Empowering EFL learning: leveraging ChatGPT for lesson planning and activity generation in the EFL classroom

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Abstract

Artificial intelligence (AI) has recently surrounded today's world due to its tremendous development. As a result, there has been an interest in using it to enhance education-al experiences, not least in the English as a foreign language (EFL) classroom, through the AI tool, the Chat Generative Pre-trained Transformer, henceforth, ChatGPT. Although the latter has been subject to a number of criticisms, the present paper explores one of its benefits: a ChatGPT-generated lesson plan and activities about a course on paragraph writing addressed to first-year EFL students and the opinion of 15 EFL writing teachers at the English Department of Tlemcen University, Algeria, on its quality. A questionnaire was used to achieve this purpose. The results revealed the participants's general appreciation of the produced materials but only as a supplementary pedagogical tool rather than the sole source of information. Further investigation on the topic should be carried out in the subject area for a broader perspective.

Keywords: activities; ChatGPT; EFL; lesson plan; teachers; writing.

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1. Introduction

Artificial intelligence (AI), which falls within the field of computer science (Deng and Lin, 2023), has recently undergone considerable development (Kasneci and others, 2023; Lo, 2023) and has begun to design systems that thrive to achieve one primary purpose: replacing some humans' daily tasks (Zhai, 2022; Deng and Lin, 2023) such as learning and making decisions or judgments (Farrokhnia and others, 2023). AI has gained limitless capacities and now covers fields like medicine, finances, transport (Deng and Lin, 2023), academic writing, coding, and even art. These domains used to be reserved for professionals (Zhai, 2022).

AI embraces several types, including machine learning, deep learning, and natural language processing (NLP), aiming to imitate the human brain's operation (Deng and Lin, 2023). Among the NLP types lies ChatGPT, a powerful language processing tool from the standpoint of Deng and Lin (2023) and Farrokhnia and others (2023). Introduced to the world on 30 November 2022 by the American OpenAI research laboratory (Zhai, 2022; Lo, 2023; Choi and others, 2023; Sok and Heng, 2023; Sallam, 2023; Deng and Lin, 2023), the Chat Generative Pre-trained Transformer, or ChatGPT for short, is the latest language model that is about to revolutionise natural language processing (Kasneci and others, 2023; Deng and Lin, 2023) and today's society as well (Zhai, 2022). Before venturing into further details, one should understand each aspect of the acronym GPT.

This conversational AI chatbot is generative since it can generate natural conversations similar to those produced by humans (Deng and Lin, 2023; Zhai, 2022; Lo, 2023; Kasneci and others, 2023; Sok and Heng, 2023; Sallam, 2023). It is pre-trained to deal with massive texts (Deng and Lin, 2023; Sallam, 2023; Choi and others, 2023; Kasneci and others, 2023; Farrokhnia and others, 2023) and is attributed to the characteristic of transformer because of its architecture which allows it to self-comprehend the linguistic links between the words in the sentences it receives from the human input and to make predictions about the upcoming word in a sentence (Kasneci and others, 2023; Sallam, 2023; Farrokhnia and others, 2023).

ChatGPT operates by engaging in a question/response conversation with the human who first provides the input (Lo, 2023) and then assesses the quality of the output provided by the language model by giving feedback and reinforcement. The latter encompasses ranking the most accurate response given by ChatGPT to ameliorate its performance (Choi and others, 2023; Zhai, 2022; Farrokhnia and others, 2023). In other words, ChatGPT first understands the human dialogue and then responds promptly and accurately accordingly (Deng and Lin, 2023; Farrokhnia and others, 2023). Such machines depend on the environment in which they are put and cooperate, or more specifically, adapt to it, according to the instructions (Deng and Lin, 2023).

The peculiarity of ChatGPT, unlike the other language models, is the fact that the conversations held with humans are stored and remembered, and it has the feature of following

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up on previous queries. Henceforth, the spontaneity and coherence of those interactions are increased over time, with responses of diversified tones and structures that are shaped according to the needs and preferences of humans. Additionally, it is subject to continuous updates of new information and, thus, can self-improve its potential over time to be more accurate and create a unique learning experience (Farrokhnia and others, 2023).

ChatGPT gained rapid popularity within only a few days of its release, with 1 million users (Sok and Heng, 2023), rising to 100 million users a few months later (Lo, 2023), a craze unprecedented in history. According to Lo (2023), the coherent, organisational, and instructive nature of the answers the machine provides is the main reason behind its global popularity. In addition to that, it comprises an array of functions such as responding to questions related to exams, homework assignments, and academic essays; dialoguing with humans in various languages and domains; summarising pieces of writing; denying inconvenient claims or confessing mistakes (Zhai, 2022; Choi and others, 2023; Sallam, 2023; Sok and Heng, 2023; Lo, 2023) and learning from them (Deng and Lin, 2023). These creative features are what distinguish it from the other antecedent language models (Zhai, 2022; Choi and others, 2023; Sallam, 2023; Sok and Heng, 2023; Lo, 2023).

