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Teachers' Attitudes towards the Use of Chatbots in EFL Learning

Case study of second-year EFL students

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Teachers' Attitudes towards the Use of Chatbots in EFL Learning

Case Study of Second year EFL Students of Abdelhafid Boussouf University Mila

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Dedication I

To my loving parents, whose support and encouragement have made this journey possible.

To the Milev Club, for their unwavering assistance and contribution to my professional and academic development.

To my uncle Haroun, whose su encouragement throughout my childhood rendered this journey feasible.

This work is for you.

Radjaa

Dedication II

To my loving parents, whose support and encouragement have made this journey possible.

I honor each of you for all that you do.

Haroun

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Abstract

The concept of AI integration in education has gained prominence in the field of education in recent years, and an effective way to implement it can be through the use of advanced language models like Chatbots. The underlying objective of this study is to examine the teacher`s attitudes towards the use of Chatbots in learning English as a foreign language for English students, specifically second -year students. Within the context of this study, three research questions are raised. The first question 1) What are teachers' attitudes towards the use of Chatbots in EFL learning? The second question 2) What factors Contribute to these attitudes?. The third question 3) How can educators promote awareness of ethical Chatbot use and maintain academic integrity among students?. To reach the aims of the study and answer these research questions, a questionnaire is administered to a selected group of teachers who teach second-year EFL students, with the aim of having deeper insights in regards to this subject. The sample is taken from the Department of English at Abdelhafid Boussouf University of Mila. The study adopted a mixed method design. The data were analyzed thematically by coding recurring themes. The findings from the teachers' questionnaire reveal that while educators recognize the utility of Chatbots for language acquisition and lesson efficiency, they maintain a cautiously critical stance regarding potential over-reliance and the erosion of critical thinking. Ultimately, the research provides a variety of implications and recommendations.

Key words: Attitudes, Chatbots, education, EFL, learning, teachers.

List of Abbreviations and Symbols

AI: Artificial Intelligence

AIEd: Artificial Intelligence in Education

EdTech: Educational Technology

EFL: English as a Foreign Language

GenAI / Gen AI: Generative Artificial Intelligence

ICAI: International Center for Academic Integrity

ICALL: Intelligent Computer-Assisted Language Learning

L1: First Language

L2: Second Language

LLMs: Large Language Models

LLMs: Lnaguage Learning Models

MAT: Multilingual Acquisition Theory

MKO: More Knowledgeable Other

NLP: Natural Language Processing

SAMR: Substitution, Augmentation, Modification, and Redefinition

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TPACK: Technological, Pedagogical and Content Knowledge

ZPD: Zone of Proximal Development

%: Percent

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General Introduction

1. Statement of the Problem

Despite the apparent difficulties of traditional second language learning instruction due to immense distinctions between the L1 and L2, it seems that students are increasingly interested in AI-powered tools such as Chatbots that offer promising avenues for enhancing student learning outcomes, and academic achievements in L2 learning. However, the pedagogical efficacy of integrating Chatbots into student learning processes is largely uncharted. Research is replete with studies that investigate the adoption of generative AI by students; however, empirical research that investigates the dual and often contradictory perspectives of EFL educators is rare. Specifically, there exists a crucial gap in knowledge regarding how teachers manage the tension between using Chatbots to facilitate language learning and reducing the risks they present to language assessments. Therfore the use of Chatbots in this context raises questions about the teachers' perceptions on this tool, including whether it improves learning outcomes, and whether it maintains academic integrity. Understanding teachers' attitudes and perceptions towards the use of Chatbots in furthering student language learning and in preserving the integrity of academic work is crucial for educators and researchers working to optimize the learning experience.

2.Literature review

The literature review discusses the growing application of chatbots in ESL instruction, noting positive outcomes from two studies. Yuan et al. found improved oral proficiency and communication willingness in Chinese elementary students after a 3-month chatbot intervention, while Kim et al. reported vocabulary skill gains and increased engagement among

Korean college students using chatbots over 8 weeks. While these results indicate chatbots can support language skills, limitations include the lack of randomization and incomplete technical specifications. The integration of AI chatbots is portrayed as a significant advancement for personalized language acquisition, offering real-time feedback and reducing anxiety for learners. However, factors such as small sample sizes and limited access to full texts hinder generalizations about their effectiveness. This review contrasts with ongoing research at Abdelhafid Boussouf Mila University, which focuses on teachers' attitudes towards using chatbots in ESL instruction and emphasizes the importance of ethical considerations.2. Significance of the Study

3. The Aim of the Study

This study seeks to explore EFL teachers' attitudes towards the use of Chatbots in learning. This study aims to shed light on the factors that influence teachers' perceptions of Chatbots and their application in the EFL classroom.

In addition, the study will explore the strategies adopted by teachers to foster ethical and responsible usage of Chatbots by learners, so that technology enhances educational achievements while maintaining academic integrity.

4. Research Questions

The main research questions of the present study are:

1. What are teachers' attitudes towards the use of Chatbots in EFL learning?

2. What factors contribute to these attitudes?

3. How can educators promote awareness of ethical Chatbot use and maintain academic integrity among students?

5. Research Instruments

5.1 Research Tools

To achieve the main aim of this research which investigates “Teachers’ Attitudes towards the Use of Chatbots in EFL Instruction at Mila University”, a mixed method approach is relied upon. This methodology, in particular, permits a deep investigation of the attitudes, professional beliefs and pedagogical adoptions of teachers.

The study is based on the data collected through a questionnaire distributed to the faculty members of the English Departement to collect the necessary data. The questionnaire consists of twenty two different questions that were designed specifically to measure technological acceptance and educational concerns.

The analysis, administered to a purposeful sample of twenty instructors from the larger population in the department, captures a rich, detailed spectrum of professional perspectives. Such an approach guarantees that the final results are based on actual classroom realities rather than on abstract theoretical assumptions.

5.2 Population and Sample

The chosen population for this research consisted of instructors affiliated with the Department of English at Abdelhafid Boussouf Mila University, representing a diverse group of educators actively engaged in EFL instruction. From this broader a sample of 20 teachers have answered for a questionnaire to investigate their attitudes regarding Chatbots .

6. The Structure of the Study

The structure of this study is composed of two main chapters. The first chapter is theoretical which covers the literature review and has two sections. Section one chapter one devoted to offer an overview of Educational Technology, definition of Chatbots, it leads

directly into the Classification of Chatbots in Educational Technology. The historical and evolutionary context is outlined under the headings The Progression of Conversational Agents within EFl. The core comparative analysis is structured under Technology and Pedagogy: Large Language Models vs. Language Learning Models, which branches into the technical Chatbot (LLMs) design and theoretical Language Learning Model (pedagogical frameworks). Moreover the focus continues through sections on Mapping Chatbots to SLA based Models and Theories of Second Language Acquisition (SLA) during the Era of Artificial Intelligence Chatbots, before summarizing the broader Advantages and Obstacles of Chatbots in Education and wrapping up with a Conclusion. Section two of chapter one presents Teachers and AI Chatbots in EFL Classroom, begins with an introduction before diving into Teacher Identity in the AI Chatbots Era and the Connotation of Teacher Identity. It transitions into detailing the Teachers Key Roles in AI Enhanced Learning Environments, then considering the Reasons for Teachers Use of Chatbots against The barriers to Chatbot Adoption by Educators. The analysis then breaks down Demographic and Personal Factors in Teachers' Chatbot Adoption and debates whether these tools are Time-Saving Tools or Administrative Hindrances. Furthermore, the text pivots to ethics, it explore Shifting Teachers Focus to Ethical Implications of Chatbots. Finally, it outlines practical strategies through Ethical awareness techniques employed by teachers for correct Chatbots use and the shift From Detection to Authentic Assessment of Chatbots. Chapter two deals with a detailed description, analysis and discussion of the data gathered. It focuses on analyzing and interpreting the teachers' questionnaire, and gives some suggestions and recommendations related to its findings.

Chapter One: Exploring Chatbots in EFL Learning

1.1. Section One: AI Chatbots in Education

Introduction

Dwivedi et al. (2023) note that nowadays, the world of modern education is undergoing a revolutionary transformation with the emergence of Artificial Intelligence (AI). The idea was first conceived in 1956, but AI is not a single tool (Turing, 1950). AI is an umbrella term for computational techniques (machine learning, neural networks, deep learning, etc.) machines to do intellectual tasks normally associated with the human mind, such as solving problems and learning (Russell & Norvig, 2020). Celik et al. (2022) explain that in the broader EdTech scene, AIE d has been realized in the form of applications like Chatbots, which serve as virtual teachers, offering on-demand support and customized experiences for learners and teachers alike.

This chapter addresses the important role of AI-driven Chatbots in the field of English as a Foreign Language (EFL) (Opara, Adalikwu, & Tolorunleke, 2023). It starts with an analysis of the vast field of EdTech, the basis for all digital tools created to optimize learning (Powell, Rabbitt, & Kennedy, 2014). In this regard, we move on to the definition of "Chatbots within EdTech" as a particular level, using Conversational AI, to communicate like a human (Laranjo et al., 2018). To understand their current roles, Shum et al. (2018) describe that the progression of Chatbots in EFL, from older programmed software like ELIZA to modern adaptive assistants (Weizenbaum, 1966).

The key to this change is the use of Chatbots in education to give immediate help as automated teachers in both traditional and digital environments (Ashfaq et al., 2020). Moreover, by considering the different types of Chatbots, from rule-based to generative, it is possible to distinguish between Large Language Models (LLMs) as the technological basis and Language

Learning Models as the educational frameworks used for teaching development (Dwivedi et al., 2023). These breakthroughs are then linked with Second Language Acquisition (SLA) hypotheses in the era of AI Chatbots showing how instruments correspond with principles like Affective Filter and Zone of Proximal Development (Krashen, 1982; Vygotsky, 1978). Ultimately, this review weighs the pros of Chatbots in EFL teaching, such as personalised 24/7 assistance, against the cons of Chatbots in EFL teaching, including concerns over algorithmic bias, data privacy and task authenticity (Tiwari et al., 2023).

1.1.1 A General Overview of Educational Technologies

Lutfi (2022) states that instructional technologies are presently transforming modern education through electronic tools, systems and strategies that enhance teaching and learning. These developments vary from physical equipment like tablets and interactive smartboards to breakthroughs like artificial intelligence, reshaping our academic possibilities (Gupta & Bhaskar, 2022). Integration remains a top priority, with supportive devices being an essential part of breaking down barriers and ensuring equal access to education (Joshi, Vinay, & Bhaskar, 2021). Instructional tools promote approachability and advancement, leading to a highly energetic and comprehensive academic journey (Abdelfattah et al., 2023). This could be achieved through different means such as customising the educational pathways and encouraging a very interactive dialogue between students and teachers in formal environments such as academic institutions like academies and colleges or specialized programs designed to provide the opportunity to acquire technological expertise (Basilotta-Gómez-Pablos et al., 2022).

Silva et al. (2023) clarify that instructional technology is the routines of teaching and learning that involve technological devices and view digital formats such as Chatbots as a support system to facilitate intervention during the instructional and educational processes.

More generally, instructional tools not only optimize the organization and distribution of material, but also promote the development of electronic, mental and analytical skills, in response to the demands of a changing society, and contribute to create highly welcoming, engaging and cooperative study spaces (Chen et al., 2020).

1.1.2. Definition of Chatbots

One of the commonly utilized AI technologies for supporting teaching and learning activities is the Chatbot system (Okonkwo & Ade-Ibijola, 2020). A Chatbot is an intelligent agent that is capable of interacting with a user by answering a series of questions and providing an appropriate response (Clarizia et al., 2018).

A Chatbot, as a dialogue system, should be able to understand the content of the dialogue and identify the users' social and emotional needs during the conversation (Clarizia et al., 2018).

It emulates and interprets human communication, allowing individuals to engage with digital devices as though they were conversing with an actual human being (Ciechanowski, 2019). Additionally, the performance of a Chatbot depends on the size and accuracy of its databases, meaning that greater database size leads to better performance (Aleedy et al., 2022). The creation of a Chatbot involves the use of Natural Language Processing (NLP) (Aleedy et al., 2022). NLP is a technology that enables a machine to comprehend, analyze and interpret natural human languages (Aleedy et al., 2022).

1.1.3. Classification of Chatbots within Educational Technologies

Chocarro et al. (2023) argue that Chatbots are now seen as one layer in a much larger technological framework in the educational environment. At the center of it all is EdTech, an umbrella term which encompasses any electronic device and network, from physical devices,

such as responsive smartboards, to applications such as Educational Administration Platforms, that promotes the maximization of information transmission and improvement of educational outcomes (Powell, Rabbitt, & Kennedy, 2014). This area includes AIEd (AI in Education), a particular subfield that uses deep learning and neural network architectures to build applications that learn from experience and adapt to user needs (Chen et al., 2020). Such developments are transforming the pedagogical environment by providing automated instructors that can provide immediate support in digital and traditional classrooms (Celik et al., 2022).

Laranjo et al. (2018) emphasize that the driving force behind such interactions is Conversational AI, the technology that powers communication software that utilises Natural Language Processing (NLP) to let computers understand and translate human speech. Within the EFL domain, this innovation allows for the negotiation of meaning to take place and allows students to bridge the divide of dialogue through interpersonal engagement with the system (Long, 1996). After all, Chatbots are an important point in this sector, and a contemporary framework regarding mentoring (Dwivedi et al., 2023). Chatbots use transformer frameworks and self-attention mechanisms to build deep connections between parts of text, which enables logical and context-aware conversations that can convincingly imitate human actions (Zhao & Wan, 2025).

1.1.4. The Development of Chatbots within the Field of EFL

1.1.4.1. ELIZA to LLMs: The Evolution of EFL Chatbots

In EFL, Chatbots have developed from simple programmed assistants into highly flexible, multisensory collaborators that can support complex dialogue and essential technological fluency (Shum et al, 2018). It started in 1966 with Joseph Weizenbaum's ELIZA, a simple but amazing result of the 1960's artificial intelligence boom that mimicked a therapist by way of pattern recognition, guiding a person's creativity through written dialogue (Weizenbaum, 1966). ELIZA inspired the first generation of rule-based and Intelligent

Computer-Assisted Language Learning (ICALL) platforms (Wu, Chen, & Cheng, 2020). However, these early programs had limited grammatical capabilities and were often criticised for providing meaningless answers and making syntax errors, thus limiting their use to simple practice and limited drills. Tools such as the audio conversational agent "Ellie" and networks powered by Dialogflow have facilitated artificial real-life interactions, such as booking plane tickets or ordering food, which has successfully improved students' verbal training and reduced interaction fear, as innovation moved to activity-oriented and portable applications in the mid-2010s (Kasilingam, 2020; Kim, Cha, & Kim, 2021).

In this time interval, sophisticated interpersonal agents appeared in the industry such as Microsoft's XiaoIce, which absorbed the information of hundreds of millions of consumers with the help of deep learning and neural network structures, and gave a highly compassionate and secure interactive companion in terms of foreign language students (Zhou et al, 2018). However, many of the dedicated electronic assistants, like Siri, Cortana and Alexa, still used a hybrid approach, handling routine questions on their own, but bringing a human into the loop for irregular questions (Yoo, Kim, & Lee, 2018). Adiguzel, Kaya, and Cansu (2023) highlight that the real game changer arrived in 2022 with the appearance of Large Language Models (LLMs) such as ChatGPT. Such expansive artificial intelligence platforms resulted in organic, situationally-aware, and extended conversations that provide extensive data and individualised responses, leading to recorded improvements in language and self-assurance across every academic tier (Baidoo-Anu & Owusu Ansah, 2023). At present, the discipline is moving beyond the receptive use to collaborative development, where the learners use visual programming software to create their own interactive paths, thus promoting independence and ensuring that the technology remains situationally and socially applicable for their specific linguistic-educational paths (Bozkurt, 2024).

1.1.5. Technology and Pedagogies: Large Language Models versus Language Learning Models

Dwivedi et al. (2023) indicate that presently, the term "LLMs" is used to refer to both Massive Language Models (AI platforms such as GPT-4) and language learning models (educational structures based on SLA). The two are viewed by scholars as related but not the same: the first being the technological foundation and the second the conceptual framework for guiding instruction (Laurillard, 2012).

