respondent who teaches the sociolinguistics module added that ChatGPT sometimes provides region-specific terms or outdated slang that can confuse or make the students use inappropriate language. In terms of grammar, one respondent declared that ChatGPT may produce answers with incorrect rules or explanations due to the intricacy of grammar rules in the English language. For example, it might inaccurately explain the difference between present perfect and past simple tenses or between past perfect and past simple, which could lead to students' misunderstanding.

Concerning vocabulary, it was stated by one respondent that there are situations when a teacher or a learner uses ChatGPT to expand vocabulary by providing synonyms or antonyms for a particular word. In such contexts, ChatGPT may recommend synonyms that are not completely aligned in meaning and could prove to be problematic in context to usage in writing or speech. He added that if a student requests, for example, a list of synonyms for the term 'excited' to talk about an experience, ChatGPT will recommend using 'ecstaticated' term as an alternative to 'excited'; however, it is an incorrect recommendation. As far as culture is concerned, it was stated that ChatGPT may sometimes provide responses that are devoid of cultural sensitivity or awareness.

Finally, all the respondents agreed on the fact that integrating tools such as ChatGPT can increase productivity; however, ELT teachers have to be careful and augment their use with their expertise to control the level of errors affecting the quality of education provided to their learners.

The Adoption of ChatGPT for Students in Assisting their English Learning

According to all the participants, using ChatGPT has many benefits for EFL students. The topmost opportunity is that they can learn from home and at their own pace; this means that learning can be done from anywhere and at any time with the increase of accessibility and mobility. It has been noted that *"studying at home, for example, allows students to focus better, which increases their learning abilities."* Moreover, it encourages autonomy and self-regulated learning. In this way, students will be able to practice the English language for different purposes as it fits into their daily schedule and

guarantees constant and flexible access to a variety of language learning resources. With the help of interactive exercises, continual assistance, and proactive feedback, ChatGPT enables learners to learn English at home on their own by helping them become proficient and confident English speakers. One respondent added that *"this self-directed method promotes autonomy and self-initiated learning."*

The second point mentioned by the respondents as beneficial for learners was 'personalized learning opportunities.' It was pointed out that the emergence of ChatGPT has changed how students learn languages so that students can improve their English skills through personalized learning approaches made available by ChatGPT. Moreover, these innovations enable EFL learners to get focused feedback, prepare exercises, and engage in much more interactive dialogues, which assists to a great extent in achieving the immersion necessary to learn the language. Last but not least, the implications of personalized learning by ChatGPT in English language learning go beyond classroom instruction. It allows the learners to learn at their own pace, concentrate on areas that need improvement, and ultimately become more fluent and confident when speaking in English.

The last benefit listed by the respondents was "providing assistance in complex learning processes". In the EFL context, being able to use a new language often requires students to go through challenging processes but *"thanks to ChatGPT, which is powered by advanced artificial intelligence, students studying English as a foreign language have been provided with helpful support for their language learning"* as it is pointed by the majority of respondents. Through ChatGPT, students are able to understand complex language patterns and therefore, their communication, vocabulary and grammar skills will be enhanced.

Problems Posed by ChatGPT to the English Language Learners

Again, "overreliance on technology" was listed as the first problem that students will face. As a matter of fact, the advancements of modern technologies such as ChatGPT have opened up a new range of challenges for students. One major problem that EFL learners may face is the possibility of dependency on technology in the process of language learning. One respondent said that *"although ChatGPT provides support and is a useful resource to practice English skills, overreliance on this language-centered*

AI tool might hinder the student's language progress." This overdependence may lead to students depending only on ChatGPT for language practice, receiving constant feedback, and getting instructions. This would greatly reduce the possibilities of learning on their own, thinking critically, and using the language in real-life situations.