Zhai (2022) considers this tool helpful for researchers who want to write research papers. After conducting a study in which ChatGPT wrote a research paper from scratch, following the author's instructions and questions, he reports that the writing process does not require much mental effort or time compared to humans due to its ease, efficiency, and rapidity in finding information that would, ultimately, decrease the pressure of deadlines. Indeed, saving them time, effort, and even costs is AI's motto (Zhai, 2022; Farrokhnia and others, 2023). It can also be used for outline creation to have a baseline for a research paper/writing and brainstorming ideas (Sok and Heng, 2023).

These benefits are reserved not only for researchers but also teachers, thus reducing the pressure and burden of the teaching profession. Indeed, ChatGPT facilitates the task of designing assessment tools like quizzes, exam questions comprising open-ended, multiple-choice questions, scoring rubrics, and even syllabi (Sok and Heng, 2023; Zhai, 2022; Farrokhnia and others, 2023). Moreover, the reports of students' performance that the language model generates can be adjusted by instructors to provide timely feedback for summative or formative ends (Sok and Heng, 2023), allowing them to spotlight learning problems (Kasneci and others, 2023). Teachers can even request the machine to give feedback and decide on its nature, which can vary from affective, constructive, or critical, and then ChatGPT would respond according to their instructions (Farrokhnia and others, 2023).

In addition to assessment, ChatGPT can act as an online guide for teachers on elaborating pedagogical tools for course preparation (Lo, 2023). Furthermore, it could also improve some teaching practices as it opens rooms for creativity in classroom activities by, for instance,

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using it in a flipped classroom, which would encourage autonomous learning (Rudolph and others, 2023). The creativity also lies in helping teachers to design lesson plans or presentations that are likely to attract students' attention and involve them to take part in classroom interaction (Sok and Heng, 2023) and proposing question types that could promote students' critical thinking and problem-solving skills (Kanesci and others, 2023). Such features would help experienced and novice teachers (Farrokhnia and others, 2023).

ChatGPT proposes many advantages for the instructor, such as designing course materials intended to facilitate the teaching profession. However, the benefits mentioned above were mainly retrieved from literature reviews on the benefits of ChatGPT. Indeed, because the language model was developed recently, empirical investigations on its use in education are limited (Kasneci and others, 2023). Moreover, the researcher's intensive investigation of several databases revealed a scarcity of Algerian studies on using ChatGPT in the EFL classroom. Therefore, the present work relied on ChatGPT to generate a lesson plan along with activities for a lecture named 'Introduction to Paragraph Writing' addressed to first-year EFL students; then, the generated ChatGPT materials were presented to teachers to explore their opinions.

2. Method

In order to explore the opinion of teachers about a lesson plan and activities designed by ChatGPT, a qualitative research methodology that embraced an exploratory case study was deemed to be the appropriate choice for the present work. Since the generated ChatGPT course materials were directed towards a specific module, the writing module, a non-probability/non-random sampling design with a purposive sampling method, was utilised by selecting the totality of teachers of the writing module at the Department of English at Tlemcen University, Algeria. As its name implies, in the purposive sampling design, the sample is selected for a specific purpose because it aligns with the study's needs and embodies the target population's characteristics (Kumar, 2010; Kothari, 2004; Cohen and others, 2017). Therefore, 15 EFL instructors took part in the study, 11 females and four males. Among the females, nine were between 30 and 45 years old, and two were over 45. Regarding men, two of them were between 30 and 45 years old, and two were over 45 years old.

Four informants were lecturers with more than eight years of experience teaching the writing module. Three were assistant professors, one with more than eight years teaching the module, and two with an experience between three and eight years. Five were associate professors; three had more than eight years of experience teaching the writing module, and two had an experience between three and eight years. The three remaining informants were professors: one with less than three years of teaching experience, one with experience between three and eight, and only one with more than eight years of experience teaching the module.

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To collect data from these informants, the researcher administered an online questionnaire on Google Forms that was sent by email and other social networking sites. At first, the aim of the study was presented to the informants, and then they had to confirm their consent to participate in the study and be informed that their answers would be kept confidential. The questionnaire began by exploring the participants' demographics by asking about their gender, age, rank, and teaching experience. The following questions inquired about the teachers' use of a lesson plan while preparing their lectures in the writing module and the way they designed it along with the activities, i.e., their elaboration or an adaptation or adoption of existing materials. After these questions, the questionnaire attempted to disclose the informants' familiarity with ChatGPT and whether they depended on it for course preparation. Then, the following sample of a lesson plan about "Introduction to paragraph writing" was presented to the informants:

FIGURE 1

Sample of a lesson plan generated by ChatGPT

Lesson Title: Introduction to Paragraph Writing

Objective: By the end of this lesson, students will be able to:

- Define what a paragraph is and its purpose in academic writing.
- Identify the components of a well-structured paragraph.
- Write a coherent and organized paragraph on a given topic.

Materials:

- Whiteboard and markers or a digital presentation tool.
- Handouts with sample paragraphs and exercises.
- Individual writing materials for students (notebooks, pens, laptops, etc.).

