



Exploring the Dual Impact of ChatGPT's Influence on English Language Teachers and Learners: A Review

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Abstract

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In the rapidly evolving landscape of English language education, the use of artificial intelligence tools has become a central focus for both the enhancing instructional practices of teachers and the learning experiences of students. This systematic review explores ChatGPT's various impacts on language instruction and learning procedures. The review critically examines the impact of ChatGPT on language learners, exploring its role in improving proficiency, fostering motivation, and providing interactive language experiences. Simultaneously, it investigates the influence of ChatGPT on language teachers, analyzing its implications for instructional strategies, classroom dynamics, and professional development. By synthesizing findings from related studies, this study aims to provide a comprehensive understanding of the dual impact of ChatGPT in English language education, offering insights for both researchers and practitioners navigating the constantly changing landscape of AI integration in language teaching.

Keywords: Artificial Intelligence, ChatGPT, English Language Teaching, English Language Learning

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Introduction

English is the most widely used language in the world today, making it extremely important and impossible to ignore. English proficiency has developed into a crucial ability for academic, professional, and personal success (Rao, 2019). It is no longer only an advantage. The need for creative and efficient methods to satisfy the various demands of students throughout the world is growing along with the demand for learning the English language.

In this context, artificial intelligence (AI) has emerged as a game-changer, transforming the way we teach and learn languages. Artificial intelligence (AI) is the combination of intellect, or computers that can mimic human intelligence and decision-making abilities (Sun et al., 2021). AI has opened the door for a new age in education thanks to its astonishing ability to process, analyze, and generate human-like replies (Rui & Badarch, 2022). Its incorporation into English-language learning platforms and tools has altered the traditional environment, opening previously unimagined prospects and changing the learning experience.

AI provides enormous promise for increasing learner engagement, motivation, and performance. Examples include individualized learning pathways, instant feedback, and interactive communication with artificial intelligence (Guo et al., 2022). AI-powered platforms enable learners to get exceptional language training from anywhere in the world. Additionally, AI provides adaptive learning paths that personalize exercises and content to meet the unique learning demands of each learner, enhancing learning results and promoting cognitive skills and learner autonomy (Sanusi et al., 2022).

Among the many AI tools available, ChatGPT is a well-known conversational model that has the potential to have an enormous impact on teaching and learning languages. At its core, ChatGPT is an artificial intelligence language model that can have conversations and respond to sophisticated questions in a way that is similar to that of a human (Rawas, 2023). Because of ChatGPT's exceptional ability to produce writing that appears human and its potential to completely transform the way we teach and learn, educators from all around the world have taken an interest in this cutting-edge AI tool (Glaser, 2023). ChatGPT has promise for use in education at all levels, with the ability to play several supportive roles in K–12, undergraduate, and graduate education (Meyer et al., 2023). Even though ChatGPT is still relatively new, it can be linked to more general AI technologies, such as the usage of generative models, in many ways that are relevant to learning, instruction, and assessment (Glaser, 2023).

In language education, while there are advantages of using ChatGPT such as facilitating a wide range of learning activities, modeling interactive conversations, and assisting with language acquisition, there are also some limitations regarding academic honesty, response accuracy, cultural prejudice, lack of realistic interaction, and possibility for over-reliance on AI (Kartal, 2023). For these possible limitations, a study offers a variety of suggestions such as explaining to students the drawbacks of ChatGPT and the possible repercussions of depending solely on it (Khalil & Er, 2023). So, a variety of studies handled ChatGPT enhanced English language teaching from many perspectives. However, there are some differences between the student and teacher experiences and the outcomes of the teaching and learning process differ in many aspects. In this review, through synthesizing findings from a spectrum of related studies, the effects of utilizing ChatGPT in English language teaching and learning will be examined separately from the perspectives of both teachers and students.

Impact of ChatGPT on English Language Teachers

English language teaching has always been affected by technological development. Especially for teachers, who are reluctant to stay up to date and enrich their lessons for better student success, technology has always been a focus of interest. In the last few decades, Artificial intelligence has been heavily utilized to produce applications, and its products are used in practically every part of our lives (Haristiani, 2019). One of these applications, ChatGPT, is on the radar of English language teachers, especially in the last two years. As a result, the number of studies that examine ChatGPT-enhanced language teaching is on the rise.

In a study that investigates the teacher's view on ChatGPT, all of the teachers noted that to create innovative, well-organized, and captivating courses, teachers would need to master the art of managing the abundance of teaching resources made possible by ChatGPT (Jeon & Lee, 2023). Also, it is suggested that teachers must get the knowledge and abilities needed to successfully integrate AI-powered language learning tools into their lesson plans, as these tools are becoming more and more common in language classes (Mohamed, 2023). Accordingly, Kohnke et al. (2023) suggest that teachers need education and training on using AI in language teaching and it can be done by emphasizing the role of AI in language teaching, creating self-paced learning opportunities, and integrating AI into teacher education programs.