"Lack of interaction and communication" was the second threat mentioned since it is a potential challenge that may arise in EFL education. Even though ChatGPT provides automatic responses and opportunities for language practice, it can lessen the exchange of thought and feelings in human interactions. In this vein, an important idea was introduced by one respondent who confirmed that *"EFL learners who commonly use ChatGPT to practice their language skills may not capture the subtleties of communication such as intonation, gestures, and sociocultural context which are crucial in language acquisition."* In the same line of thought, another interviewee stated that *"if real-life communication is not encouraged, this may hinder learners' conversation fluency development, the use of social language, and even the ability to successfully handle intricate language situations."* Last but not least, a respondent stated that he had observed that *"students leaning on ChatGPT for homework and assignment completion have the potential to make a person lose the ability to think critically, as one does not actively think when doing such work."*

Benefits of ChatGPT Invention for Teachers as Researchers

As highlighted by the respondents, one of the most notable benefits is "content generation." The advent of ChatGPT has transformed the landscape of content creation for academic research, offering remarkable tools for users across different fields. In academic and scientific research, ChatGPT's sophisticated natural language generation has been very helpful in writing research papers and articles and even designing experiments. Further, with ChatGPT's assistance, researchers can efficiently generate research materials, including article drafts, prompts and survey questions, so that they stay up-to-date with the latest research in their fields of study. Besides improving researcher effectiveness and productivity, this tool ensures the generation of coherent content that is appropriate for academic research. As such, ChatGPT's content generation functionalities allow researchers to focus on what matters most, and that helps foster creativity and innovation.

Additionally, ChatGPT serves as “a research tool” as it opens new avenues for researchers to undertake novel research, process massive amounts of text, and pursue intricate research questions. Moreover, it helps to find new topics to work on for research. Simultaneously, it improves the overall quality and range of research work. Chat GPT can help in a variety of ways. Researchers who want to advance their knowledge in a field can avail themselves of insightful tips about language and other cognitive processes with the help of sophisticated content generation and data analysis. On the other hand, they can also utilize ChatGPT to assist them in thorough data analysis. One participant declared that *“ChatGPT has the ability to provide researchers with effective strategies to derive valuable insights, anticipate patterns, and reach the goals of their projects while analyzing survey responses, interview transcripts, and other qualitative data.”* In the same vein, another respondent stated that *“with ChatGPT, it becomes easier to formulate research questions and research hypotheses.”*

On the other hand, other respondents pointed out that ChatGPT has greatly transformed the environment of research both positively and negatively. “Plagiarism” is the negative point being introduced among all interviewees who declared that *“although ChatGPT has facilitated the process of the creation of content, this ease of content generation comes with the drawback of posing a threat of reducing originality in research.”* In other words, this ease of access may lead scholars to over-depend on this AI tool, and the content offered by it gives rise to the non-originality of the generated content. In addition, one major issue is the potential limitation of ChatGPT answers since they might not possess the depth and subtle understanding that a researcher can offer, especially in areas that seek to deeply understand the context.

In terms of assessment, introducing ChatGPT has presented new difficulties in evaluating students’ work because of the constraints associated with existing methodologies. One major problem is the need to develop new ways of evaluating answers that ChatGPT provides since the ChatGPT responses can be correct but does not represent the student’s real comprehension of the subject. In this regard, one respondent, as a suggestion, pointed out that *“it is essential for the teachers to note the practical constraints that come with correcting such work and try to develop other alternative ways of assessment that guarantee the student’s understanding is well evaluated.”* Also, it was declared by the majority of respondents that it is important to

have a program to verify the originality of students' work or any work produced by an AI model for the prevention of plagiarism or excessive use of AI generated texts. As a matter of fact, different software was suggested to check the authenticity and originality of students' work and even researchers' work, including Turnitin and Grammarly.

Research Implications

The interviews conducted for this research revealed that all teachers appreciate the benefits ChatGPT offers to English teaching, learning, and research. However, they were highly concerned with the misuse or overuse of ChatGPT in ELT. The two figures below present the main points gleaned from the interview of the current research work focusing on the opportunities and challenges of ChatGPT for teachers, learners and researchers.