Introduction (10 minutes):

1. **Engage:** Begin with a brief discussion on the importance of paragraphs in writing and communication. Ask students why they think paragraphs are necessary.
2. **Define:** Explain that a paragraph is a collection of related sentences that focus on a single idea or topic. Its purpose is to organize thoughts and present them in a logical and coherent manner.
3. **Objective:** Clearly state the lesson's objectives to the students.

Main Content (35 minutes):

Activity 1: Components of a Paragraph (15 minutes)

1. **Topic Sentence:** Explain that every paragraph begins with a topic sentence that introduces the main idea or point of the paragraph.
2. **Supporting Sentences:** Discuss that supporting sentences provide details, examples, evidence, or explanations that relate to the topic sentence.

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3. **Concluding Sentence:** Mention that a concluding sentence, also known as a clincher, summarizes the paragraph or provides a transition to the next paragraph.

4. **Example Paragraph:** Display a sample paragraph on the board or screen. Analyze it together, identifying the topic sentence, supporting sentences, and concluding sentence.

5. **Group Activity:** Break the students into small groups and provide them with different sample paragraphs. Ask them to identify the components of each paragraph. Each group can share their findings.

Activity 2: Paragraph Structure (10 minutes)

1. **Coherence and Unity:** Explain that a well-structured paragraph should have coherence and unity. Coherence means the sentences should flow logically, and unity means all sentences should relate to the main idea.

2. **Transitions:** Discuss the use of transition words and phrases to connect sentences within a paragraph (e.g., first, in addition, furthermore).

3. **Activity:** Show a paragraph with poor coherence and unity. Ask students to suggest ways to improve it, emphasizing the use of transition words.

Activity 3: Paragraph Writing (10 minutes)

1. **Prompt:** Provide a writing prompt or topic related to their course or interests. For example, "Write a paragraph explaining the benefits of studying a foreign language."

2. **Guided Writing:** As a class, brainstorm ideas for the topic sentence and supporting points. Write them on the board.

3. **Individual Writing:** Ask students to write a paragraph using the provided topic and supporting points. Encourage them to incorporate the components discussed in the lesson.

Conclusion (10 minutes):

1. **Review:** Recap the key points of the lesson, including paragraph components and structure.

2. **Homework:** Assign a paragraph writing task as homework, using a different topic or prompt. Remind students to apply what they've learned in this lesson.

3. **Questions:** Allow students to ask questions or seek clarification on any topic covered in the lesson.

Assessment: Review the students' homework assignments in the next class to assess their understanding of paragraph writing concepts.

Extension: In subsequent lessons, you can explore more advanced paragraph writing techniques, such as persuasive paragraphs, comparison/contrast paragraphs, and cause/effect paragraphs.

The informants had to assess the quality of the lesson plan in terms of the content's organisation, coherence, and accuracy, as well as its adequacy for L1 students. Additionally, the questionnaire sought to uncover their views on whether the lesson plan promoted classroom interaction, self-assessment, and collaborative learning. After the sample of the lesson plan, the participants were presented with the following examples of activities about paragraph writing that ChatGPT designed:

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FIGURE 2

Sample of activities generated by ChatGPT

Activity 1: Paragraph Puzzle (Hands-On Activity)

Objective: To reinforce understanding of paragraph structure and the importance of coherence and unity in writing.

Materials Needed:

- A printed or digital set of jumbled sentences from a well-structured paragraph (with each sentence on a separate card).

- Whiteboard or screen for displaying the correct paragraph structure.

Instructions:

1. Prepare a set of jumbled sentences from a paragraph you've previously discussed in class. Ensure the sentences are mixed up and not in the correct order.

2. Divide the class into small groups or pairs and distribute the jumbled sentence cards to each group.

3. Instruct students to work together to arrange the sentences into the correct order to form a coherent paragraph. Emphasize the importance of the topic sentence, supporting details, and concluding sentence.

4. After a designated amount of time, ask each group to present their assembled paragraph. Discuss the correct paragraph structure as a class and provide feedback.

   Instructions:

   1. Have each student write a paragraph on a given topic or prompt. These paragraphs should be at a draft stage.

   2. Create a peer editing checklist that includes criteria such as clear topic sentences, supporting details, transitions, and grammar and spelling.

   3. Pair up students or organize them into small groups.

   4. Provide each student with a peer's paragraph and the editing checklist.

   5. Instruct students to review their partner's paragraph using the checklist as a guide. They should mark areas that need improvement and provide constructive feedback.

   6. After peer editing is complete, have students discuss the feedback with their partners and make revisions to their paragraphs accordingly.

   7. Encourage students to share their revised paragraphs with the class or submit them for additional feedback.

   These activities help students actively engage with the concepts of paragraph writing, reinforcing their understanding of structure, coherence, and the importance of revision and editing. They also promote

Activity 1: Topic Sentence and Supporting Details

Objective: To reinforce the concept of a well-structured paragraph with a clear topic sentence and supporting details.