Studies include the experiences of teachers while using ChatGPT and their views on the process and results. As an example, in a study, four functions of ChatGPT were identified based on the teachers' interview data and interaction transcripts: interlocutor, content supplier, instructional assistant, and evaluator (Jeon & Lee, 2023). These functions play a crucial role in the integrity of a language class. Also, another study indicates that by pointing out student mistakes, ChatGPT assists teachers with assessment while retaining control over the learning process and related pedagogical issues for the teacher (Bewersdorff et al., 2023). Furthermore, Jeon & Lee (2023) noted that teachers would now have a great deal more influence over developing and updating lesson plans thanks to ChatGPT than they would have in the past when they had to create and update materials by hand and had limited access to instructional resources.

Different uses of ChatGPT, which seek to emphasize the usability and utility of ChatGPT in generating Reading Comprehension Questions in English, are experimented with in a study. The results demonstrate how well the suggested process generates reading comprehension questions in English. With the right supervision and training in AI literacy, educators may effectively incorporate this technology into a range of educational environments (U. Lee et al., 2023). In addition, enhanced human-computer interaction, automated grading, and research support are among the other notable advantages of ChatGPT (Dempere et al., 2023).

All things considered, ChatGPT offers a substantial chance for institutions of higher learning to improve the standard and accessibility of teaching. However, institutions need to approach its implementation cautiously and be aware of the potential challenges that lie ahead (Rawas, 2023). Li et al. (2023) conducted a study that examines worries on social media about using ChatGPT in education and findings showed that specific people in the tech and education domains were crucial in igniting the conversation about worries. Among them, a sizable fraction of the prominent users that sparked the discussion on ChatGPT's application in education were from the education sector, especially instructors. This finding suggests that academics have a substantial impact on the conversation surrounding education, and the public responded favorably to their worries

regarding ChatGPT's use in the classroom (Li et al., 2023). So, teachers have an impact on the worries of using ChatGPT in education and it is important to find out the causes of these concerns. Pack & Maloney (2023) indicates that when utilizing AI-based technologies in the classroom, language teachers should be aware of the following three main causes that cause them to express concerns: 1-Artificial intelligence (AI)-generated work may be perceived as plagiarism because it lacks originality. 2-AI models are biased because they are trained on small amounts of data and may reproduce errors found in those sources. 3-AI tools may be much less competent than experienced language educators when it comes to making decisions based on limited information and evaluating and reflecting on criteria. As a result of these causes, it is important to note that ChatGPT may have potential challenges in the field. In addition to these studies, Yan (2023) adds to our understanding of plagiarism and alerts educators to the potential threats posed by ChatGPT. On the other hand, Dempere et al. (2023) noted that wider societal and economic effects such as job displacement, the digital literacy gap, and fear brought on by AI are among the other concerns.

As a result of these potential challenges, it is not appropriate for language instructors to view ChatGPT or any other AI-powered technology as operating on autopilot without human supervision (Pack & Maloney, 2023). As teachers, we should consider any tool to be our supporters in language teaching and we should be at the center of the learning process. Students may feel skeptical about using such AI tools or they might fail to use it thoroughly. When they are not guided, these potential challenges might be the case and there may be problems, especially related to plagiarism. Mizumoto & Eguchi (2023) suggest that it is our responsibility to educate students on the ethical use of AI language models. So, it is obvious that teachers should be the guidance all the time, and as Kartal (2023) indicates in his study, human instructors' roles in leading, encouraging, and providing rich, genuine interaction that supports deep learning remain critical.

Impact of ChatGPT on English Language Learners

While the impact of ChatGPT on English language teachers is crucial, seeing it from the learner's perspective is also noteworthy. To develop a comprehensive understanding of ChatGPT's effects on language learning, a variety of studies are reviewed in terms of student success, motivation, skills, and attitudes. Nowadays, it is clear that Artificial Intelligence tools, especially ChatGPT, are quite popular. Facing an increase in public interest, ChatGPT amassed 100 million active users in just two months, an achievement that is unmatched by platforms such as Instagram, Facebook, or TikTok (Meyer et al., 2023). Gaining popularity in education, as well, ChatGPT is in the scope of language learners. With thoughtful design and execution, ChatGPT has the potential to transform higher education and enhance learning for all students (Rawas, 2023). A study supports earlier research that has shown how AI-powered language learning tools can improve student motivation and language proficiency while also offering individualized and interesting learning experiences (Mohamed, 2023). For instance, several students said that using chatbots to learn improved their motivation and level of involvement. In terms of learning attitudes, the chatbot offers students an intuitive, engaging interface via which they may learn and ask for assistance (Y. F. Lee et al., 2022). These affordances make ChatGPT a preferable language learning tool for students. Bewersdorff et al. (2023) indicate in their study that such artificial intelligence systems may even help reduce exam anxiety, resulting in a more genuine and encouraging learning environment. According to another study that is related to classroom debates, integrating argumentative chatbots into classroom debates can lead to improved argumentation skills and higher task motivation among undergraduate students (Guo et al., 2023). Also, Sahari et al. (2023) investigated the effects of ChatGPT in language translation and

it implies that when compared to Google Translate, the students perceive ChatGPT to be more enticing or useful for translation.