1.1.5.1. Large Language Models (LLMs, technology)

Elbanna and Armstrong (2024) find that conversational programs have proven to be useful in language teaching especially in providing definitions, illustrations, assessment and acting as dialogue peers to help learners to understand unknown vocabulary and to overcome communicative anxiety. The importance of individual differences in second language acquisition (SLA) has been increasingly acknowledged and the need for customized pedagogical approaches to language learning has been identified (Krashen, 1982). Artificial intelligence has changed the academic landscape in recent years, and this has led to more exploration of the use of intelligent conversational tools in the study of languages (Chocarro et al., 2023). AI Chatbots have revolutionised education by functioning as stand-alone teachers in both online and offline educational environments, providing immediate support and personalised learning experiences (Celik et al., 2022). However, the underlying understanding of language learners has proved to be difficult to adapt to modern conversational tools, and their interactivity has been less than ideal (Wu, Chen, & Cheng, 2020). Often students gather data receptively, with little motivation to participate actively (Chiu et al., 2023). Intelligent conversational programs can overcome these constraints, especially in the domain of personalised language teaching, as well as the improvement of student engagement and motivation (Chiu et al., 2023). However, they also face obstacles linked to operational

capabilities and concerns about assignment authenticity (Villarroel et al., 2018). These complications can be solved with modern technical leaps, especially the integration of LLMs (Baidoo-Anu & Owusu Ansah, 2023). LLMs are deep neural architectures with billions of variables trained on massive text datasets to predict and generate human-like speech (Zhao and Wan, 2025). Core features include flexible training, context sensitivity, and broad capabilities like natural language processing, translation, coaching, content creation, personalization (Zhao & Wan, 2025). Large Language Models like GPT-3.5 and GPT-4 represent significant advancements in the field of natural language processing (NLP) (Adiguzel, Kaya, & Cansu, 2023). At its core, LLMs rely on the Transformer framework that employs the self-attention mechanism (Zhao & Wan, 2025). This process allows the system to build connections between different segments of a given text, making it easier to manage longer text sequences and gather contextual information (Zhao & Wan, 2025). It is the foundation of the ability of LLMs to understand and produce logical language (Dwivedi et al., 2023). LLMs are still characterised by their huge number of variables, often in the billions or maybe even hundreds of billions (Zhao & Wan, 2025). These variables are adjusted with precision through a complete initial preparation using huge collections of data (Russell & Norvig, 2020). Such data sets are used to train the platforms in the first place, exposing them to a large variety of linguistic structures and ideas (Russell & Norvig, 2020). The variety and scale of these collections are still paramount in equipping LLMs with the linguistic comprehension and production capabilities that have earned them their acclaim (Baidoo-Anu & Owusu Ansah, 2023).

1.1.5.2. Language Learning Model (teaching models)

According to Krashen (1982), Language Learning Models are based on several hypotheses of SLA, for example the behavioural, interactive, socio-cultural, understanding-based and activity-based approaches. These models are based on central ideas such as data comprehensibility, engagement, creation, assessment, conscious and subconscious processing,

student differences, individual faith and social context (Swain, 1985; Long, 1996). These basic concepts have given rise to newer paradigms like the Multilingual Acquisition Theory (MAT) which deliberately blends inner variables (drive and personal belief) with outer variables (teaching excellence and interpersonal setting) in a twin-strand structure (Vygotsky, 1978). Moreover, these theoretical advancements are reflected in modern systems of distance learning that integrate constructivist, connectivist and humanistic approaches to facilitate language learning (Laurillard, 2012).

1.1.6. Core Functions of Language-Learning Chatbots: Scenarios, Customization, and Contexts

1.1.6.1. Scenarios of training and prototype

Yuan (2023) explains that Chatbots (LLMs) are designed to support learners in their language learning journey.

Inquiry support: When students come across an unfamiliar word or concept, Chatbots (LLMs) can provide a description and examples to help understanding (Kim, Cha, & Kim, 2021). This feature allows students to learn at their own pace and receive the support they need when they need it (Celik et al., 2022).

Activity help: Chatbots (LLMs) are somewhat like an instructor, going beyond the basic meanings and examples (Baidoo-Anu & Owusu Ansah, 2023). They offer a variety of instructional activities, such as tests and interactive challenges, to help students practice their language skills and reinforce their learning (Hmoud et al., 2024).

Help with dialogue: Chatbots (LLMs) are trained for responding to conversations on specific topics , like syntactical rules or specific lexical terms (Yuan, 2023). They may also cover broader conversations such as greetings and small talk (Shum et al., 2018). This method enables Chatbots (LLMs) to interact with learners, and rehearse their linguistic abilities organically and deeply (Kim, Cha, & Kim, 2021).

1.1.6.2. Customized Learning

Chocarro et al. (2023) observe that Chatbots (LLMs) can make use of a student's interaction history to tailor their responses to the needs of the particular student. For example, if a learner has a low level of English proficiency, Chatbots (LLMs) can offer more straightforward and easier explanations (Krashen, 1982). In addition , Chatbots (LLMs) can offer hints and further help to aid in recalling the vocabulary's meaning whenever a learner repeatedly asks about the meaning of a specific word (Yuan, 2023).

1.1.6.3. Learning context

Laranjo et al. (2018) assert that Chatbots (LLMs) are designed to communicate with humans in natural language processing, which means they can comprehend human language and generate suitable responses. This is done by training Chatbots on large sets of data to identify patterns in the language and give an effective response to consumer questions (Dwivedi et al., 2023). A helpful strategy to enhance the Chatbot's ability to comprehend and respond to user requirements is to classify interactive dialogues into predetermined topics (Chocarro et al., 2023). Interaction between the Chatbot and its user may be within predefined topics (Chocarro et al., 2023). To understand the text and requests of the user, the Chatbot must be connected to a specific prompt (Seeger & Heinzl, 2021). Within the English-educational platform of the Chatbot (LLM) there are four recognised official contexts (Yuan, 2023):

1. Lexical educational context is concerned with vocabulary definition, usage, expressions, and examples, related and opposite terms and idioms (Yuan, 2023).

2. Dialogue context, which emphasizes correct syntax, practicing English phrase construction, suggesting expressions, and conducting practice interviews (Kim, Cha, & Kim, 2021).

3. Text generation setting, i.e. a list of terms starting with “R”, creating a story, creating a poem, and suggesting ideas for a presentation (Baidoo-Anu & Owusu Ansah, 2023).

4. Context of the assessment (multiple choice, gap completion, free response questions, corrections, etc.) (Hmoud et al., 2024).

1.1.7. Theories of Second Language Acquisition (SLA) during the Era of Artificial Intelligence

1.1.7.1. The Affective Filter Hypothesis

The Affective Filter Hypothesis hypothesized by Krashen (1982) suggests that emotional factors such as anxiety, motivation and self-confidence act as a mental block that can either help or hinder the brain's ability to receive and process linguistic information. This dynamic makes it highly valuable to investigate the psychological advantage for students practicing with an impartial Chatbot as opposed to a human classmate or teacher (Chiu et al., 2023). These Chatbots directly decrease the fear of error creation when students interact with the AI tools, and they efficiently remove the emotional barrier (Kim, Cha, & Kim, 2021). Ultimately, conversational agents are stress-free rehearsal spaces that empower students to practice freely without fear (Kim, Cha, & Kim, 2021).

1.1.7.2. The SAMR Model

The SAMR model was created by Dr. Ruben Puentedura and includes four levels of technology integration in education: Substitution, Augmentation, Modification, and Redefinition (Puentedura, 2006). When applied to EFL conversational agents, the model demonstrates the evolution of artificial intelligence from a basic replacement of traditional

tools, such as an electronic dictionary, through to stages of improvement and adjustment (Puentedura, 2006). In the end it allows for a revolutionary change in the way we learn languages by providing constant interactive and personalized practice, something that was not possible before with traditional approaches (Celik et al., 2022).

1.1.7.3. Social Constructivism & The ZPD

Vygotsky (1978) established The Zone of Proximal Development (ZPD) as the difference between what a learner can do unaided and what he or she can do with the assistance of a More Knowledgeable Other (MKO). In the context of EFL Chatbots, one might argue that the generative artificial intelligence currently serves as a modern MKO (Zhai, 2025). These AI systems help learners by providing novel vocabulary and specific scaffolding that leads students to higher levels of language proficiency than they can reach on their own (Yuan, 2023).

1.1.7.4. TPACK Framework

This concept is the intersection of Technological, Pedagogical and Content Knowledge It is very important for teachers to integrate their understanding in these three areas (Koehler & Mishra, 2009). In the context of EFL conversational agents, an educator uses their knowledge of English (subject mastery), effective teaching strategies (pedagogy) and artificial intelligence tools (technology) to design optimal learning modules (Silva et al., 2023). This synergy ensures that lessons are pedagogically sound and technologically enriched, maximizing student engagement and language development (Silva et al., 2023).

1.1.7.5. The Input Hypothesis

Krashen (1982) promotes the concept that the concept that a student learns best when they are presented with information slightly above their own level (or "i+1"). Chatbots can be

adapted to engage in EFL conversational agents at a level just above that of the learner, for example, by responding to prompts such as, “Talk to me as if I were a ten-year-old” (Tiwari et al., 2023). This keeps the conversation in the student’s “i+1” zone and allows for the best growth in the language (Tiwari et al., 2023).

1.1.7.6. The Output Hypothesis

Swain (1985) proposed the Output Hypothesis, which suggests that the necessity to produce language and to realise one’s linguistic gaps stimulates language acquisition. In the case of EFL conversational agents, these tools prompt learners to actively generate responses to continue the conversation (Kim, Cha, & Kim, 2021). This “production” process not only helps learners to express their thoughts but also helps them to identify the areas where they need to improve their language skills (Kim, Cha, & Kim, 2021).

1.1.7.7. Interaction Hypothesis

Long's (1996) Interaction Hypothesis states that language acquisition is best achieved through interaction with others, particularly where learners have to 'negotiate meaning' in order to resolve misunderstandings. This makes input comprehensible and reveals what the learners do not know (Long, 1996). EFL conversational agents make this possible by communicating with users in interactive exchanges that include feedback cycles analogous to real-life negotiation of meaning (Yuan, 2023). These conversational agents are very diverse, from simple rule-based assistants to advanced systems like ChatGPT (Adiguzel, Kaya, & Cansu, 2023). Typically, scholars categorize them into a number of key operating types and practical organisational dimensions (e.g., function, domain, and communication medium) that help to explain the variation in their design and effectiveness (Chocarro et al., 2023).

1.1.7.8. Key Pedagogical Applications of AI Chatbots in Second Language Acquisition

The provided table illustrates how fundamental concepts of Second Language Acquisition (SLA) are practically implemented through the use of AI Chatbots.

Core SLA Concept	**Application via AI Chatbots**
Comprehensible Input & Learner Engagement	Chatbots adapt texts, dialogues and questions dynamically to the learner's specific level of proficiency, hence making the material both challenging and comprehensible (Krashen, 1982).
Corrective Feedback on Linguistic Form	Chatbots offer immediate error correction and explicit metalinguistic explanation to help learners identify and correct structural errors (Swain, 1985).
Task-Based Language Teaching (TBLT)	Chatbots mimic real-life communicative tasks through role-play, contextual scenarios, and interactive problem solving (Yuan, 2023).
Motivation & Learner Autonomy (MAT Inner Variables)	Chatbots help alleviate speaking anxiety by providing a safe, judgment-free practice context 24/7 availablity, which allows learners to control their own pacing (Chiu et al., 2023).

Table 1: Mapping Traditional SLA Theories to AI Chatbot Applications

1.1.8. Categories and Platform Groups of Chatbots

Adiguzel, Kaya, and Cansu (2023) Chatbots vary widely, from simple button-based helpers to advanced systems like ChatGPT. Research groups them into a few core technical categories, plus several useful "classification axes" (purpose, domain, interface, etc.) that explain why they behave so differently (Chocarro et al., 2023).

Chatbot Category	Primary EFL Focus	SLA Theoretical Framework
Generative Models	Fluency and Creative Expression	Interaction Hypothesis: Facilitates dynamic, meaning-making conversations (Long, 1996).
Rule-Based Systems	Grammatial Accuracy and Syntax	Behaviorism: Supports structured, repetitive drill-and-practice exercises (Wu, Chen, & Cheng, 2020).
Audio/Voice-Interactive	Pronunciation and Oral Fluency	Affective Filter Hypothesis: Provides a low-anxiety environment for spoken practice (Krashen, 1982).
Domain-Specific (Restricted Scope)	Task-Based Language Teaching (TBLT)	Contextualized Instruction: Grounds language use in specific, goal-oriented scenarios (Chocarro et al., 2023).

Table 2: Chatbot Categories and Theoretical Alignment

Platform Group	Practical EFL Example	Advantage within EFL
GPT-4o / GPT-5	The "Job Interviewer" Bot	Superior inventive logic; exceptional at imitating diverse "characters" (such as an official questioner) (Adiguzel, Kaya, & Cansu, 2023).

		Exemple: the Chatbot assumes the serious tone of a corporate HR manager. It offers complex situational questions and at the end the student receives a detailed evaluation of his/her professional vocabulary.
Gemini (Pro/Flash)	The Textbook Study Buddy	Massive "context window" (able to scan a whole English manual within moments) alongside incorporation with Google Docs/LMS (Dwivedi et al., 2023). Example: A teacher uploads an entire 300 page English literature textbook into the chat. The student can at once ask the bot to derive vocabulary lists, create summaries, or make custom quizzes from any chapter.
Claude 3.5 / 4	The Idiom and Politeness Tutor	Note on a very “human sounding”, subtle and less mechanical register, and very helpful for sophisticated pragmatics (Baidoo-Anu & Owusu Ansah, 2023). Example: A student wrote an email to a professor and asks the bot if it’s overly direct. The bot detects the subtle tone problems and rewrites it more politely, explaining the nuances of formal cultural pragmatics.

Llama 3 / 4	The Offline Classroom Assistant	Open-source architecture enabling researchers to develop secure, localized EFL Chatbots that strictly protect student data privacy (Wang, Chen, & Li, 2024). Example: This model is locally deployed on a private server in a school with strict student privacy regulations. The students practice writing essays with the bot, knowing their personal data and assignments never leave the school building.

Table 3: Major Chatbots Platforms and EFL Applications

1.1.9. Chatbots in EFL Learning: Benefits and Challenges

Dwivedi et al. (2023) suggest that the subject of Artificial Intelligence in schooling is a vast and complex one that cannot be done justice to in a short summary. The idea of advanced generative platforms that are now transforming learning seemed unlikely just a few years ago (Baidoo-Anu & Owusu Ansah, 2023). Instruction delivered via digital means and, more specifically, the part played by the digital instructor thus continued to be regularly connected with speculative tales and worries over the consequences of future innovations (Todino, 2019). The ability of artificial intelligence was acknowledged, but few predicted the level of competence and cultural assimilation that we see today (Chen et al., 2020). Many breakthroughs now taken for granted were once thought to be impossible, but rapid advances have blurred the lines between imagined stories and electronic realities (Russell & Norvig, 2020). The rise of writing-producing artificial intelligence presents challenges in a variety of disciplines, from copying, scholarly fraud, and dependence on computers when it comes to cognitive tasks (Cerdà-Navarro et al., 2022; Nadim & Fuccio, 2025). Nonetheless, it is still important to re-examine the basic debates on artificial intelligence in order to contextualise these issues (Dwivedi et al., 2023). Their important work introduced categories like “Thinking Humanly”

and “Thinking Rationally” that concentrate on simulating the human thought processes, and “Acting Humanly” and “Acting Rationally” that target problem solving functionality (Russell & Norvig, 2020). While aspects of these paradigms have been realized through advances in computational training and linguistic analysis, modern artificial intelligence increasingly favors clarity and specialized execution over mortal-style copying (Shin, 2021). Such progression questions conventional standards such as the Turing assessment, which measures computational intellect depending on whether a mortal examiner could differentiate betwixt human and artificial replies (Turing, 1950). The evaluation presents a limited view of intellect compared to contemporary applications that emphasize productivity, expandability and interpretability, though theoretically significant (Shin, 2021). Synthetic material created through interactive platforms often raises questions of authenticity, emphasizing the essential role of digital educators in fostering technological fluency (Jiang, Vetter, & Lucia, 2024). Once the source is verified, teachers should teach students how to deal with systemic biases, assess material produced synthetically, and engage in analytic interaction with instruments that shape their environment (Vetter et al., 2024). Ethical boundaries are not just about academic dishonesty. As AI becomes increasingly prevalent in education, issues of data privacy, institutional bias and surveillance require urgent attention (Wang, Chen, & Li, 2024). Given the fast pace of development, predictions are difficult. However, the interdisciplinary approaches of engineering, ethics and social science might offer a way to address these concerns and to promote ethical use (Qin et al., 2020). In the end, the intersection of artificial intelligence and education is widespread with promise, but fraught with large ethical and practical issues (Malik et al., 2023). Not only technical breakthroughs, but also analytical reflection, digital education and ongoing evaluation of the changing impact of artificial intelligence on humankind will be needed to tackle such issues (Elbanna & Armstrong, 2024).