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Instructions for Students:

1. Write a paragraph on the topic: "The Importance of Healthy Eating."

2. Your paragraph should include:
   - A clear and concise topic sentence that introduces the main idea.
   - At least three supporting sentences that provide details or reasons to support your main idea.
   - A concluding sentence that summarizes the paragraph.

3. Pay attention to the organization and coherence of your paragraph.

Grading Score (Out of 10):

- **Topic Sentence (2 points):**
  - 0 points: The topic sentence is unclear or missing.
  - 1 point: The topic sentence is somewhat clear but could be improved.
  - 2 points: The topic sentence is clear, concise, and effectively introduces the main idea.

- **Supporting Details (4 points):**
  - 0 points: There are no supporting details.
  - 1-2 points: There are supporting details, but they are insufficient or unclear.
  - 3 points: There are supporting details, but some could be more developed.
  - 4 points: There are clear and well-developed supporting details that effectively support the main idea.

- **Concluding Sentence (2 points):**
  - 0 points: The concluding sentence is missing.
  - 1 point: The concluding sentence is unclear or does not effectively summarize the paragraph.
  - 2 points: The concluding sentence is clear and effectively summarizes the paragraph.

- **Organization and Coherence (2 points):**
  - 0 points: The paragraph lacks organization and coherence.
  - 1 point: The paragraph is somewhat organized but lacks coherence.
  - 2 points: The paragraph is well-organized and coherent.

Activity 2: Peer Review and Revision

Objective: To encourage students to review and improve their own paragraphs based on peer feedback.

Instructions for Students:

1. Exchange paragraphs with a classmate.

2. Read your classmate's paragraph and provide constructive feedback based on the following criteria:
   - Clarity of the topic sentence.
   - Effectiveness of supporting details.
   - Quality of the concluding sentence.
   - Overall organization and coherence.

3. After receiving feedback, revise your own paragraph accordingly.

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Grading Score (Out of 10):

- **Feedback Provided to Peer (4 points):**
  - 0 points: No feedback provided.
  - 1-2 points: Feedback is minimal or not constructive.
  - 3 points: Feedback is somewhat constructive but lacks detail.
  - 4 points: Constructive and detailed feedback is provided on all aspects.
- **Revision of Your Own Paragraph (4 points):**
  - 0 points: No revision made.
  - 1-2 points: Minimal or ineffective revisions.
  - 3 points: Some revisions made but could be more substantial.
  - 4 points: Effective revisions demonstrate improvement in the paragraph.
- **Peer Feedback Incorporation (2 points):**
  - 0 points: Peer feedback is not incorporated.
  - 1 point: Some aspects of peer feedback are incorporated.
  - 2 points: Peer feedback is effectively incorporated, leading to significant improvement.

These activities help students practice the fundamental skills of paragraph writing and provide opportunities for peer learning and constructive feedback. The detailed grading score ensures that students understand the specific criteria for success in each activity.

Similarly, regarding the lesson plan, teachers' opinions on the activities' organisation, coherence, accuracy, and level of appropriateness and whether they encouraged autonomous learning and collaborative learning were also explored. However, other elements were assessed, such as originality, clarity of the instructions, statement of the objectives, appropriateness of the grading scale, and exchange of feedback. Once the lesson plan and activities were assessed, the next step consisted of inquiring about teachers' willingness to use ChatGPT in the future for course preparation, including assessment ends and the reasons behind their choice. The questionnaire ended with additional remarks about the study that the informants would like to add.

3. Discussion of the main results

To analyse the participants' opinions, a Likert scale method was employed with a five-scale moving from strongly disagree, disagree, neither agree nor disagree, strongly agree, and agree. The findings were coded and then analysed using SPSS. When asked about using a lesson plan while preparing lectures for the writing module, the totality (100 %) of the informants reported using it, and the majority (80 %) declared that it was adapted from sources found on the internet. Regarding the assessment activities, 87 % of the respondents advocated adapting activities found on the internet.

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While the majority of the informants (13) knew about ChatGPT, the two remaining partic-ipants (2) did not. Concerning the use of ChatGPT for course preparation, the findings re-vealed that most participants with different age ranges and teaching experience never used ChatGPT (see figure 3) for course preparation. Although writing teachers at the Department of English at Tlemcen University did adapt sources from the internet to prepare their lec-tures in the writing module, ChatGPT was never utilised among them or thought to be a tool for course preparation before the study.
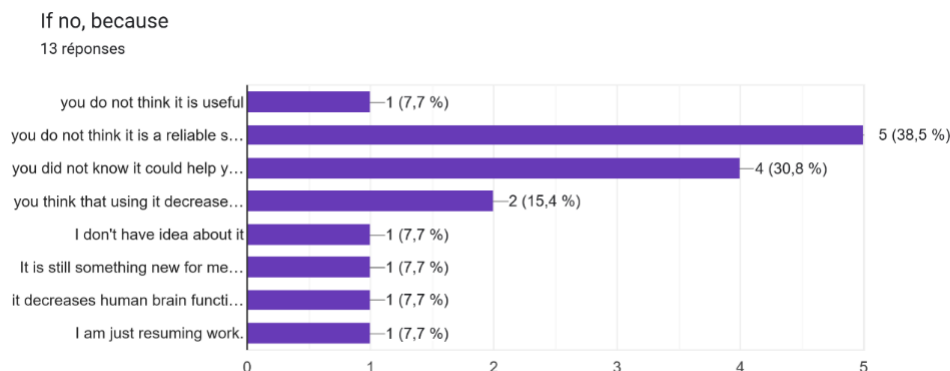
FIGURE 3