Studies that are related to writing skills are conducted and findings demonstrate that while ChatGPT trailed significantly behind human authors in syntactic simplicity and deep cohesiveness, it initially surpassed the CIE learners in narrative, word concreteness, and referential cohesion (Zhou et al., 2023). Another study indicates that LMMs are a useful writing and editing tool that can help researchers of all backgrounds, but especially non-native English speakers improve the quality of their academic work (Meyer et al., 2023). In addition, Yan (2023) reveals that students in his study expressed gratitude for ChatGPT's ability to generate text for multilingual writing assignments when asked about its impact on L2 writing. Students agreed with ChatGPT's astoundingly fast text generation speed. A study's findings suggest that when non-native speakers desire to improve their essay marks, they may simply do so by relying on outcomes from AI models like ChatGPT (Herbold et al., 2023).

Although the majority of undergraduate and graduate students had positive opinions about ChatGPT, we did see some doubt and opposition to using ChatGPT for educational purposes in their remarks. For example, some students drew attention to ChatGPT's technical shortcomings and questioned the app's efficacy in promoting learning (Kostka & Toncelli, 2023). Moreover, Zhai (2023) stated that some students may prefer the personal interaction and support that a teacher provides and may not feel as motivated or engaged when learning from an AI system. In terms of ethical considerations, for numerous students involved in a practicum, ChatGPT's ability to produce written content "instantaneously" went against the fundamental tenet of educational fairness. Students acknowledged that their use of ChatGPT and the knowledge it provided them with gave them "enormous advantages" over their peers (Yan, 2023). In addition to this, students had a negative assessment of ChatGPT's plagiarism detection. Based on their understanding and experiences throughout the practicum, the likelihood of instructors discovering indications of plagiarism with ChatGPT remains low at this stage (Yan, 2023).

In order to lower these risks, a variety of solutions are provided in some studies. When employing AI in education, it is critical to carefully analyze students' concerns and needs and to apply suitable strategies to address these issues and boost student involvement (Zhai, 2023). Possible solutions to these concerns are explained by Zhai (2023) such as giving pupils the opportunity to communicate with human professors and mentors in addition to employing AI technology, ensuring that AI systems are designed and implemented in such a way that they are compatible with existing systems and procedures, ensuring that AI systems are developed and executed in such a way that bias is minimized and justice is promoted. In this regard, it may be advisable to guide students on recognizing inaccuracies in ChatGPT-generated content or on integrating ChatGPT to create a synergistic blend of human and computational capabilities (de Winter, 2023). With this guidance provided by Teachers, English language learners can utilize ChatGPT's advantages, bearing in mind these possible drawbacks.

Conclusion

Finally, the investigation of ChatGPT's dual influence on language learners and instructors in English education reveals a diverse environment where technology and pedagogy connect. The reviewed articles evaluated collectively demonstrate that incorporating ChatGPT into language education has resulted in profound transformations, providing creative possibilities for both students and educators.

For language learners, ChatGPT's interactive and conversational nature serves as a valuable tool for improving their language abilities. The model's individualized and adaptive feedback supports the development of proficiency, creating a dynamic and interesting learning environment. To provide a thorough and well-rounded educational experience, it is critical to recognize the complexity of machine-generated language, the absence of scaffolding, and the ethical considerations.

On the side of language educators, the utilization of ChatGPT opens prospects for increased efficiency and efficacy in class preparation, individualized instruction, and assessment. The automation of certain language learning tasks allows teachers to focus on more individualized interactions with their pupils, responding to their specific requirements for different language skills and boosting their motivation in class. Bearing in mind that it has various potential challenges as well, the changing role of teachers in guiding and curating AI-generated content demands continual professional development to fully realize the potential of these technological developments.

As the integration of ChatGPT in English education evolves, educators, students, and policymakers must work together to create a balanced and ethical framework. In language teaching, achieving a harmonic balance between the benefits of technology and personal touch is critical. The journey ahead entails the intentional integration of AI tools like ChatGPT, supplemented by language teachers' skill and empathy, to build an educational landscape that is both technologically advanced and fundamentally human-centered. By doing so, we will be able to realize ChatGPT's full potential as a transformational force in defining the future of English language learning and teaching.

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