Conclusion

At its core, Chatbots are changing the way we teach and learn, moving teachers away from being the "sole providers of information" and towards being human AI collaborators (Zhai, 2025). This is extremely effective in language classes; Chatbots are not just tools, they are a living embodiment of language theories, offering students a safe, non-judgmental space to practice conversation, which is often the biggest obstacle to learning a new language (Kim, Cha, & Kim, 2021). But this transition is not simple. Teachers are right to be wary and concerned about privacy, hidden biases and whether their institutions will actually provide the support they need to use these tools safely (Celik et al., 2022; Silva et al., 2023).

These fears are real. We need to stop the "cat-and-mouse" game with AI Chatbots detectors and create a culture of transparency (Tan & Maravilla, 2024). The best way forward is to teach students to use AI responsibly (Ballsun-Stanton, 2024). This means moving the goalposts, grading the process instead of the final paper, which a Chatbot could write in seconds (Khlaif et al., 2025). Having students log their prompts and reflections turns the assignment into a conversation about integrity (Bozkurt, 2024). Ultimately, Chatbots are not meant to replace the teacher's guidance or the student's own curiosity; it's supposed to be a scaffold tool that helps us get to deeper levels of understanding that we just couldn't reach on our own (Vygotsky, 1978).

1.2. Section two: Teachers and AI Chatbots in EFL Classroom

Introduction

Gen AI's rapid evolution necessitates that teachers adapt and engage in continuous professional development (Baidoo-Anu & Owusu Ansah, 2023). This involves not only using new tools but also critically reflecting on their impact on learning and skills for future challenges (Baidoo-Anu & Owusu Ansah, 2023). Collaboration among institutions, teachers,

and students is essential to maximize the benefits of Gn AI tools such as Chtbots, fostering an education system that empowers students to navigate a digital society thoughtfully and creatively (UNESCO, 2023). Celik et al. (2022) note that successful integration of Chatbots in education requires a deep understanding of pedagogical opportunities, encouraging interactive, inclusive, and personalized learning experiences. A shift towards interdisciplinary approaches can enhance collaboration and critical thinking (Celik et al., 2022). However, the adoption of AI Chatbots in education remains behind other sectors, emphasizing the need for teacher involvement in AI's design and implementation (Chen et al., 2020).

This section opens with a deeper dive into the ways in which AI is actively reshaping traditional teacher identity in the EFL classroom, then explores the changing relationship between teachers and artificial intelligence. It looks at the individual, demographic and psychological factors that either facilitate or hinder the adoption of these tools. From there, the conversation shifts to the practical, everyday realities of integrating the classroom, and whether Chatbots are really a time-saver, or just another administrative difficulty. Finally, it addresses critical ethical issues like copyright and academic integrity, and offers practical approaches and assessment ideas for teachers to foster responsible and AI-aware learning environments.

1.2.1. Teacher Identity in the AI Chatbots Era

The constant evolution of technology has had an impact on the educational landscape in the past, always bringing new opportunities and new challenges to basic institutions such as universities and to key stakeholders such as teachers (UNESCO, 2019). As stated in the report “Beijing Consensus on artificial intelligence and education” critical imperatives involve the need of continuously reviewing and defining the roles and competencies of teachers within existing teacher policies. It also calls for strengthening teacher

training institutions and designing customized capacity-building programs to prepare educators to function effectively in AI-enhanced educational environments (UNESCO, 2019).

Zhai (2025) observes that in this intelligent era, the traditional orientation and role of educators are not only beyond the role of knowledge imparting, but also face unprecedented challenges and structural reshaping. The identity of teachers, as an inherent construct of their self-cognition, professional value and sense of professional belonging, is undergoing profound changes (Zhai, 2025). This identity defines not only their own career satisfaction and emotional well-being but is a critical determinant of the overall quality of teaching, continuing educational innovation and workforce stability (Basilotta-Gómez-Pablos et al., 2022). Celik et al. (2022) argue that the growing integration of intelligent technology is a double-edged sword. On the other hand, it provides teachers with rich teaching resources, highly efficient teaching tools and accurate teaching evaluation methods, greatly broadening the horizons of modern education (Celik et al., 2022). At the same time, this paradigm also imposes high requirements on teachers' professional skills, baseline information literacy, and dynamic methods of interaction with students, which ultimately leads to extensive discussions about the irreplaceability of the teaching profession (Celik et al., 2022).

1.2.2 The Conceptualization of Teacher Identity

Zhai (2025) explains that teachers' identity is a complex and rich concept to denote. It is much more than a simple baseline understanding of a practitioner's own individual identity; it is also an understanding and willing acceptance of the multiple roles they play in the larger education system (Zhai, 2025). The process of identity formation is multidimensional and has three main dimensions: role identity, professional identity and professional efficacy (Basilotta-Gómez-Pablos et al., 2022). These elements are highly interrelated and combine to constitute a holistic framework of teacher identity (Basilotta-Gómez-Pablos et al., 2022).

Essentially, the role identity is the foundation of teacher identity. In the traditional education mode, instructors often act as knowledge imparter, classroom manager and student guider (Celik et al., 2022). These particular roles have traditionally characterized the main responsibilities and behavioral patterns that are expected to be met by educators during the whole process of teaching (Celik et al., 2022). But the arrival of the intelligent era has fundamentally changed the structure and core demands of schooling, and thus fundamentally changed the role of teachers (Dwivedi et al., 2023). Thus, they are not just indoctrinators of facts, but also mentors, integrators of resources, and collaborative innovators who actively engage in the student learning process (Dwivedi et al., 2023). This transition in role requires practitioners to critically review their specific role within the education system, with a complete understanding and acceptance of their new role responsibilities and their overall mission (Baidoo-Anu & Owusu Ansah, 2023). This is not just a test of the teacher's own adaptability in the end (Baidoo-Anu & Owusu Ansah, 2023). This is a radical updating, reformatting of the teacher's basic ideas about education (Zhai, 2025).

Also, the ultimate core of teacher identity is professional identity (Basilotta-Gómez-Pablos et al., 2022). It is inextricably linked to an educator’s sense of belonging and devotion to their particular educational profession as a primary genesis of their professional satisfaction and overall happiness (Basilotta-Gómez-Pablos et al., 2022). Chiu et al. (2023) documents that the traditional professional status of teachers is facing unprecedented challenges in the modern era of intelligence. The rapid development and wide application of artificial intelligence technology have completely automated many routine educational tasks, and there is an obvious trend of replacing human instruction in some niche fields (Chiu et al., 2023). This looming threat has, as one might expect, destabilized teachers' professional identity to some extent, frequently leading to acute professional anxiety and persistent uncertainty (Wang, Chen, & Li, 2024). However, in order to effectively meet these challenges, educators need to proactively

enhance their professional self-confidence and develop a balanced view of the educational changes brought about by artificial intelligence technology (Wang, Chen, & Li, 2024). They need to know that although advanced technology can simulate certain teaching mechanisms, the teacher's sincere humanistic care, authentic emotional interaction and subtle personalized guidance are completely irreplaceable by the machine (Zhai, 2025). Therefore, the fundamental way to consolidate teachers' professional identity is to take the initiative to face up to these professional difficulties and improve professional quality and innovation ability at the same time (Zhai, 2025).

Third, this second dimension of professional efficacy is an important part of teacher identity (Basilotta-Gómez-Pablos et al., 2022). This is a direct reflection of the depth of a teacher's self-belief in the inherent professionalism and worth of the teaching profession that they are engaged in. In the present era of intelligence, it has been found that the historical advantages of the professional skills of traditional teachers have been suppressed to a certain extent (Basilotta-Gómez-Pablos et al., 2022). In fact, the use of artificial intelligence in the scope of education is getting more and more common (Dwivedi et al., 2023). Sophisticated intelligent teaching systems, highly tailored personalized learning path recommendations and other relentless technological innovations continuously push the boundaries of teachers' professional skills (Chocarro et al., 2023). But this paradigm shift in no way means that educators will inevitably lose their professional status (Chocarro et al., 2023). But it forces teachers to always improve their professional quality, smoothly adapting to new educational technologies, new teaching methods (Zhai, 2025). The practitioners can strengthen their professional identity through continuous learning, rigorous practice and continuous innovation, and become the main leaders and important promoters of important educational reform in the intelligent era (Zhai, 2025).

Therefore, the connotation of teacher identity is presented as a highly multi-dimensional and multi-level concept which includes basically three integrated aspects: role identity, professional identity and professional efficacy. In the age of intelligence, teachers should take the initiative to face the new challenges, critically re-evaluate and clearly define the changing role of teachers, systematically enhance professional self-confidence, and strictly improve professional quality (Baidoo-Anu & Owusu Ansah, 2023). This will serve to strongly enhance identity, while also advancing the synergic, common development of individuals and the wider field of education (Baidoo-Anu & Owusu Ansah, 2023).

1.2.3 Factors that Influence Teachers to Use Chatbots

Educators were mostly intrigued by the enormous potential of Chatbots for the use of education. Several researchers have extensively discussed the actual benefits of ChatGPT in the education industry (Elbanna and Armstrong, 2023; Lund and Wang, 2023; Baidoo-Anu and Owusu Ansah, 2023; Adiguzel et al., 2023). Teachers thought the tool was highly innovative, with unique features, and were very willing to explore its potential to improve their teaching (Adiguzel, Kaya, & Cansu, 2023). Previous research studies by Abdelfattah et al. (2023) and Gupta and Bhaskar (2022) supported this feeling and found that teachers with a huge interest in innovative educational technologies are significantly more inclined to actively adopt these technologies.

Moreover, the inherent capacity of customization and personalization has equally encouraged the use of Chatbots by teachers for educational purposes. Instructors quickly picked up on these unique features, which were notably lacking in previous educational technologies (Biswas, 2023). Specifically, Chatbots have a unique ability to easily personalize and customize teaching material as well as individual learning experiences. Thus, this important dimension of

personalization has made the teaching-learning process significantly more engaging and effective (Biswas, 2023; Adiguzel et al., 2023; Opara et al., 2023; Zhai, 2023).

Furthermore, the unique time-saving feature of these systems has been a surprisingly powerful incentive for teachers to use Chatbots (Silva et al., 2023). Chatbots have strategically optimized the instructional time of teachers by successfully automating administrative tasks and enabling innovative teaching methods (Tiwari et al., 2023). Such critical reallocation allows practitioners to focus more intensively on the provision of personalized instruction and the systematic establishment of an efficient learning environment (Gupta & Bhaskar, 2022). Similar findings are revealed in previous research studies which strongly suggest that teachers are considerably more likely to adopt educational technologies that explicitly offer time-saving benefits and actively help reduce their overall workload (Silva et al., 2023; Gupta and Bhaskar, 2020; Tiwari et al., 2023).

Finally, teachers strongly felt that the tools such as ChatGPT truly assist their continuous professional development (Basilotta-Gómez-Pablos et al., 2022). Teachers have always kept pace with the rapid development of AI educational technologies by seamlessly integrating Chatbots technology into their daily teaching, successfully enhancing their fundamental technological skills (Joshi, Vinay, & Bhaskar, 2021). It is this constant and continuous interaction with advanced technology that has enabled them to evolve as educators, in essence, to proficiently respond to novel teaching methods, and to effectively respond to the rapidly changing demands of students in the digital era (Gupta & Bhaskar, 2022). Several empirical studies have shown that the proactive adoption of advanced educational technologies is very useful for the overall professional development of teachers (Basilotta-Gómez-Pablos et al., 2022; Gupta & Bhaskar, 2020; Joshi et al., 2021).

1.2.4. Factors Hindering the Adoption of Chatbots among Teachers

These hindering factors highlight the complexity of the challenges faced by educators in adopting Chatbots (Celik et al., 2022). The first and critical motif is about reliability and accuracy concerns, which shows the absolute necessity of verifying beforehand the information produced by Chatbots before including it in educational materials (Baidoo-Anu & Owusu Ansah, 2023). There are serious reservations among practitioners about the output produced by Chatbots, which they say is often not written with the necessary academic expertise to produce high quality literature reviews.

Secondly, the motif of reduced human interaction highlights a significantly unintended effect of the integration of Chatbots into the teaching process (Baidoo-Anu & Owusu Ansah, 2023). Overdependence on these automated systems has resulted in a significant erosion of real human interaction, collegial cooperation and interpersonal engagement among teachers (Chiu et al., 2023).

Third, privacy and data security issues are an important theme that affects the adoption of Chatbots (Nazaretsky et al., 2022). Professors are often very concerned about collection, storage and potential misuse of highly sensitive information by the Chatbots (Choi et al., 2023). This concern is supported by previous studies indicating that teachers concerned about privacy and data security are significantly less likely to adopt innovative educational technologies (Nazaretsky et al., 2022; Choi et al., 2023; Adiguzel et al., 2023; Baniasadi et al., 2020). Practitioners also pointed out that the widespread lack of clear guidelines and policies around the ethical use of Chatbots for educational purposes adds to these anxieties, thus highlighting the urgent need for transparent policy and regulations for Chatbots (Wang, Chen, & Li, 2024).

Fourth, a significant challenge is the widespread lack of institutional support, with severely limited access to necessary technological educational resources and strict limitations on the use of Chatbots (Lutfi, 2022). There were no clear guidelines and policies for educators

to follow and therefore it was exceedingly difficult to implement in the classroom (Joshi, Vinay, & Bhaskar, 2021). In fact, there is a large body of research that has shown that the absence of institutional support dissuades teachers from trying to incorporate innovative educational technologies (Lutfi, 2022; Joshi et al., 2021). Thus, practitioners crucially need institutional support for the successful integration of Chatbots into educational practices (Chiu et al., 2023).

Lastly, the primary concerns with over-reliance on Chatbots are the anxiety that these advanced tools could inadvertently diminish their thinking ability and, in essence, overshadow their crucial role as dedicated facilitators and mentors (Nadim & Fuccio, 2025). Moreover, the perceived dominance of Chatbots is exacerbated by the potential threat of job displacement and broader security implications, leading to widespread professional anxiety (Nadim & Fuccio, 2025).

1.2.5. Chatbot Adoption in Terms of Teachers' Demographic and Personal Characteristics

Specific psychological and skill-related factors have a much greater influence on the actual adoption of Chatbots by teachers than traditional demographic factors like gender (Chocarro et al., 2023).

1.2.5.1. Trust, Subjective Norm and Personal Innovativeness

Essentially, trust could have a significant effect on the general acceptance and adoption of technologies (Muir, 1987). Indeed, it is more likely that end-users will sustain a sustainable intention to use any technology if they inherently have enough trust in such technology (Chiou et al., 2020). Trust between people is generally increased when people perceive the behavior of the other person as more credible, confident and predictable (Cassell and Bickmore, 2000; Mayer et al., 1995). As artificial intelligence is rapidly becoming more and more prevalent in the use of everyday technology, it is increasingly important to deliberately reveal the

consequences of individuals trusting AI for the broader acceptance of AI (De Sousa et al., 2019; Gao and Waechter, 2017). In particular AI settings, trust is defined as the extent to which the decisions and outputs of an AI-based technology are perceived as trustworthy and reliable by the user (Shin, 2021).