Age range and teaching experience
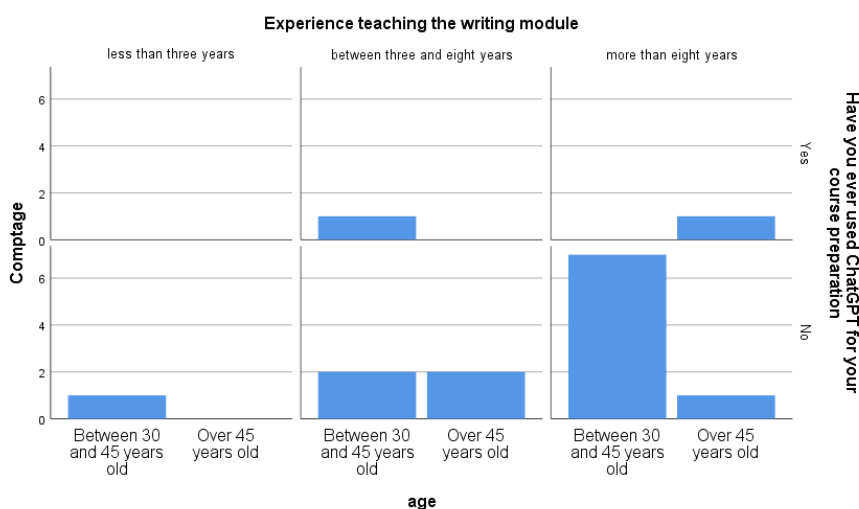
When asked about the reasons behind not using it, the respondents gave the following answers as depicted in figure 4.

FIGURE 4

Reasons for not using AI

The majority of the informants (39 %) believed that ChatGPT was not a reliable source of information, and 31 % did not know that it could help them with course preparation. Some did not consider it to be a useful tool and viewed using it as decreasing the credibility of the teacher.

In addition, other answers were provided that are worth mentioning. For the sake of anonymity, the participants were coded into P1, P2, and so forth.

"I do not have any idea about it" (P1).

"It decreases the human brain function, and it creates a dependability on artificial intelligence instead of relying on the human intelligence" (P3).

"It is still something new for me, so I will not use it till I am sure of its benefits and drawbacks" (P5).

After the informants were shown the lesson plan content generated by ChatGPT, they expressed the following impressions as depicted in figure 5.
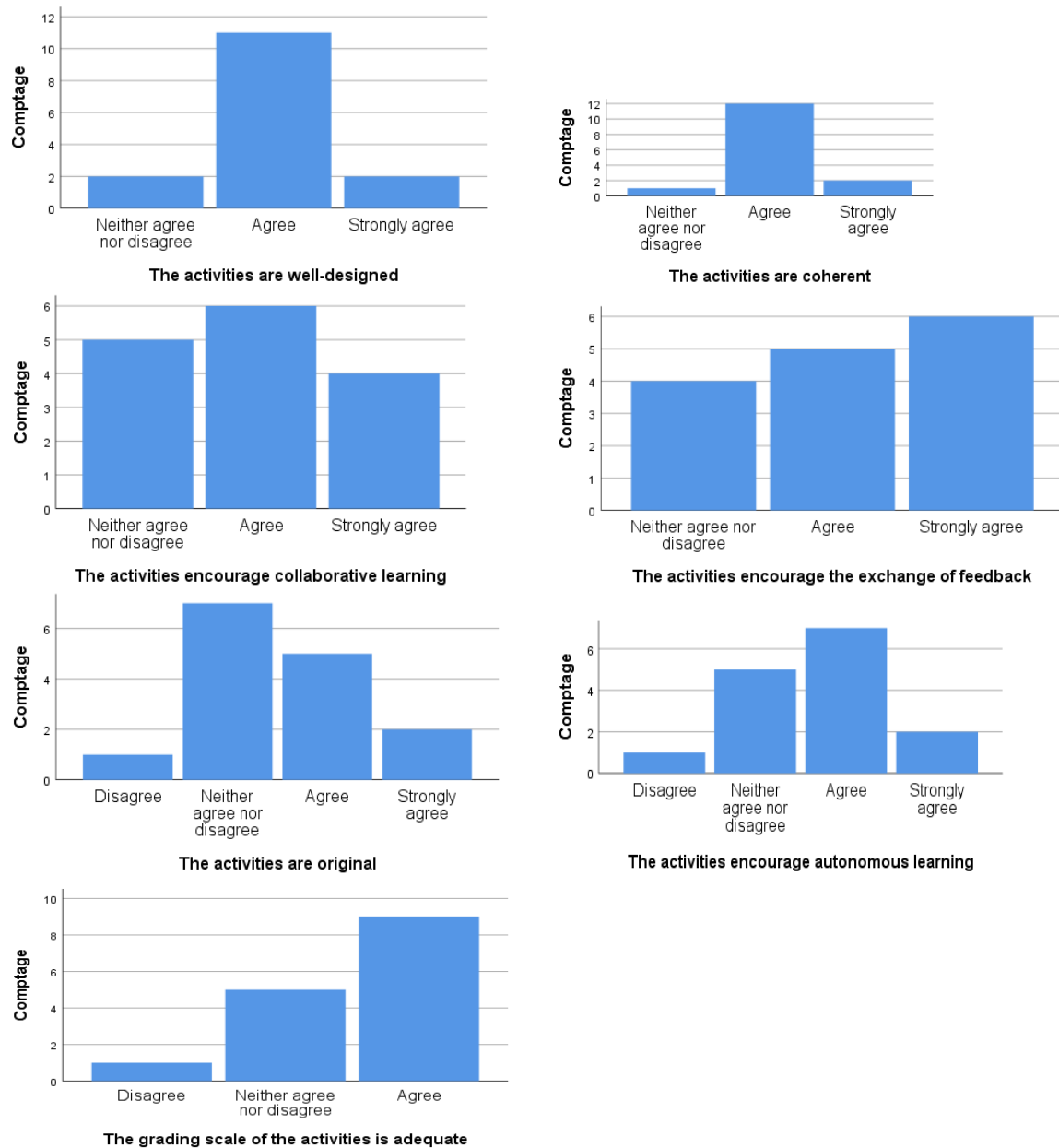
FIGURE 5

