

ChatGPT as a “Foreign Language Teacher”: Attitudes of Tunisian English Language Learners

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Abstract : Artificial intelligence (AI) brought about many language robots, with ChatGPT being the most sophisticated thanks to its human-like linguistic capabilities. This aspect raises the idea of using ChatGPT in learning foreign languages. Starting from the premise that positions ChatGPT as a mediator between the language and the learner, functioning as a “ghost teacher” offering a peaceful and secure learning space, this study aims to explore the attitudes of Tunisian students of English towards ChatGPT as a “Foreign Language Teacher” . Forty-five students, in their third year of fundamental English at Tunisian universities and high institutes, completed a Likert scale questionnaire consisting of thirty-two items and covering various aspects of language (phonology, morphology, syntax, semantics, and pragmatics). A scale ranging from 'Strongly Disagree,' 'Disagree,' 'Undecided,' 'Agree,' to 'Strongly Agree.' is used to assess the attitudes of the participants towards the integration of ChatGPT in learning a foreign language. Results indicate generally positive attitudes towards the reliance on ChatGPT in learning foreign languages, particularly some compounds of language like syntax, phonology, and morphology. However, learners show insecurity towards ChatGPT when it comes to pragmatics and semantics, where the artificial model may fail when dealing with deeper contextual and nuanced language levels.

Keywords : artificial language model, attitudes, foreign language learning, ChatGPT, linguistic capabilities, Tunisian English language learners

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