Moreover, Agarwal and Prasad (1998) proposed that personal innovativeness acts as a very important determinant of accepting new technology. This construct is conceptually defined as the degree to which a person is relatively earlier in adopting new ideas than other people in a social system (Rogers, 2006). It thus must follow that the more innovative people are, the more demonstrably willing they are to deal with new technologies. Building on this, innovative people with a high tolerance for uncertainty are naturally stimulated to actively experiment with new things (Powell et al., 2014). Therefore, the likelihood of acceptance of new technology is high for the baseline of innovative users (Crespo & del Bosque, 2008). In educational settings, innovative teachers usually play a leading role in daring implementation of new pedagogical methods and strategies and seamless integration of emerging technologies (e.g., Chatbots) into their classrooms (Powell et al., 2014).

Finally, subjective norms are defined as perceived social pressure exerted on an individual to perform a certain behavior (Fishbein & Ajzen, 1975). That is, a person's ultimate decision to adopt a technology can be strongly influenced by the various alternatives and views of other intimate people (e.g., family and colleagues) (Venkatesh et al., 2012). Much of the previous psychological research has empirically shown that subjective norms are always positively related to the practitioner's behavioral intention to use new technology (Herrero et al., 2008; Yi et al., 2006). In this way, the cultivation of a strong subjective norm could directly result in a measurable increase in the systemic acceptance of AI-based technologies such as Chatbots (Chang, Hsieh, & Yu, 2022)

1.2.5.2 Influence of perceived usefulness

Perceived usefulness is basically one of the major motivators for having a positive attitude and higher intention to use any new technology (Kasilingam et al., 2020). Therefore, teachers are expected to be more willing to adopt educational Chatbots into their teaching when they actively recognize the distinctive educational benefits that these tools offer (Chen et al., 2020; Chocarro et al., 2023). In other words, instructors with positive attitudes are more likely to adopt Chatbots as a plausible instructional technology as soon as they fully understand the enormous potential they have to boost student motivation and deepen classroom engagement (Ashfaq et al., 2020). Chatbots have the core affordances of improving communication skills, facilitating material searches smoothly and autonomously answering students' frequently asked questions, which effectively give teachers much more time for meaningful direct interactions with their students. Ultimately, the clear pedagogical gains act as a strong intrinsic motivator for teachers to deliberately employ Chatbots. This is consistent with the empirical results on the positive association between perceived usefulness and teachers' affective response towards active use of educational Chatbots (Chocarro et al., 2023).

1.2.5.3. Impact of usability

The use of user-friendly interfaces with emerging technologies can often help their wider adoption by actively reducing potential technological confusion (Davis et al., 1989). Thus, it is highly likely that educators will adopt Chatbots as long as they can intuitively understand how to complete a task using them (Celik et al., 2022). Teachers could definitely develop positive or negative feelings when they interact directly with educational Chatbots (Wu, Chen, & Cheng, 2020). Such affective responses are generally heavily rooted in the inherent usability of these digital systems (Wu et al., 2020). Moreover, instructors are usually motivated to engage with Chatbots when they find them functionally easy to use (Liebrenz et

al., 2023). When the use of these systems is easy and genuine and more human-like, the end users tend to develop a lot more trust in using Chatbots (Lee & Choi, 2017). Overall, teachers still view Chatbots as vastly more trustworthy when they can use them with a complete absence of frustrating technical difficulties or conspicuous delays in answering teacher questions (Choudhury and Shamszare, 2023; Seeger and Heinzl, 2018).

1.2.5.4. Influence of attitude

The positive relationship between users' attitude towards Chatbots and their behavioral intention to use Chatbots has been well documented in various fields such as medicine and business (Shuhaiber and Mashal, 2019; Yoo et al., 2018). Moreover, empirical evidence has shown that teachers' positive attitudes towards educational Chatbots positively and directly influenced their overall behavioral intentions (Chocarro et al., 2023). On the other hand, a strong absence of positive teacher attitudes towards these systems may actively hinder the critical building of trust during Chatbot-teacher interaction (Nundy et al., 2019). In other words, teachers with a negative attitude towards Chatbots are far less likely to trust the autonomous decisions of these tools, especially in terms of strict privacy standards and overall educational appropriateness (Laranjo et al., 2018). Therefore, the positive relationship between a practitioner's attitude towards Chatbots and the subjective norms in force could be strongly expected as a natural part of the wider acceptance process (Chang, Hsieh, & Yu, 2022). That is, teachers who feel real social pressure to use educational Chatbots in their teaching practice can often develop more and more positive feelings about their active use of these educational Chatbots (Chang, Hsieh, & Yu, 2022).

1.2.5.5. Impact of trust

Trust has been suggested as an important factor in human interactions with various emerging technologies (Taddeo, 2010; Viberg et al., 2024). Hence, trust could be an important factor for the lower acceptance of educational Chatbots, especially when teachers have strong privacy concerns and are less confident in the overall pedagogical suitability of these tools (Wang et al., 2024). It is also important to mention that Chatbots are data-driven technologies and always request data from users to answer their questions correctly and iteratively train their underlying algorithms. In this process, some teachers may understandably be hesitant to share personal and very sensitive information, which can directly lead to a strong reluctance to use Chatbots (Liebrenz et al., 2023). On the other hand, teachers may tend to over-trust the autonomous decisions generated by AI-based technologies, which ultimately leads to a significantly higher willingness to use Chatbots (Seeger and Heinzl, 2018). Ultimately, full acceptance of any AI-based technology by an individual necessarily implies a certain level of trust, mainly because they need to interact with a clearly non-human entity (Bickmore and Cassell, 2001; Hancock et al., 2011).

1.2.5.5. Subjective norm effect

Extensive prior research has found a significant and positive influence of subjective norms on a practitioner's intention to adopt new technologies (Gansser and Reich, 2021; Kim et al., 2009). Chang et al. (2022) empirically demonstrated that direct social pressure from important people was a very significant factor directly leading to successful Chatbot acceptance. It is highly expected that teachers' intention of using educational Chatbots will be increased naturally when they are more convinced of the diverse educational opportunities of Chatbots through interacting with their respected colleagues after carefully reviewing the previous empirical studies (Sohn & Kwon, 2020). Ultimately, the compelling evidence points to the fact that encouraging more positive subjective norms in relation to educational Chatbots

may result in a significantly greater propensity to use these specific AI-based technologies(Chang, Hsieh, & Yu, 2022).

1.2.6. Chatbots: Time Savers or Administrative Hinderers

The future consequences of this integration are extremely multifaceted, highlighting essential factors such as the absolute necessity to actively prevent the excessive use of digital screens, especially among the youngest age groups (Celik et al., 2022). Simultaneously, it is no less important to not forget about traditional games and to introduce modern technologies systematically into a strict pedagogical framework, if they are used at all (Celik et al., 2022). Particularly in the case of AI Chatbots, it is imperative that they are not used to complete student assignments on their own, since these assignments are designed to help students acquire knowledge and skills in a critical manner (Khlaif et al., 2025). Finally, it is important that all technological processes are directly oriented to the core educational goals, and not driven by the prevailing commercial imperatives (Khlaif et al., 2025). It is fundamentally worth noting today more than ever before that not all teachers agree that digital tools consistently improve the overall learning process (Tiwari et al., 2023). On the contrary, practitioners argue that they may occasionally add additional and highly unnecessary complexity (Tiwari et al., 2023).

1.2.6.1. Practice and Affective Barriers Increasing

In enrolled students, language anxiety is often particularly high among traditional EFL settings (Krashen, 1982). They are afraid of being harshly judged by their peers or instructors while practicing oral or written skills (Krashen, 1982). Chatbots address this common problem by design, offering a safe, completely non-judgmental space for diverse learners to practice repeatedly without the pressure of time (Kim, Cha, & Kim, 2021). This unique “always-on” availability essentially creates an opportunity for ongoing incidental learning in which students organically acquire nuanced vocabulary and complex idiomatic expressions in highly natural, natural flow conversations that closely simulate authentic real

world interactions (Yuan, 2023). Moreover, Chatbots efficiently automate the routine corrections of basic grammar and spelling and thus, effectively reduce the extraneous cognitive load usually imposed on students (Chiu et al., 2023). This important relief allows them to deliberately focus on more challenging higher-order tasks, such as sophisticated argument development and overall narrative coherence (Chiu et al., 2023).

1.2.6.2. The Growing Burden of Pedagogical Monitoring

Despite these tangible improvements, the actual administrative workload placed on teachers is often neglected (Tiwari et al., 2023). Teachers consistently report that the time saved in traditional grading is very often more than offset by the extremely demanding work of carefully monitoring interaction logs and carefully checking the factual accuracy of the AI Chatbots generated feedback (Silva et al., 2023). Since current algorithmic models are visibly open to failure in fine contextual nuance, sometimes confirming grammatically correct but pragmatically inappropriate sentences, teachers must always be an important "human-in-the-loop" to proactively avoid the negative fossilization of errors (Wang, Chen, & Li, 2024). This shift therefore demands a new and demanding form of digital work. Teachers must regularly troubleshoot unexpected technical glitches (such as unstable network connections) and skillfully navigate the massive cognitive load of managing multiple digital dashboards (Tiwari et al., 2023). They have to do this while also trying to provide the critical emotional and pedagogical support to students who are likely to be very frustrated with the mechanical nature of the AI Chatbots (Wu, Chen, & Cheng, 2020).

1.2.6.3. Curriculum Redesign and Professional Capacity Building

The effective integration of Chatbots requires that the traditional lesson structures are redesigned in a very rigorous way to perfectly fit the established Common European Framework of Reference for Languages (an internationally recognized standard used to

describe language proficiency) (Khlaif et al., 2025). Therefore, teachers need to invest a lot of preparatory time on prompt engineering, creating detailed personas and very detailed task-based scenarios, such as a simulated job interview or a complex travel booking (Chocarro et al., 2023). This ensures that the AI successfully provides the necessary scaffolded support that is just right for the individual learner's exact proficiency level (Yuan, 2023). Unfortunately, this critical "invisible work" is frequently impeded by the absence of formal institutional training, resulting in serious technostress as educators try to keep up with rapidly evolving software (Lutfi, 2022). Many teachers are now working with little clear policy guidance or professional development and feel their core professional identity is under active threat (Zhai, 2025). They are greatly worried that an excessive dependence on AI Chatbots could directly result in huge "pedagogical degradation" and the tragic death of the truly unique relational bond that so fundamentally characterizes the authentic language-learning journey (Nadim & Fuccio, 2025).

1.2.7. Redirecting Teachers' Focus on the Ethical Implications of Chatbots

1.2.7.1. Copyright and Authorship:

With the rapid evolution of GenAI tools, it has become increasingly difficult to know if something is purely AI-generated, co-created or completely human-generated (Bozkurt, 2024). This subtle complexity fundamentally challenges traditional notions of originality and creativity and, therefore, raises fundamental questions about the modern application of copyright frameworks that were originally designed for human authorship alone, primarily because only humans can be held legally responsible for their creations (Bozkurt, 2024). Sandiumenge (2023) notes, "Lawsuits have been filed not only claiming that AI is being trained on datasets that consist of copyrighted materials without seeking permission from their rightsholders to use such materials, which would constitute a copyright infringement, but also claiming that the AI-generated works are derivatives from the works used to train the AI".

Another common grey area and question that keeps coming up is whether it's legitimate to credit GenAI tools as formal co-authors (Jiang, Vetter, & Lucia, 2024). Whereas the postdigital approach and some specific scholars such as O'Connor and Jinag et al. heavily stress the deeply intertwined nature of agency and co-authorship while actively promoting the recognition of AI tools as co-authors and systematically emphasizing a human–machine collaborative approach, others strongly argue that attributing GenAI Chatbots as authors does not, in fact, reduce ultimate human accountability for the outputs and overall responsibility for the final content. Furthermore, some leading scholars are insistent in their rejection of the entire concept of naming Chatbots as legitimate authors or even citing them in formal acknowledgments, insisting that Chatbots do not have any kind of free will and, by their very nature, cannot be morally or legally accountable for their outputs (Resnik & Hosseini, 2024). However, they strongly recommend that AI Chatbots should be cited in-text like any other standard software/tool and should be followed immediately by a corresponding reference in the bibliography (Resnik & Hosseini, 2024). Dwivedi et al. further elaborate and provide much-needed insight into the many unnamed authors who actively trained the AI algorithms, and rightfully argued that their foundational contributions are too often overlooked. It is predictable that there are many potential issues concerning copyright theft and authorship when implementing Generative AI tools within the academic environment (Cerdà-Navarro et al., 2022). For example, enrolled students might intentionally misuse AI to pass off AI-generated content as their own effort and knowledge (Cerdà-Navarro et al., 2022). Teachers also have to deal with multiple compounding challenges. They are not only tightly coupled with their professional use in autonomously generating teaching materials and instructional tasks but also actively engage in the critical evaluation of students' assignments, especially the challenging task of differentiating between academic work that students have genuinely produced

themselves and that which has been either heavily co-authored or fully generated by GenAI (Schoeffer et al., 2023).

1.2.7.2. Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as the "commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage". The arrival of Generative AI, which certainly provides a higher degree of effectiveness and efficiency in the performance of a wide variety of academic tasks, has generated deep concern that the fundamental pillars of ethical academic practices are under serious threat (Francis, Jones, & Smith, 2025). This vulnerability is largely attributed to intentional or accidental misuse, often in the form of academic misconduct and plagiarism (Cerdà-Navarro et al., 2022). Hence, several authors strongly advocate the introduction of new, specialized tools for the analysis of academic texts that systematically fall short of rigorous academic standards because of inherent low quality, recognizable inauthenticity, profound unreliability of the citation process, or strict non-compliance with established scientific methodologies (Frank, Bernik, & Milković, 2024). In contrast, parallel research has shown quite clearly that enrolled students themselves are often very worried that they will inadvertently break strict academic rules and regulations (Vučković et al., 2020). Indeed, many are genuinely scared that they will not be able to fully comply, simply because of a widespread lack of nuanced understanding of proper, modern citation and referencing practices (Vučković et al., 2020). The landscape is already dense and the rapid development of highly sophisticated writing tools that can manipulate language for different distinct purposes will only augment the underlying technology as it continues to evolve (Jiang, Vetter, & Lucia, 2024). This overarching dilemma underscores the critical role that academic institutions must play in offering much more explicit guidelines and the support mechanisms (such as

comprehensive hands-on training and targeted education) needed to successfully guide students through the complex realities of AI-assisted writing (Turnitin, 2025). Supporting this view, previous studies explicitly stated that “training has proven to be an effective intervention in reducing academic integrity violations, so they represent one of the most important interventions available” (Stockholm University, 2024). Besides these practical trainings, leading authors further recommend that "institutions must commit to a continuous dialogue on ethical practices, keeping pace with the evolving capabilities of AI in order to safeguard the foundational principles that are challenged in the new digital age" (Ballsun-Stanton, 2024).

Essentially, these larger ethical implications are often accompanied by strict legal implications, such as required adherence to stringent copyright laws, and institutional policies around academic integrity (Sandiumenge, 2023). Of course, this intersection makes them a matter of primary importance for modern educational institutions (UNESCO, 2023). The reason for taking a clear distinction between broad ethical implications and specific user trust in this study is deliberate, to duly acknowledge a highly specific set of nuanced ethical concerns that are rapidly emerging within AIED (Wang, Chen, & Li, 2024). This theoretical distinction is also employed to directly speak to the internal complexity and structural differences between the academic parts of different higher education institutions, while systematically emphasizing the crucial importance of academic integrity, which remains unambiguously one of the core principles that fundamentally shape this whole topic (Francis, Jones, & Smith, 2025).