Impressions on the content generated by ChatGPT
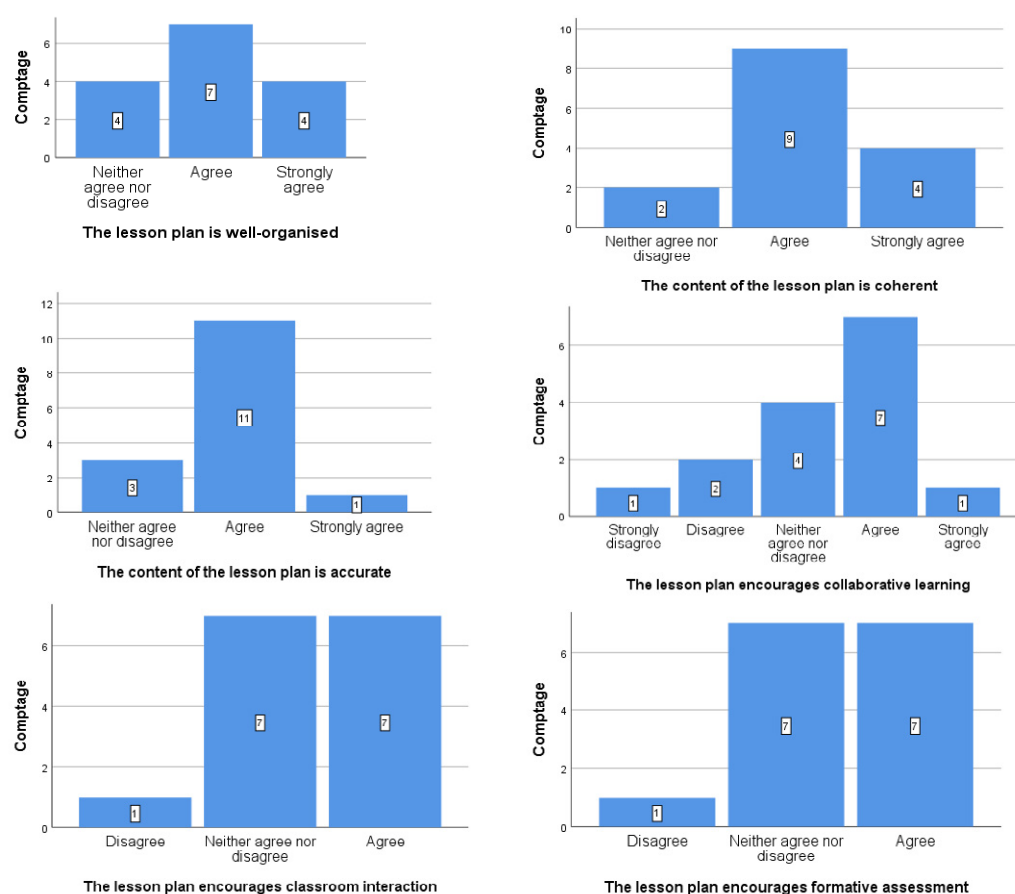
Regarding the activities that were designed by ChatGPT, figure 6 shows attitudes expressed by the informants.