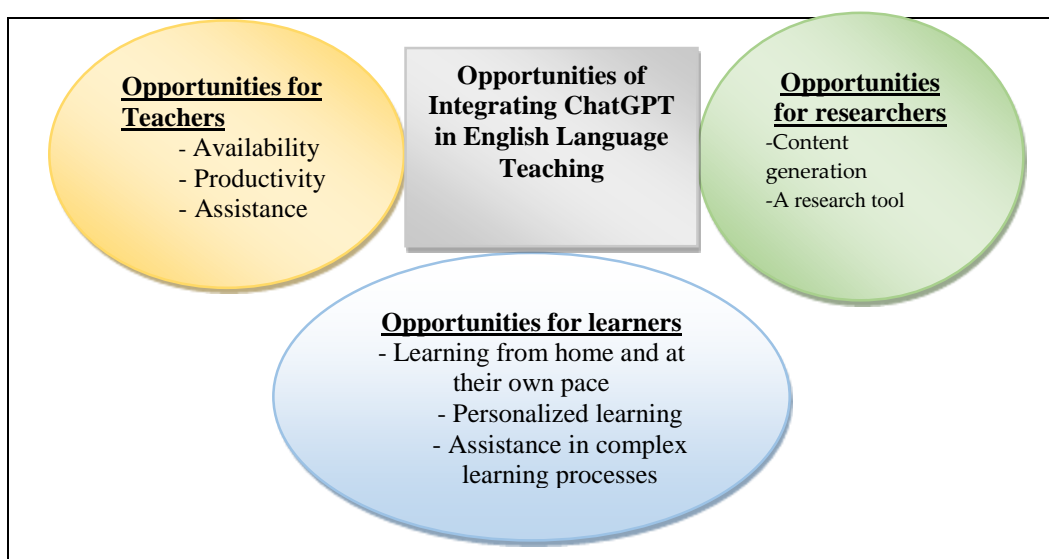


Figure 5. Opportunities of Integrating ChatGPT in English Language Teaching (own elaboration)

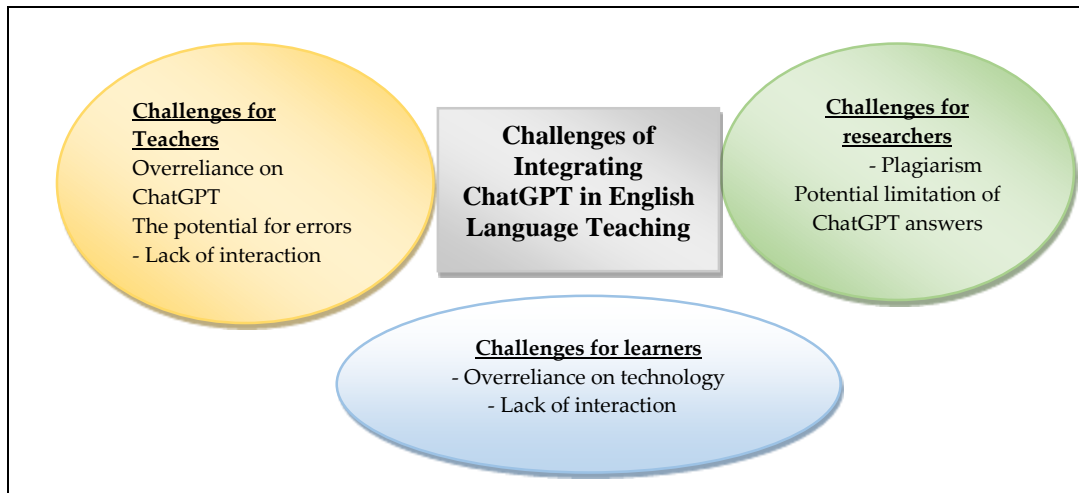


Figure 6. Challenges of Integrating ChatGPT in English Language Teaching (own elaboration)

Based on the results and discussion, it can be concluded that ChatGPT can offer numerous opportunities to English teachers, learners and researchers, but it brings along some threats and challenges that need to be managed properly. Here is a summary of the major implications that may help teachers, learners and researchers use ChatGPT effectively.

Implications for Teachers

- ✓ Professional development programs ought to be emphasized to improve teachers' pedagogical skills, highlighting how ChatGPT can be used as a supplementary tool rather than a primary tool.
- ✓ Facilitating reflective practice and peer collaboration can also promote an effective way of integrating technology into language teaching.
- ✓ Considering different teaching methods, including activities and practical language assignments, will help ELT teachers develop students' critical thinking skills while keeping the lessons focused on students.
- ✓ ChatGPT's overdependence can effectively be mitigated by fostering a culture of innovation, collaboration, and continuous improvement within ELT education. This helps create engaging and holistic learning experiences.