1.2.8. Techniques for awareness of ethical use of teachers and Chatbots

Successfully integrating Generative AI into higher education absolutely demands a strong, multi-faceted approach that strategically goes way beyond just saying no (Tan & Maravilla, 2024). The challenge for educators today is to harness the immense transformative power of Chatbots and at the same time ensure they uphold the foundation principle of academic

integrity (Khlaif et al., 2025). When faculty thoughtfully integrate explicit instruction, active modeling, and an entire redesign of structural assessment, they effectively create a dynamic learning environment in which AI actively serves as a supportive scaffold rather than a detrimental substitute for authentic human thought (Vygotsky, 1978; Khlaif et al., 2025). Ultimately, this subtle approach fits well with recent scholarship that stresses that real integrity in the contemporary AI age is not simply about firm rule following, but rather about purposefully developing the critical literacy that is absolutely required to navigate an increasingly automated world effectively (Vetter et al., 2024).

1.2.8.1. Ethical Literacy and Teaching Explicitly

Complete transparency regarding the fundamental nature of the technology itself is absolutely vital to the foundation of any really effective modern academic integrity strategy (Vetter et al., 2024). Many students enrolled in a course have misconceptions about Chatbots, seeing them as definitive knowledge engines, not just predictive text models (Dwivedi et al., 2023). Educators must take the lead in initiating meaningful academic discussions that directly address the inherent limitations of AI, focusing on key issues such as hallucinations, algorithmic bias and serious privacy concerns, in order to proactively address this misconception (Wang, Chen, & Li, 2024). When students learn that an AI system can confidently and credibly produce completely false citations or actively reproduce harmful societal biases, the inevitable risk of "assessment fraud" rapidly becomes a serious matter of overall academic quality, rather than a simple disciplinary action (Cerdà-Navarro et al., 2022). Relevant research indicates the fact that postgraduate students, in particular, are in desperate need of a highly nuanced understanding of how exactly these powerful tools can subtly undermine the specialized quality ethically expected at their advanced level of study (Cerdà-Navarro et al., 2022).

Furthermore, the traditional direct imposition of strict rules is very often shown to be less effective than the collaborative co-creation of classroom policies (Vučković et al., 2020). Teachers are very successful in creating a strong feeling of shared responsibility by actively engaging students in a continuous dialogue about when the use of Chatbots is really helpful, e.g., for initial brainstorming or structural feedback, grammar checking, and when it is strictly forbidden, e.g., for drafting final arguments or providing direct exam help. Ultimately, this cooperative social contract directly contributes to bridging the gap that often exists between student and teacher perspectives of what actually constitutes "cheating" in practice (Vučković et al., 2020).

To make these abstract concepts more concrete, teachers can implement short, practical workshops or integrity tutorials that directly and explicitly address the complex nuances that characterize the modern AI era (Stockholm University, 2024). These targeted instructional sessions should systematically revisit traditional definitions of plagiarism to explicitly include an over reliance on automated digital tools (Nadim & Fuccio, 2025). A very practical example would be to organize a "Comparative Analysis" workshop in which enrolled students critically compare a truly human-written abstract against an AI-generated one, noting the evident lack of intellectual depth, missing unique voice, and absence of specific context that is invariably found in the machine-generated version (Cerdà-Navarro et al., 2022). Ultimately, this exercise directly highlights that while AI Chatbots can certainly replicate the basic form of academic writing, it very often completely fails to successfully capture the profound intellectual substance absolutely required for long-term postgraduate success (Cerdà-Navarro et al., 2022).

1.2.8.2. Instructional Leadership and Modeling Responsible Use of Chatbots

If teachers are to be successful, they must actively move from the traditional "enforcers" to the committed "models" of ethical engagement with AI (Zhai, 2025). Basically this is about

modeling of live prompting and verification techniques in the active classroom setting on a regular basis (Donaghy, 2023). By explicitly demonstrating how to carefully build a complex prompt and then critically analyzing the generated output, by rigorously cross-referencing AI claims directly with established peer-reviewed databases, a seasoned teacher powerfully teaches students that the human scholar must always remain the ultimate "Editor-in-Chief" (Donaghy, 2023). This essential "human-in-the-loop" philosophy successfully ensures that the AI remains consistently a helpful "study partner" (acting much like a Socratic tutor) rather than simply an autonomous "answer machine" (Vetter et al., 2024).

Importantly, this form of instructional modeling also extends fundamentally to the ethical configuration of tools (Wang, Chen, & Li, 2024). Academic instructors should always apply value-sensitive or established "responsible AI" principles, such as algorithmic transparency, demographic fairness, and strict data privacy, when deciding on institutional tools (Wang, Chen, & Li, 2024). They actively teach their students a deep sense of modern digital citizenship by explicitly telling their students why a very specific approved AI platform is intentionally chosen over a generic commercial one, including strong data security and robust protection of intellectual property (Turnitin, 2025). For example, a university professor could demonstrate in practice exactly how an AI system can be strategically prompted with the instruction to "Critique my thesis statement using the following three criteria," thus clearly illustrating an intensive procedure where the student actively maintains full intellectual agency and does not simply outsource the underlying critical thinking (Khlaif et al., 2025).

This profound pedagogical shift remains essential, because it directly addresses the "attitudinal" gap that is so pervasive in discussions of academic integrity. As Vučković et al. (2020) astutely noted, there are very often widely diverging views between enrolled students and their teachers on the perceived seriousness of various different types of cheating. By

proactively modeling the complex “gray areas” of modern AI use, dedicated teachers can successfully align these disparate perspectives, clearly demonstrating that the ultimate goal of adopting AI should always be to substantively enhance one’s own innate cognitive capabilities, not to lazily bypass the fundamental learning process entirely (Tan & Maravilla, 2024).

1.2.9. Teachers’ Evaluation of Proper Use of Chatbot

Today’s educators are experiencing a major paradigm shift to better understand how to properly use Chatbots (Khlaif et al., 2025). They are deliberately distancing themselves from highly unreliable “AI detection” software, and are heavily leaning towards highly authentic, transparent and distinctly AI-aware assessment frameworks (Tan & Maravilla, 2024). This key transition ultimately underlines explicitly the critical assessment of the active learning process well beyond the final static product while deliberately making sure that the essential academic integrity is rigorously preserved in the modern world where generative AI (GenAI) is fully pervasive (Francis, Jones, & Smith, 2025).

1.2.9.1. Making AI Use Declarative and Evaluating the Process

A core principle of the design of contemporary assessment is the rigorous requirement that students enrolled formally disclose and critically reflect on their personal use of AI tools (Ballsun-Stanton, 2024). Instead of just policing technology use, forward-thinking educators are now demanding detailed “AI use statements” or comprehensive “process logs” where students meticulously document the specific prompts they used, the exact output from the AI, and their subsequent scholarly critiques or manual modifications (Ballsun-Stanton, 2024; Khlaif et al., 2025). The primary grading focus is successfully shifted back to the student’s reasoning and their continued critical engagement with the digital tool by this novel approach (Khlaif et al., 2025). Academic instructors can absolutely ensure that the heavy “thinking” has

not been completely outsourced by rigorously evaluating the entire “Process-Product” journey, a practice that actively helps mitigate the severe risk of detrimental cognitive offloading (Francis et al., 2025; Khlaif et al., 2025).

Within this declarative framework alone, traditional academic misconduct is fundamentally redefined (Francis, Jones, & Smith, 2025). Today, it is viewed much less as simply using AI and much more as a deliberate failure to properly acknowledge its systemic role or to intentionally misrepresent machine output as genuine original authorship (Francis et al., 2025). Thus, total transparency rapidly becomes the key indicator of scholarly integrity, forcing students to always function as responsible “editors-in-chief,” fully accountable for the factual accuracy and strict ethical compliance of their submitted work (Resnik & Hosseini, 2024; Schoeffer et al., 2023).

1.2.9.2. Designing Courses and Assessments for Integrity

The fundamental redesign of academic tasks is perhaps the absolute most durable, long-term defense against systemic assessment fraud (Cerdà-Navarro et al., 2022). Modern assessments need to deliberately move towards more rigorous, higher-order, highly personalized, or inherently multi-modal components that current Chatbots find very hard to faithfully replicate, to rigorously guard institutional integrity (Khlaif et al., 2025). This approach entails a significant rise in the overall quality of interactive oral examinations, monitored in-class essays or dynamic projects demanding rigorous sustained interaction with highly localized, real-time data (Villarroel et al., 2018). Such explicitly “AI-resistant” tasks require students to perform deep complex synthesis and personal reflection that exceed the basic data analysis capabilities of a standard Chatbot (Khlaif et al., 2025).

Another very important structural change is the mandatory requirement of formal AI Use Statements or Transparency Logs (Vetter et al., 2024). Just as researchers meticulously outline their specific methodology, students should be formally asked to disclose fully whether and how they used AI in the completion of their academic assignments (Resnik & Hosseini, 2024). A detailed appendix of all the prompts used could logically be the end result of this important documentation, with a short, insightful meta-reflection on exactly how the AI's first output was then modified, improved or corrected by the human student (Vetter et al., 2024). Ultimately, this important practice directly connects the active use of the digital tool with the student's own personal integrity and academic accountability (Vetter et al., 2024). For example, in a complicated civilization task a student might honestly write: "I used AI to generate a list of primary sources quickly at first, but then found out that 3 of them were totally nonexistent, so I painstakingly replaced them by hand with fully verified sources manually pulled from the university library (Ballsun-Stanton, 2024).

Finally, the strategic institutional use of blended integrity modules can be effective in building very specific technical skills in accurate citation and proper paraphrasing of AI-generated text (Cerdà-Navarro et al., 2022). These targeted modules actively equip enrolled students with the specific technical skills strictly necessary to correctly attribute AI assistance correctly, rather than merely making them aware of the institutional rules (Cerdà-Navarro et al., 2022). This very proactive educational approach rightly sees fundamental AI literacy as an absolutely necessary modern academic skill (Jiang, Vetter, & Lucia, 2024). The successful integration of these critical modules into the core curriculum can enable universities and other institutions across the world to smoothly transition to a far more refined paradigm of postgraduate education that equally glorifies high-level technological skills and zero-tolerance for academic dishonesty (Cerdà-Navarro et al., 2022).

1.2.9.3. Developing AI-Aware and Chatbot-Resilient Designs Assignments

Meanwhile, educators are increasingly using highly authentic assessments and complex tasks that closely imitate real-world professional demands and are incredibly difficult for today's Chatbots to convincingly replicate (Villarroel et al., 2018). These bespoke assessments tend to be heavily oriented towards hyper-local data, intensely personal experiences or contextually defined problem-solving parameters that are difficult for generic AI training datasets to simulate (Villarroel et al., 2018; Khlaif et al., 2025). For example, when you ask a student to systematically apply a complex theoretical framework to a specific local community event or a very recent, completely unindexed news story, you are strictly requiring authentic human synthesis that goes far beyond the "stochastic" guessing that characterizes a standard Chatbot (Francis et al., 2025; Villarroel et al., 2018).

More importantly, academic tasks are now being rigorously re-designed with a strong emphasis on crucial higher order cognitive skills such as deep critical evaluation and imaginative creative extension (Khlaif et al., 2025). Therefore, even when a student actively uses a Chatbot for initial ideation, the demanding assessment requires them to significantly modify and rigorously critique that baseline output in a specific way that clearly demonstrates genuine understanding (Donaghy, 2023; Khlaif et al., 2025). Through the deliberate use of necessary in-class components, like energetic live draft critiques, detailed oral defenses (viva voce), or highly reflective presentations, one can successfully establish a verifiable "provenance" for the academic work, developing a robust link between the formally submitted assignment and the student's own on-the-spot understanding (Donaghy, 2023; Khlaif et al., 2025).

1.2.9.4. Guidlines and Criteria of AI-Ethics

Global institutions are promptly updating traditional guidelines to explicitly include highly specific AI-ethics dimensions to successfully provide exceptionally clear evaluative standards (Turnitin, 2025). Finally, these critical dimensions are used actively to help students to clearly realize that their final grade depends heavily on exactly how responsibly they integrated the digital tool (Turnitin, 2025).

1.2.9.5. Alignment of Policy, Training, and Ethical Learning Environment

Effective assessment requires both intense practical training and a high alignment with the underlying institutional policy (Stockholm University, 2024). The language of the syllabus is ambiguous, and this ambiguity is a major cause of largely unintended academic integrity violations (Nadim & Fuccio, 2025; Stockholm University, 2024). In contrast, academic schools that proactively provide highly clear, explicitly "tiered" AI-use iconography (e.g., Green for explicitly allowed, Red for strictly prohibited) consistently report significantly higher student comprehension of core expectations along with dramatically fewer "gray-area" misconduct cases (Turnitin, 2025).

The bottom line is that institutions want to develop a strong culture of ethics based on personal accountability and a keen sense of risk (Tan & Maravilla, 2024). When registered students actually experience a strong sense of personal autonomy and academic competence, and actually understand the critical "why" behind strict integrity rules, then they are significantly more likely to actively engage deeply and highly ethically with the assigned material (Tan & Maravilla, 2024). This proactive approach guarantees that GenAI will ultimately act to enhance, not actively undermine, the core educational journey, perfectly preparing modern graduates for highly demanding professional environments where these very tools are a standard, yet heavily scrutinized, part of the daily workflow (UNESCO, 2023).

Conclusion

The emergence of generative AI in education marks a significant shift, urging teachers to evolve from mere knowledge transmitters to ethical facilitators and collaborators with AI (Zhai ,2025). While Chatbots can personalize learning and save time, educators face concerns regarding data privacy, algorithmic bias, and institutional support (Celik et al., 2022). Effective adoption hinges on teachers' psychological readiness and trust in technology (Chocarro et al., 2023). Additionally, ethical challenges such as copyright issues, transparency, and academic integrity against assessment fraud need to be addressed (Cerdà-Navarro et al., 2022). To combat social inequalities, there is a call for creating equitable AI outputs, along with fostering ethical AI literacy among students (Jiang, Vetter, & Lucia, 2024). Teachers are vital in this process, helping establish responsible AI usage policies and innovative assessment methods that emphasize transparency and critical thinking. Institutions must provide clear guidelines and evolve assessment frameworks to ensure AI serves as a beneficial educational tool rather than a detriment to critical engagement.

Chapter two: Data Collection and Data Analysis

1.1.Section one: Research Methodology

Introduction:

This chapter shifts focus from the literature review to the practical side of the research. The primary goal is to describe the field work in detail. This work gathered the information necessary to answer the research questions and to achieve the goals of the study. This section aims to describe the most important elements related to the field work thoroughly. It reviews the participants, and the tools used to collect data.

A crucial part of this chapter presents, analyzes, and discusses the teachers questionnaire. This questionnaire serves as a valuable data source to gain insight into the

investigated topic. The text will thoroughly discuss the analysis and interpretation of the results obtained from the questionnaire, and it will point out any significant patterns or observed trends.

Additionally, this chapter addresses the major constraints and challenges encountered during the research process, as these may have affected the results or their generalizability. Furthermore, based on the data analysis and interpretation, this section provides suggestions for future research. These recommendations offer potential directions for future studies to build upon the current research and to explore any gaps or areas that require further study.

1.1.1. Data collection Tools

The target population for this research consisted of instructors affiliated with the Department of English at Abdelhafid Boussouf Mila University, representing a diverse group of educators actively engaged in second language instruction. From this broader academic community, a focused sample of educators was purposively selected to complete a detailed questionnaire. Throughout the process, the researchers prioritized respect, privacy and maintain a non-judgmental approach towards the participants. The questions were designed to be four close ended and eighteen open-ended, aiming to encourage the teachers to express their personal experiences related to the selected research phenomenon.

1.1.2. Population and Sample

The target population for this research consisted of 46 instructors at Abdelhafid Boussouf Mila University. From this broader group, the researchers purposively selected a focused sample of 20 educators to complete a structured questionnaire. This study explores their specific viewpoints on artificial intelligence Chatbots. By targeting this specific cohort, the research concisely examines both the perceived pedagogical benefits of these tools and the educators' underlying concerns regarding their adoption.