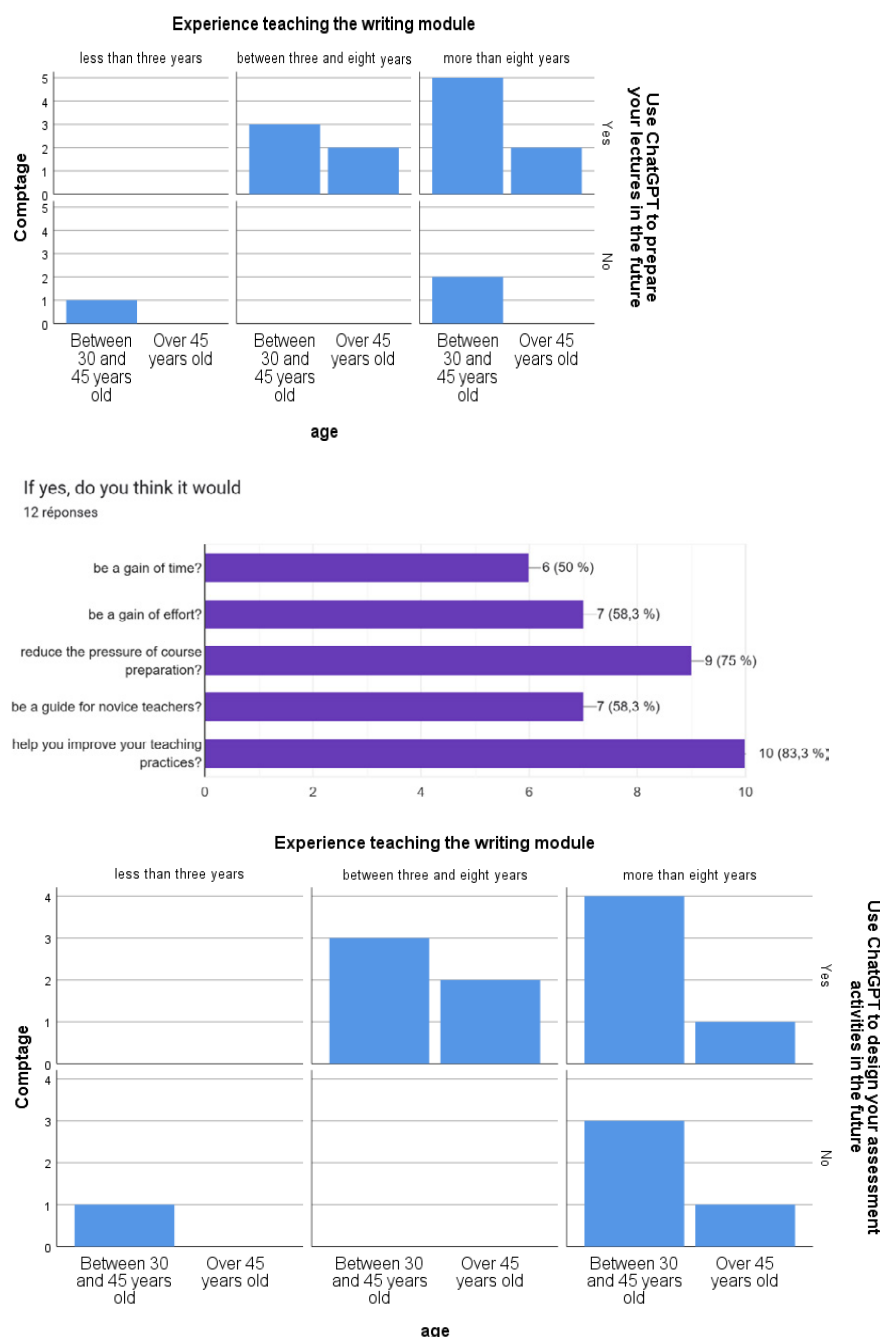FIGURE 6

Attitudes expressed by the informants

After the informants were shown the feature of ChatGPT, they were asked if they wanted to use it in the future to prepare their lectures. Most of the informants (12), aged between 30

and 45, expressed their willingness, especially those with more than eight years of teaching experience. They considered that it would save time and effort, reduce the pressure of course preparation, and help them improve their teaching practices.

FIGURE 7

Willingness to use ChatGPT to prepare lessons in the future

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Regarding the future use of ChatGPT to design assessment activities, 67 % of the informants, between 30 and 45 years old, with more than eight years of teaching experience, were in favour of it. However, the remaining participants (33 %) were against the idea. They claimed that:

"I think that the assessment activities should be designed according to learners' needs and weaknesses; however, the proposed ones seem adequate as preliminary lesson plans" (P1).

"It is not possible by no means to design a unique lecture plan and assessment for a mixed-ability class. Also, it is not based on real and accurate needs and situation analyses" (P5).

As additional remarks, the respondents advocated that:

"I think chatGPT's lesson plan and activities will not result in teachers' laziness and will not reduce their teaching quality because all what chatGPT can offer is teaching materials and activities not teachers' practices. So even with its use, teachers are still active and creative in presenting the lecture and interacting with students answers and drafts" (P3).

"ChatGPT is useful, but it makes teachers unwilling to work and use less energy during the preparation of the writing course" (P9).