- ✓ Teachers should know that several strategies can be deployed accurately and reliably to mitigate the risk of erroneous output in ChatGPT.
- ✓ The conversational nature of ChatGPT means that the information retrieved can be inaccurate or misleading. Strong verification processes are important to check the data provided by ChatGPT.
- ✓ Setting up distinct rules and boundaries regarding the use of ChatGPT can help teachers understand its benefits as well as its possible limitations.
- ✓ When it comes to using unreliable resources created by ChatGPT, there is a need to determine the reliability of information acquired from ChatGPT by formulating checking mechanisms. Furthermore, fostering users' digital literacy skills can help them differentiate between reliable and non-reliable content, which in turn allows them to analyze the text that AI tools like ChatGPT produce properly.
- ✓ The use of ChatGPT in the design and evaluation of ELT classes would need to be planned strategically so that the teaching and learning processes are effective.

Implications for Learners

- ✓ Since learners' overreliance on ChatGPT hinders their critical thinking skills, they should be encouraged to use ChatGPT as a supplementary tool rather than as a primary tool to take a balanced approach to research and problem-solving.
- ✓ It is the role of teachers to develop activities that encourage creativity, teamwork and experiential learning. This will reduce the reliance on ChatGPT for getting information and help learners actively participate with the course content.
- ✓ To reduce learners' lack of interaction and communication, involve them in teamwork that requires communication with one another to promote collaboration and a sense of community. In fact, teachers have the ability to lessen the effects of ChatGPT on communication and enhance the learners' educational experience and this can be done through role-playing activities, group projects, and interactive learning tasks.

- ✓ All learners must avoid using acronyms and abbreviations when using ChatGPT since this AI tool provides different choices.

Implications for Researchers

- ✓ To promote academic integrity and avoid intentional or unintentional plagiarism when utilizing ChatGPT, it is essential for researchers to understand the exact definition of plagiarism and citation to ensure that content created using ChatGPT is properly cited and acknowledged.
- ✓ Before submitting any research work, the researcher must check the originality and authenticity of his/her work through different available software such as iTtenticate, Plagscan, Scriber and others. Thus, researchers can utilize ChatGPT to its full potential as long as academic integrity is maintained. This can be done by fostering a culture of academic integrity where proper citations are provided for all sources.

In order to gain a wider perspective, future research should seek to include all relevant participants. Also, this study implemented a qualitative research design to collect data; However, future work could include action research to evaluate the effectiveness of integrating ChatGPT into practical language learning scenarios in Algeria and countries all over the world. This would provide more empirical evidence to support the findings.

Conclusion

Without a doubt, ChatGPT is one of the most recent and remarkable advances in AI technology so that millions of users have been utilizing the AI model ChatGPT for various purposes. While Generative AI tools have the potential to increase productivity across different contexts, they also raise several practical, ethical, moral, and policy issues. Therefore, the objective of this research is to explore the opportunities and problems that arise while employing ChatGPT in the context of ELT in Algeria. Qualitative data was collected by conducting interviews with fifteen ELT teachers working in universities. In the analysis, qualitative method was used, which largely relies on the skills and experience of the researcher. To better comprehend the analysis, a few cases were mentioned to facilitate understanding. The results show that ChatGPT has multiple benefits in the field of ELT such as availability, productivity and assistance for teachers;

learning from home and at their own pace, personalized learning and assistance in complex learning environment for learners and finally content generation and as a research tool for researchers. However, there are also concerns regarding issues such as plagiarism, excessive reliance on ChatGPT, the potential for errors and lack of interaction which could limit creativity and hinder learning outcomes. In fact, this research addresses the problems of ChatGPT with the intention of helping teachers, students and researchers to effectively use and adapt to modern technologies even though AI tools cannot replace human teachers. Given that the field of AI technology is vast and continues to grow constantly, there are possible measures that have to be taken to overcome or at least reduce the challenges being raised. Additionally, new legislation must be established to specifically regulate these technologies. Also, effective learning, teaching and searching require providing proper orientation to the key stakeholders- students, teachers and researchers- about the new technologies and their effective use because the intricacies and ambiguities concerning the application of AI aids in ELT present a gap that demands immediate attention. Tackling the issues presented within this research concerning ChatGPT will allow students, teachers, and researchers to effectively deal with and take advantage of new technologies. In conclusion, it can be said that ChatGPT and other AI technologies possess the ability to serve as valuable and supporting aids in education and research disciplines so that urgent steps need to be taken to mitigate possible issues that may arise in the future.

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