1.1.3. Administration of Teachers Questionnaire

The purposive sampling of 20 participants enables a deeper and richer understanding of the range of professional views within the faculty. The administration of the questionnaires is done through Google forms that provide an efficient, and accessible mode of data collection that allows educators to provide transparent and reflective responses. Moreover, this sample size is methodologically optimal. It produces a dataset rich enough to detect significant patterns and to make valid, data-driven conclusions about the adoption patterns of AI Chatbots and changing pedagogical mindsets. In the same approach, the sample size is limited to 20 specific respondents, to ensure that the following data analysis is manageable, enabling to critically examine the details of the teachers' views within the practical scope of the study.

1.2. A Comprehensive Description of the Teachers Questionnaire

The questionnaire serves as an extensive, meticulously designed evaluation instrument. It was developed specifically for educators who deliver English as a Foreign Language (EFL) instruction to second-year students at Mila University. The primary objective of this survey revolves around the exploration of educator attitudes regarding the incorporation of artificial intelligence Chatbots, particularly models like ChatGPT and Claude, within educational environments. The rapid evolution of artificial intelligence necessitates a thorough examination of its impact on language acquisition and academic development. Consequently, the research questionnaire is composed of 22 distinct questions, and they are divided carefully into four thematic sections. This structural choice ensures a systematic collection of data and a logical flow of inquiry. The responses will illuminate the current landscape of modern educational technology at the university, while it is guaranteed that all data will remain completely anonymous and confidential.

The first section of the questionnaire aimed at the collection of fundamental data regarding the instructional background and technological proficiency of the participants. This foundational information is crucial for the correlation of demographic data with technological acceptance. The initial questions inquire about the total years of professional experience each educator possesses within the EFL profession. This allows researchers to observe if novice instructors hold different attitudes than experienced educators. Respondents then identify the specific academic modules they currently deliver to second-year students. The survey also requires educators to indicate the general proficiency levels of their enrolled students, from beginner to advanced categories. Beyond professional experience, this section asks teachers to evaluate their personal familiarity with AI Chatbots through a multiple-choice self-assessment scale. Finally, it prompts them to rate their overall competence with digital educational technologies, which categorizes their comfort from a novice level to an expert level.

The second section transitions into the assessment of educator attitudes and their perceptions towards artificial intelligence tools. This division is vital for the comprehension of the psychological and professional reception of new technologies in the classroom. Educators state their overall attitude toward student utilization of Chatbots on a scale that ranges from very positive to very negative. The survey explores the perceived efficacy of Chatbots in the facilitation of language acquisition, and it asks if these tools are effective or ineffective for academic success. Teachers indicate whether they believe AI promotes a deeper academic comprehension of the course material among their students. Additionally, the survey investigates the primary factors that influence these current attitudes. Respondents select from choices like institutional policies, personal experimentation with the software, discussions with colleagues, or media discourse. To provide qualitative depth, the questionnaire also included an open-ended question. This inquiry allows educators to elaborate on the specific experiences, perceived benefits, or primary concerns that shape their professional views.

The third section examines classroom integration and pedagogical practices. This segment investigates the practical reality of modern instruction and how teachers adapt their methods to accommodate or restrict artificial intelligence. The section investigates the frequency with which educators intentionally incorporate or restrict AI systems within student assignments, with options that range from weekly utilization to complete prohibition.

It asks whether teachers provide explicit instruction to their second-year EFL students on the proper interaction with these tools. Such instruction might include the creation of effective prompts or the verification of AI-generated information. The questionnaire seeks the identification of beneficial AI activities. It explores applications like conversational role-play, grammatical explanations, the generation of vocabulary lists, and text translation. Furthermore, it inquires about the specific techniques that teachers employ to ensure students utilize AI for linguistic enhancement rather than for the complete delegation of academic tasks. Options include the requirement of prompt submissions alongside final drafts or the combination of AI assignments with in-class oral presentations. The section concludes with an inquiry about what specific changes would alleviate any hesitations educators hold regarding AI adoption.

The final section focuses intensely on ethical awareness and assessment protocols. The preservation of academic integrity remains a concern for universities worldwide, and this section addresses those precise challenges. The questionnaire explores whether educational institutions possess clear, formalized policies regarding AI usage, and if these rules are communicated effectively to the educators. It measures the confidence levels of teachers in the successful detection of artificial content within student submissions. The survey investigates how the widespread availability of Chatbots alters the allocation of grades across various assignment types, such as a shift towards supervised, in-class examinations. Furthermore, this section aimed at the discovery of specific strategies that educators use to promote ethical

awareness among their student cohorts. It asks for the specific ways that assessment methods have undergone adaptation to maintain academic integrity

The questionnaire concludes with a final open-ended question. Here, teachers explain their methods for the evaluation of student work when a student appropriately declares the use of a Chatbot. Specifically, this seeks the precise criteria that educators use to separate a student's actual language skills from the assistance provided by artificial intelligence. Such a structured approach ensures a thorough analysis of tool integration and the maintenance of academic integrity. Moreover, this final inquiry fosters a deeper comprehension of modern evaluation metrics, thereby which ensures the collection of accurate, reliable, and highly relevant data for the study.

1.3. Analysis of the Teacher's Questionnaire

1.3.1. Section 1: Teaching Background and Technological Familiarity

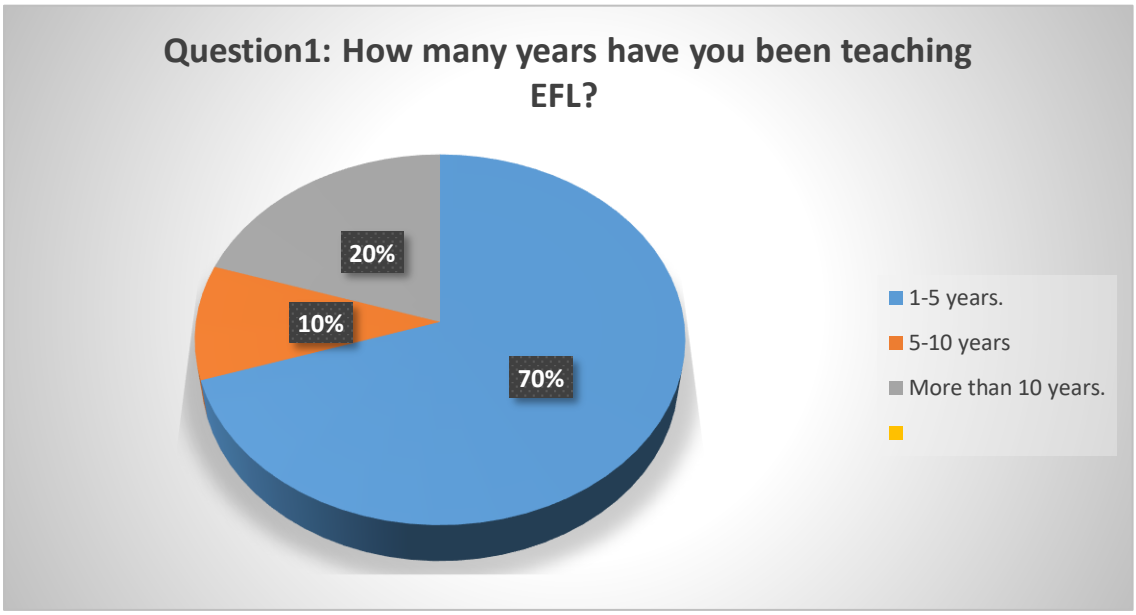

Figure 1: Perceived Effectiveness of Chatbots in Language Acquisition

The first question aimed to determine the professional experience of the 20 EFL teachers surveyed. The data shows that the vast majority of respondents, accounting for 70% (14 teachers), fall into the early-career category with 1 to 5 years of teaching experience. The second-largest group consists of highly experienced educators, with 20% (4 teachers) teaching for more than 10 years. The smallest segment of the sample is the mid-career group, representing just 10% (2 teachers) who possess 5 to 10 years of teaching experience.

Based on these findings, we can understand that this research sample consists mainly of novice educators. Because nearly three-quarters of the participants have been teaching for five years or less, the overall data collected in this study will primarily reflect the attitudes, practices, and challenges of newer teachers. This means their responses to the questions may be strongly influenced by recent academic training, modern pedagogical trends, and the typical hurdles faced during the early stages of a teaching career.

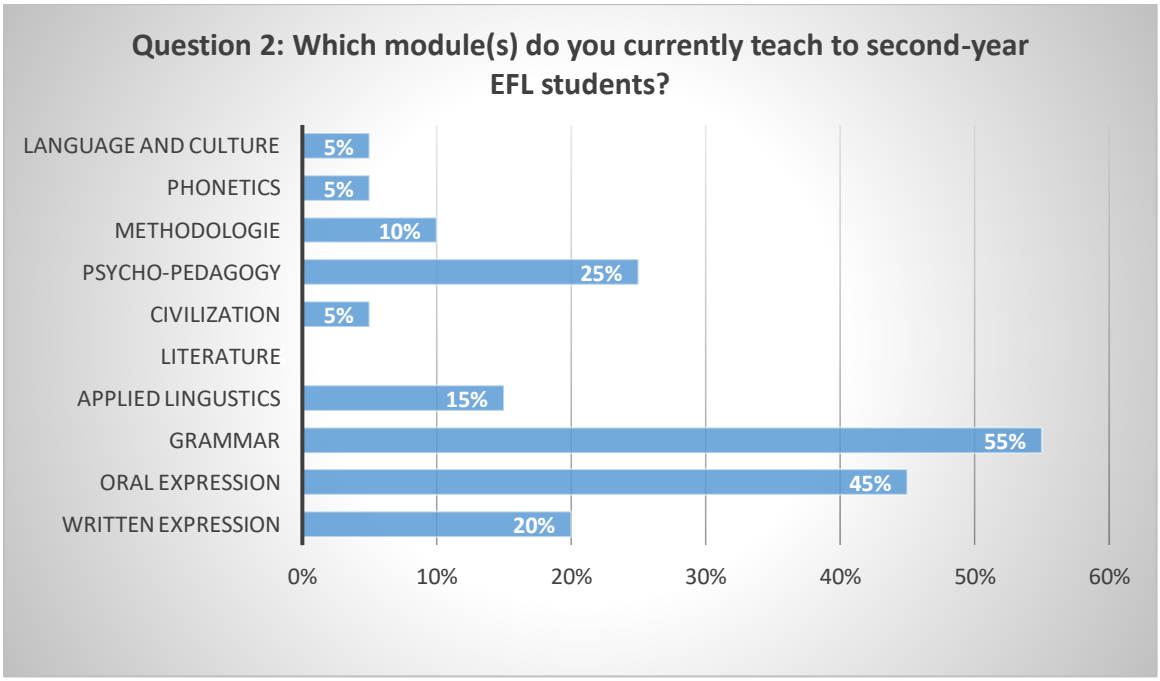

Figure 2: Primary EFL Modules Taught to Second-Year Students

The second survey question asked participants to identify the modules they instruct for second-year EFL learners. Since respondents could select multiple options, the percentages reflect the proportion of the twenty participants who handle each specific subject. Grammar is the most common subject, taught by eleven teachers (55%). Oral Expression follows closely with nine responses (45%). Written Expression and Applied Linguistics account for four (20%) and three (15%) responses, respectively. Several other subjects, such as Civilization, Psycho-pedagogy, Methodology, Phonetics, and Language and Culture, each received one selection (5%). One person selected "None," while zero respondents selected Literature.

These results demonstrate a clear emphasis on foundational language mechanics within the second-year curriculum. The high concentration in Grammar and Oral Expression proves that educators prioritize core structural and communicative competencies for students at this level. Theoretical or content-heavy subjects like Literature, Civilization, or Applied Linguistics receive much less attention. This pattern suggests that the educational program for second-year students centers on practical language acquisition rather than advanced cultural or literary analysis. The scattered responses across various other modules point to a diverse but secondary set of specialized subjects assigned to a small fraction of the faculty.

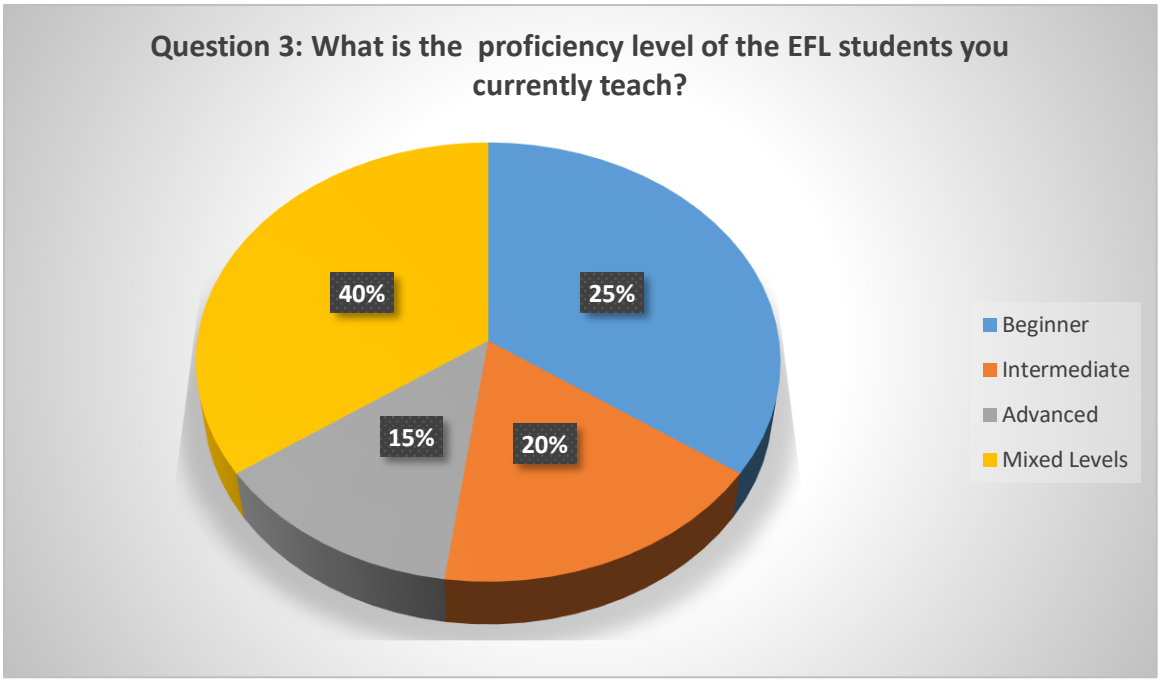

Figure 3: Student Language Proficiency Levels across Taught Modules

The third survey question asked the twenty participants to identify the proficiency level of their EFL students. The largest portion of the sample, at 40% or eight educators, instructs classes with mixed levels. The next largest group, which is 25% or five teachers, works with beginner (A1-A2) learners. Four educators, equal to 20%, guide intermediate (B1-B2) students. Finally, three teachers, equal to 15% of the total, instruct advanced (C1-C2) classes.

These results illustrate a highly diverse classroom environment for most educators in this study. Therfore the largest segment manages mixed-level groups, we can understand that differentiation and adaptable lesson plans are critical requirements for these professionals. Instead of uniform classrooms, many face the complex task to accommodate various skill levels simultaneously. Furthermore, among the uniform classes, there is a clear downward trend as proficiency increases. More educators handle beginners than intermediate learners, and even fewer handle advanced students.