"Teaching is a profession that basically relies on human relationship and interaction, so it cannot be replaced completely by machines" (P2).

"I think relying too much on the app would paralyse the human mind, I do primary research, then I compare what ChatGPT provides, most of the time, I rely on other resources, but I like to see what suggestions are given by the app" (P3).

"The lesson plan and activities are relevant and involving, but they do not go with our classrooms (crowded and overcrowded classrooms)" (P5).

"For those who would say Chat GPT can cause teachers' laziness, I think that ChatGPT could help prepare lessons and activities, but we should not rely only on this tool; it should be used as any other source to design our own lessons and activities" (P8).

"ChatGPT could be a helpful tool in course preparation, but should not be the sole source of course preparation" (P10).

"Using ChatGPT may be very useful for novice teachers, but it will never replace humans" (P11).

The majority of teachers knew about ChatGPT but ignored the fact that it could generate lesson plans and activities. Before seeing the AI tool's generated materials, they believed that it was not a reliable source of information; however, once the generated data were provided to them, they expressed a different vision. The majority of the participants did not

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deny the usefulness of ChatGPT. They agreed on the lesson plan's coherence, organisation, and accuracy. They were even willing to use it in the future for course generation as they considered it would be a gain of time and effort for them, reduce the pressure of course preparation and help them improve their teaching practices. Yet, they were still worrying about several elements. They did not consider it to be a unique source of information but a mere addition to their proper research. In other terms, they were open to ChatGPT's suggestion, which was viewed to be an adequate preliminary lesson plan that could be modified and more elaborated in order to have a final refined lesson plan that is based on their own investigation. They adapted to their students' specific needs, which are different depending on each context. According to some of them, the lesson plan and activities that ChatGPT generated cannot fit each context and need to be adapted.

Another lack that the teachers reported was the absence of human interaction and the teacher's teaching practice in the generated materials. Tough ChatGPT is a powerful tool (Deng and Lin, 2023; Farrokhnia and others, 2023); it remains a machine with an artificial type of language that cannot replace the human's touch, whose role is to refine the quality of the content. From the standpoint of some of the present study's participants, dependence on such artificial intelligence tools can threaten the human brain function. This assumption brings to light the claim of Rudolph and others (2023), who advocate that ChatGPT can enhance writing and research abilities, but an individual's initial pieces of work and one's critical thinking ought not to be replaced by a machine.

Some researchers have questioned the machine's reliability and accuracy due to several shortcomings of the tool, such as the lack of references and the possibility of inaccurate, fake, and biased data as it is corpus-generated (Sallam, 2023). Indeed, the machine was trained to deal with massive data whose nature is unknown by humans, and thus, they are unable to evaluate the correctness of the information it provides. Thus, it could increase the spread of misleading information in academia that, if followed unthinkingly, would decrease teachers' integrity. In addition to that, teachers will use content whose origin is unknown and, thus, may be plagiarised. Although OpenAI reacted to this accusation and asserted a difference between the text generated by the machine and the initial one, plagiarism would become a casual practice. Furthermore, ChatGPT advocates acceptable answers to users' queries but with knowledge that seems to be factual, misses a deep understanding of key concepts, and sounds irrelevant. Additionally, even if it has the potential to update new information, it is still limited to the events that occurred after 2021; therefore, there is a risk of advocating obsolete answers (Farrokhnia and others, 2023).

In conclusion, one can say that ChatGPT has numerous features that can be helpful for the teacher, yet according to the participants of the present study, it is an additional pedagogical tool that could neither be relied on completely nor be replaced by the human being and should be used with caution as it encourages teacher's laziness. This study acknowledges

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a number of limitations that would necessitate further exploration. As a case in point, the results highlighted in the paper represent the opinion of writing teachers at the Department of English at Tlemcen University, Algeria, thus focusing on a generalised EFL setting. Therefore, future studies should imply a much larger sample for generalisation ends, and the applicability and adaptability of ChatGPT in diverse classroom contexts and advanced levels should also be explored to have a global vision and a broader perspective of the subject area. In addition, the language tool's pedagogical limitations were not sufficiently developed. Further studies should delve into those challenges to propose alternative strategies.

4. Conclusion

Today's world is evolving, and so one should do, and as individuals, one has to cope with the situation as it is. For this reason, denying the existence of AI or not using it may be difficult as one is surrounded by it, especially with tools like ChatGPT, which is new and in the process of experimentation yet improving rapidly. The way future generations ought to be taught must align with these recent developments to be adequately prepared. Thus, instructors should start thinking of adapting their teaching practices, moving from learning objectives to assessment tools (Zhai, 2022). Moreover, one should not only look at ChatGPT from the negative side but rather explore its advantages in the field of education for the benefit of teachers and students, like using it for generating assessment activities and lesson plans. Additionally, other language model features should be experimented with to fully exploit their potential. To achieve this purpose, guidelines on the correct use of such AI tools must be designed, as reported by Sok and Heng (2023), as well as training (Lo, 2023).

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