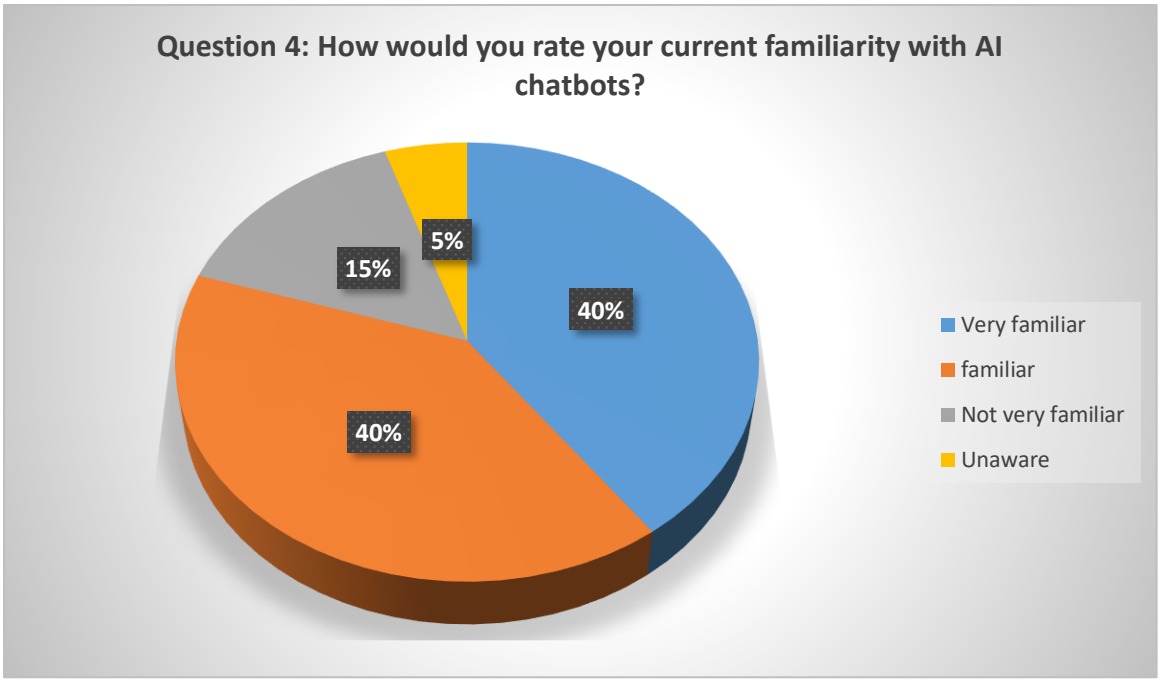

Figure 4: Educator Levels of Familiarity with AI Chatbots

The fourth survey prompt asked the twenty participants to evaluate their familiarity with artificial intelligence Chatbots. The results show a tie between the two most experienced categories. Eight teachers, which represents 40% of the sample, report they are very familiar with these tools and utilize them regularly. Another eight teachers, also 40%, state they are familiar and have tried them a few times. Three participants, equal to 15%, indicate they are not very familiar; they recognize the tools but rarely or never utilize them. Finally, just one person, or 5% of the total, remains completely unaware of these systems.

These figures demonstrate a high level of awareness and practical adoption among the surveyed educators. Since 80% of the participants possess at least some direct experience with artificial intelligence, we can assume that these systems already maintain a solid presence within this professional sphere. The equal division between regular users and casual experimenters points to a technological transition. While a significant portion integrates these platforms into daily routines, an equally large portion remains in an exploratory phase. The

minimal percentage of absolute non-users proves that complete isolation from these technological advancements is exceptionally rare within this group. Ultimately, the research will primarily reflect the opinions of professionals who possess actual, and hands-on exposure to artificial intelligence.

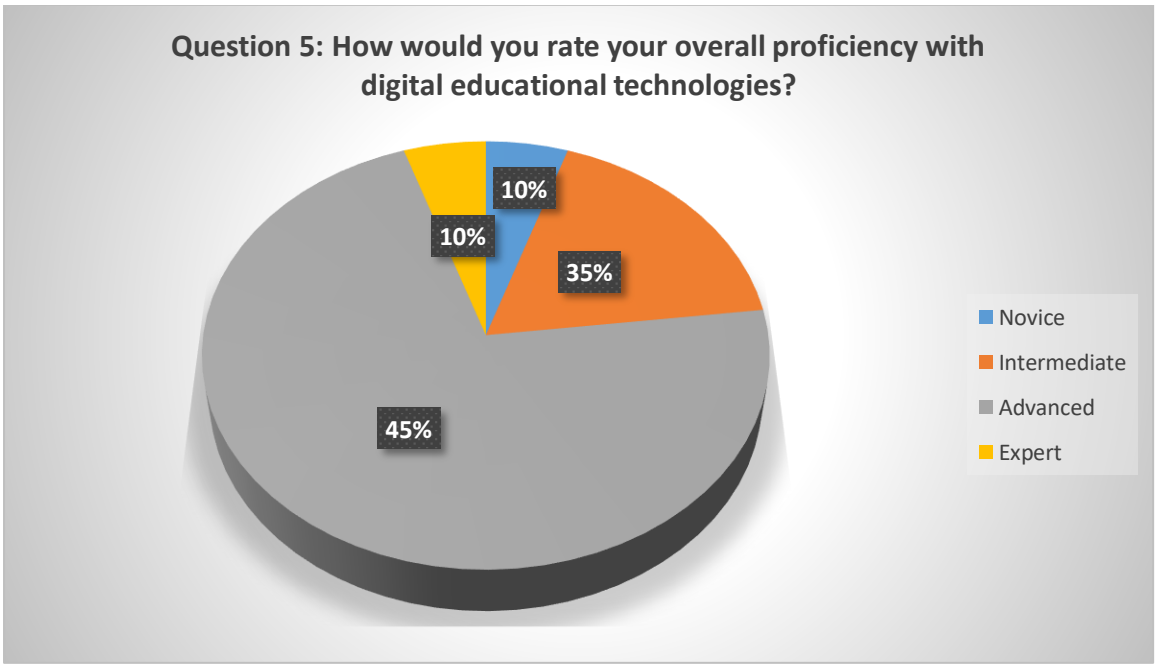

Figure 5. Self-Assessed Proficiency in Digital Educational Technologies

The fifth survey prompt asked the twenty participants to evaluate their overall proficiency with digital educational tools. Nine teachers, who represents 45% of the sample, classify themselves as advanced. Seven participants, equal to 35%, report an intermediate level. Two respondents, or 10%, consider themselves experts. Another two teachers, also 10%, identify as novices.

These statistics demonstrate a proficient group of educators. As 90% of the sample reports an intermediate, advanced, or expert level, we conclude that digital literacy is already a standard trait among these professionals. The portion of advanced users proves that these teachers do not merely use technology; they likely integrate complex digital applications into

their lessons with confidence. The small fraction of novices reveals that severe technological struggles are rare. The data indicates educators are well-prepared for modern educational demands. Their high self-reported competence suggests they will easily adapt to new digital platforms and artificial intelligence systems.

1.3.2. Section 2: Attitudes and Perceptions towards Chatbots

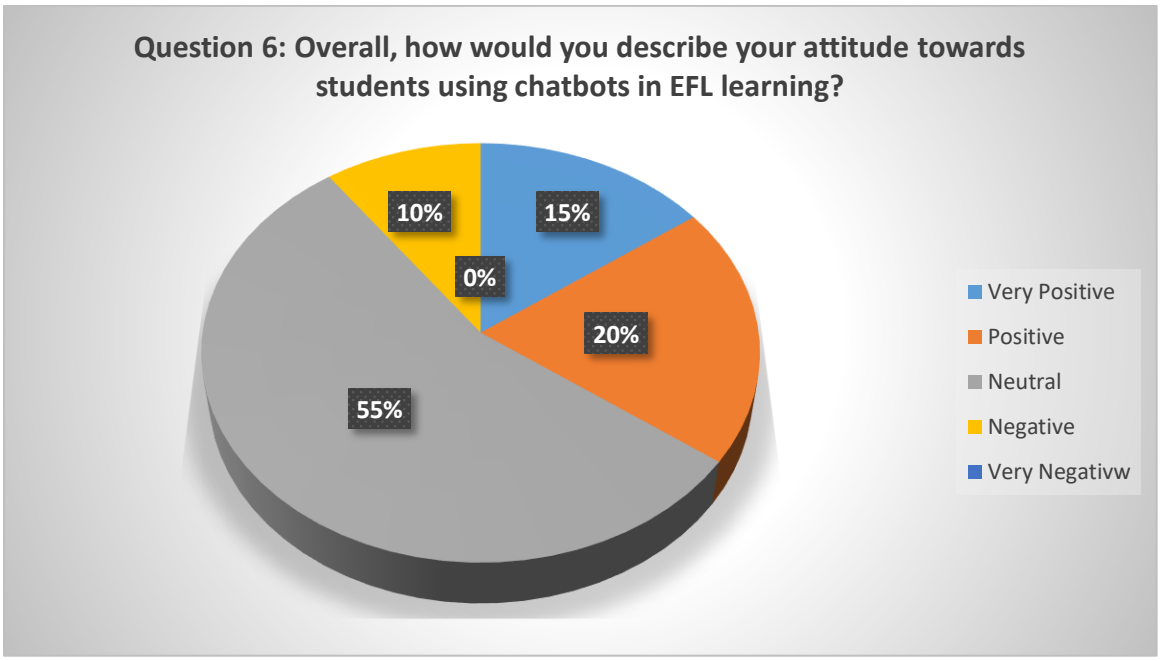

Figure 6. General Educator Attitudes towards Student Use of Chatbots

The sixth survey prompt asked the twenty participants to describe their attitudes towards student use of artificial intelligence Chatbots in EFL classroom. Eleven teachers, which is 55% of the sample, hold a neutral stance. Four participants, equal to 20%, maintain a positive view. Three respondents, or 15%, possess a very positive attitude. Two teachers, which is 10%, report a negative attitude. Zero respondents selected the very negative option.

These statistics reveal a cautious but open mindset among the professionals. Since the majority remain neutral, we say that educators hesitate to endorse these tools outright. They

likely want more evidence about the educational impact of artificial intelligence Chatbots before they form firm opinions. However, the combined positive responses, at 35%, easily outnumber the negative responses at just 10%. This difference indicates a clear lean towards acceptance rather than rejection. The complete absence of very negative views proves that extreme resistance is absent in this sample. Ultimately, the group appears observant and optimistic, also ready to adapt to future technological developments.

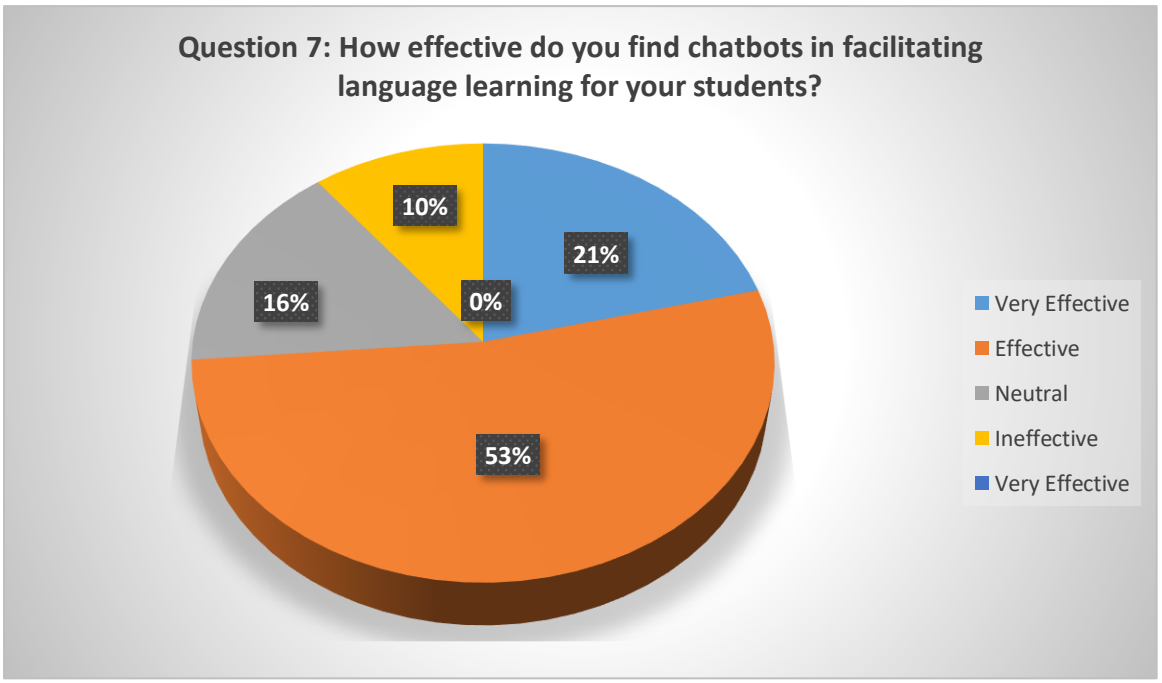

Figure 7. Perceived Effectiveness of Chatbots in Language Acquisition

The seventh survey prompt asked the participants to evaluate the effectiveness of artificial intelligence systems for language education. Ten teachers, who represent 52.6% of the group, rate these tools as effective. Four participants, equal to 21.1%, find them very effective. Moreover, three respondents, or 15.8%, maintain a neutral position. Two teachers, which is 10.5%, consider the tools ineffective. Zero respondents selected the very ineffective option.

These statistics illustrate a strong consensus on the utility of these digital systems. For the reason that nearly three-quarters of the educators, or 73.7% combined, select a positive

metric. We say that these professionals observe actual academic benefits when students utilize artificial intelligence. The neutral segment remains small, which shows that most teachers have formed a definitive opinion on this topic based on classroom observation. Furthermore, the minimal negative response rate, combined with the total absence of the very ineffective choice, proves that widespread failure or severe disruption from these tools is rare. Ultimately, the data indicates that educators view artificial intelligence Chatbots as a practical and beneficial asset for student progress.

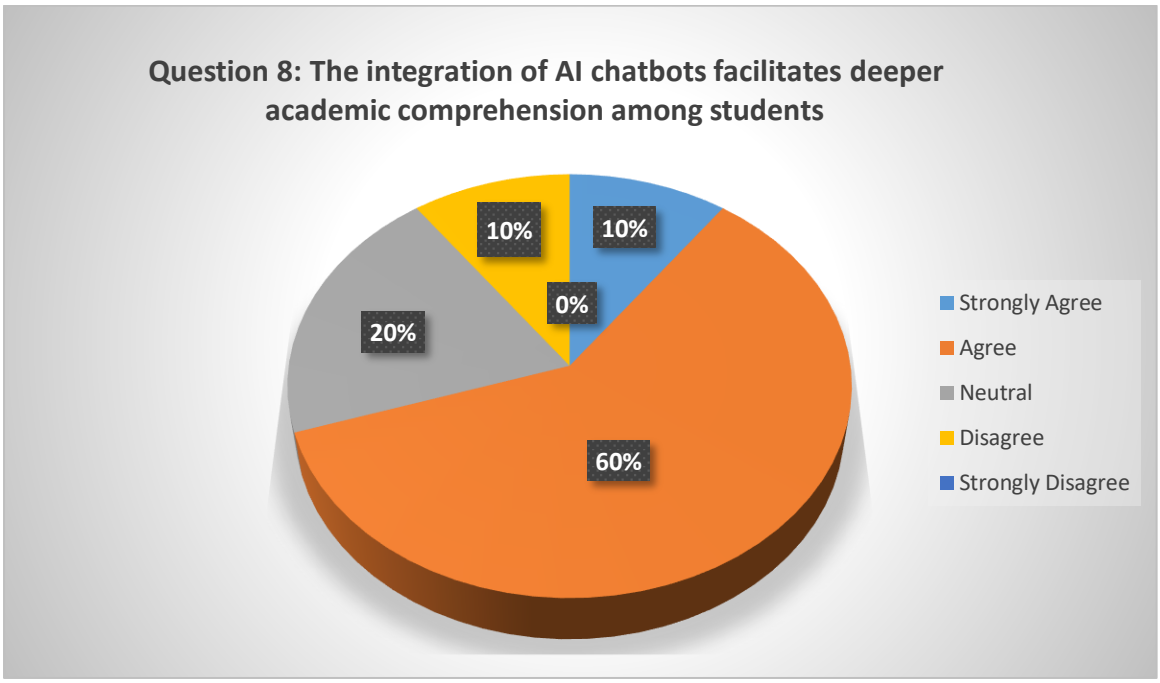

Figure 8. Perceptions of Chatbot Impact on Academic Comprehension

The eighth survey prompt asked the twenty participants to evaluate a specific statement. The statement proposed that AI Chatbots systems facilitate deeper academic comprehension for students. Twelve teachers, that is 60% of the sample, agree with this idea. Four participants, equal to 20%, maintain a neutral stance. Two respondents, or 10%, strongly agree. Another two teachers, also 10%, disagree. Zero respondents selected the strongly disagree option.

These statistics demonstrate a firm consensus among the professionals. Seeing that 70% of the educators select a positive metric, we conclude that these teachers observe actual academic benefits. They believe these tools help students comprehend complex subjects better. The neutral segment is small but notable. It shows that some teachers require more evidence before they form a definitive opinion. Furthermore, the minimal negative response rate, combined with the total absence of the strongly disagree choice, proves that widespread distrust is rare. Ultimately, the data indicates that educators view artificial intelligence as a practical asset for student academic success.

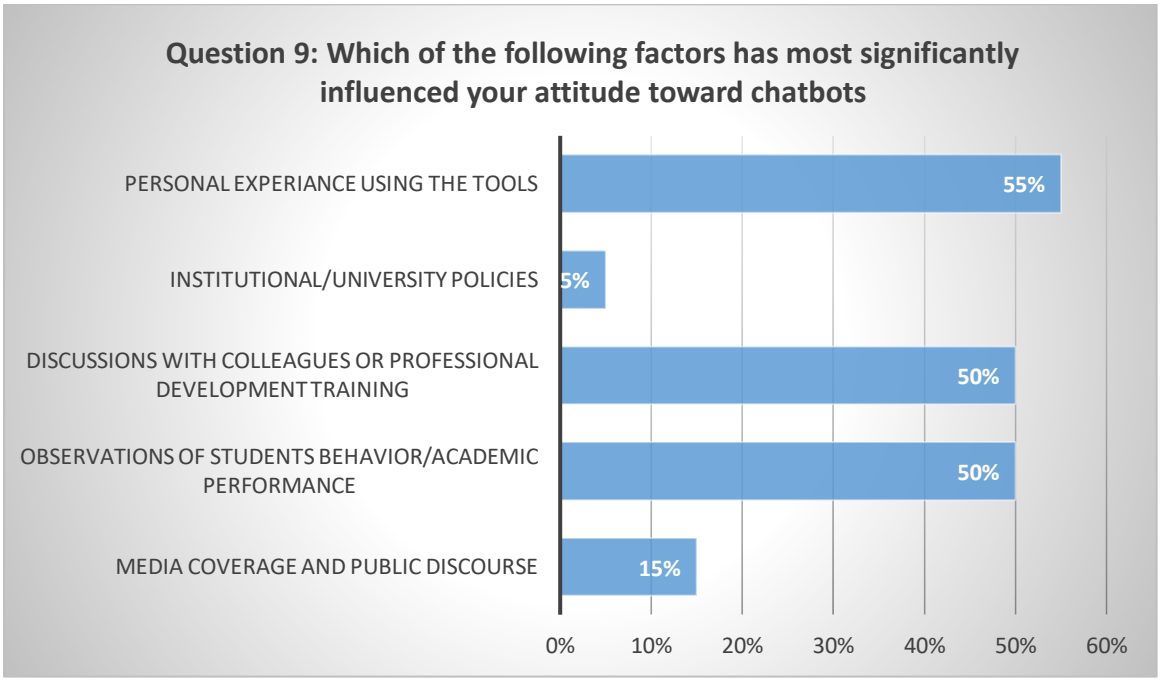

Figure 9. Primary Factors Influencing Teacher Attitudes Towards AI Chatbots

The ninth survey prompt asked the twenty participants to identify the factors that shaped their attitude towards artificial intelligence tools. Respondents can choose up to two options. Eleven teachers, equal to 55% of the sample, selected personal experience using, tools. Ten participants, or 50%, chose discussions with colleagues or professional development sessions. Another ten respondents, also 50%, selected observations of student behavior and academic

performance. Three teachers, which represents 15%, pointed to media coverage and public discourse. Only one person, or 5%, selected institutional or university policies.

These results highlight the immense value of direct involvement and peer communication. In the view of the fact that the top three choices revolve around personal use, peer dialogue, and classroom observation, we draw that educators form their opinions through practical reality rather than external narratives. The high selection rate for direct experience and classroom observation proves that teachers rely on tangible evidence. They want to see how these tools operate in real life. The strong reliance on colleague dialogue demonstrates a community approach to technological adaptation; professionals trust the insights of their peers.

Conversely, the extremely low score for university policies reveals a lack of official guidance or a tendency to ignore administrative rules Moreover, the minimal response to media attention suggests that news does not influence this professional group. Ultimately, practical classroom reality and peer networks dictate the mindset of these educators.

10. Please elaborate on your choices above. What specific experiences, concerns, or benefits have shaped your current attitude towards AI Chatbots in education?

The collected responses reveal a cautiously optimistic yet critical attitude towards the integration of educational Chatbots, shaped by a distinct balance between practical benefits and significant pedagogical concerns. On the positive side, educators highly value these digital tools for their efficiency and accessibility, they note their usefulness in accelerating lesson planning, generating instructional content, and providing instant support that can enhance student engagement and facilitate collaborative work among colleagues. But this optimism is heavily tempered by deep concerns about over-reliance, with many participants noting that excessive use causes laziness, undermines independent critical thinking and reduces human creativity.

Respondents also cited potential negative effects on academic integrity, such as greater cheating, incorrect facts, and a breakdown of the essential teacher-student relationship. Ultimately, the overall consensus suggests that while these virtual assistants are highly beneficial for saving time and supporting learners, they must be implemented strictly as supportive helpers rather than ultimate solutions, requiring clear institutional guidelines, ethical awareness, and responsible usage to prevent harmful educational dependency.

1.3.3. Section 3: Classroom Integration and Pedagogical Practices

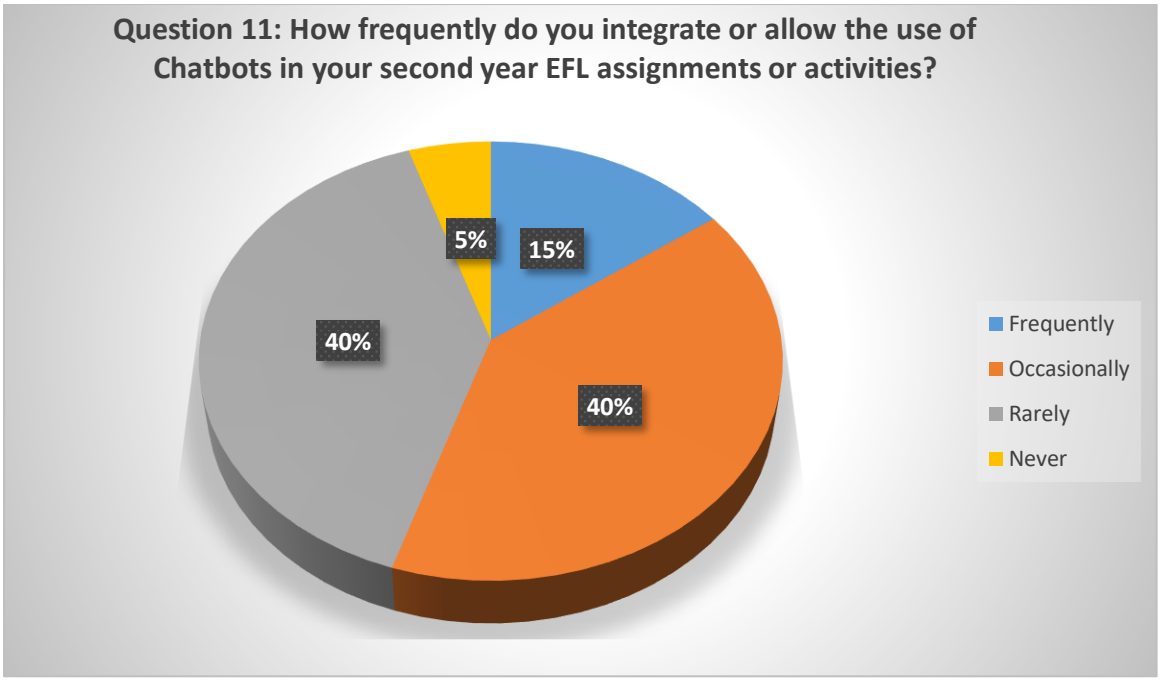

Figure 10. Frequency of Intentional Chatbot Integration in EFL Activities

The eleventh survey prompt asked the twenty participants to indicate their frequency of Chatbot integration. The question inquired how often they integrate or allow the use of Chatbots in their second-year EFL assignments or activities. Eight teachers, which represents 40% of the sample, occasionally integrate them. Another eight participants, equal to 40%, rarely allow these tools. Three respondents, or 15%, frequently permit them on a regularly basis. One individual, representing 5%, selected the never option.

These statistics demonstrate a cautious yet open approach among the professionals. Since 80% of the educators select a low to moderate frequency metric, we conclude that these teachers treat Chatbots as supplemental resources rather than primary instructional mechanisms. The frequent use segment is small but notable. It shows that regular reliance on this technology is not yet standard practice. Furthermore, the minimal strict avoidance rate proves that absolute rejection is extremely rare. Ultimately, the data indicates that educators accept the technology but exercise careful control over its frequency in student work.

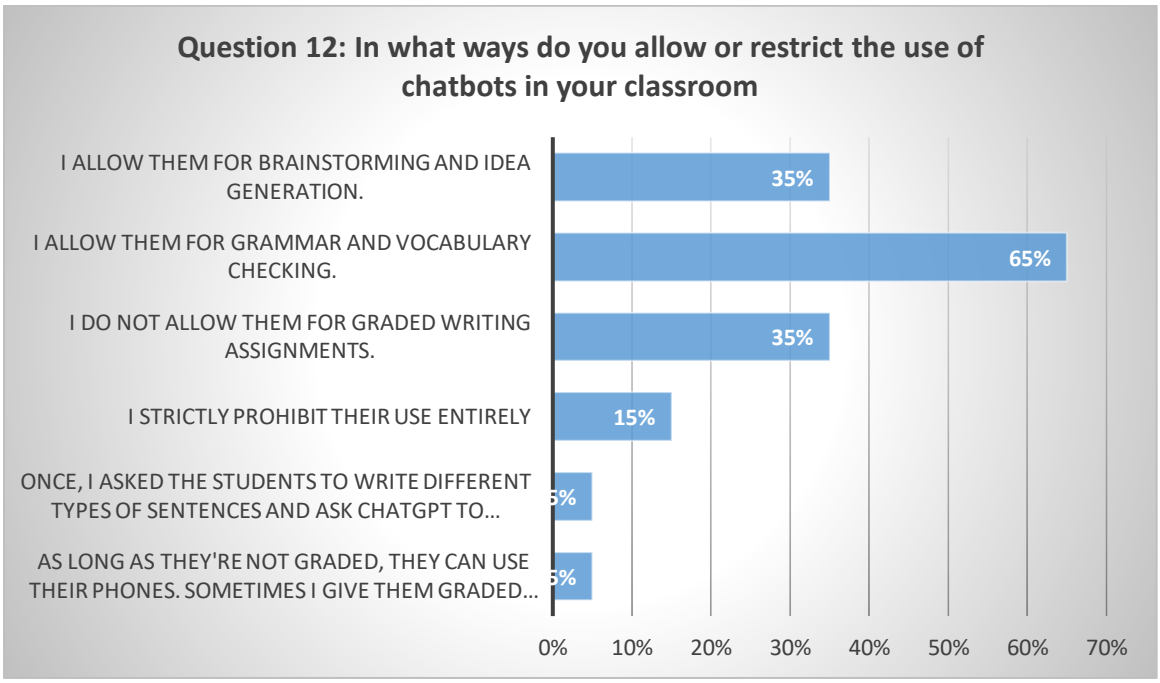

Figure 11. Classroom Policies: Permitted vs. Restricted Uses of Chatbots

The twelfth question asked the twenty participants to specify the parameters they set for Chatbot integration. Since respondents could select multiple answers, the data reflects the various ways teachers manage these tools. Thirteen teachers, which equals 65% of the sample, allow them for grammar and vocabulary correction. Seven participants, equal to 35%, permit them for initial idea development. Another seven respondents, also 35%, prohibit these tools

for graded assignments. Three teachers, or 15%, strictly ban their presence entirely. Finally, two unique responses, each equal to 5%, detail specific situational allowances.

These statistics demonstrate a highly targeted approach among the professionals. Since a clear 65% majority approve of grammar and vocabulary correction, we conclude that these educators view the tools primarily as mechanical aids. The equal 35% segments for developmental work and graded restrictions highlight a firm boundary. It shows that teachers accept the technology during preparatory stages but restrict it during formal evaluations. Furthermore, the low 15% rate for strict bans proves that complete rejection is uncommon. Ultimately, the data indicates that educators prefer active management and clear boundaries over absolute prohibition.

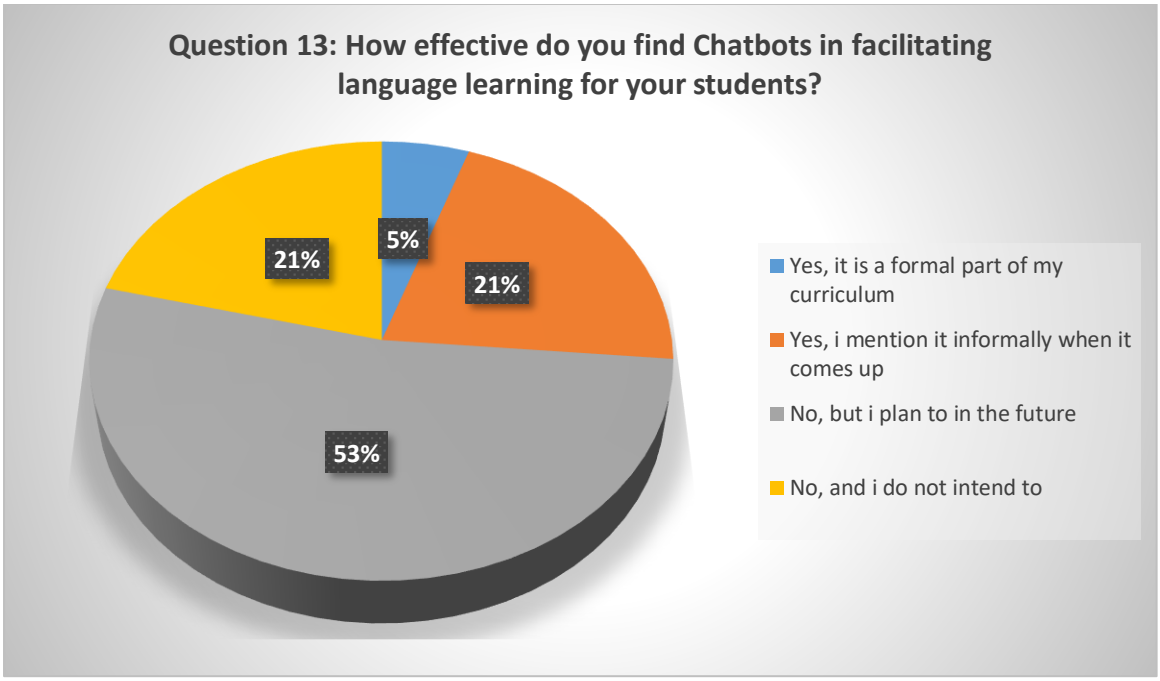

Figure 12. Implementation of AI Literacy and Prompt Engineering Instruction

The thirteenth survey prompt asked the participants if they explicitly instruct their students on Chatbot interaction and use. Ten teachers, which represents 52.6% of the sample, currently do not teach this but plan to in the future. Four participants, equal to 21.1%, mention

it informally when the topic arises. Another four respondents, also 21.1%, state they do not teach this and possess no intent to do so. One individual, equal to 5.2%, includes this instruction as a formal part of the curriculum.

These statistics demonstrate a clear transitional phase among the professionals. Over half of the educators (52.6%) select the future implementation metric, we understand that these teachers recognize a strong need for direct instruction, even if they lack current implementation. Combined with the respondents who already provide some level of guidance, nearly 79% of the sample acknowledge the importance of digital literacy about these tools. The formal inclusion segment is small but notable. It shows that official curriculum updates remain slow compared to technological presence. Furthermore, the 21.1% resistance rate proves that a notable minority rejects the necessity of this specific guidance. Ultimately, the data indicates that educators perceive tool specific instruction as a future necessity rather than a current reality.

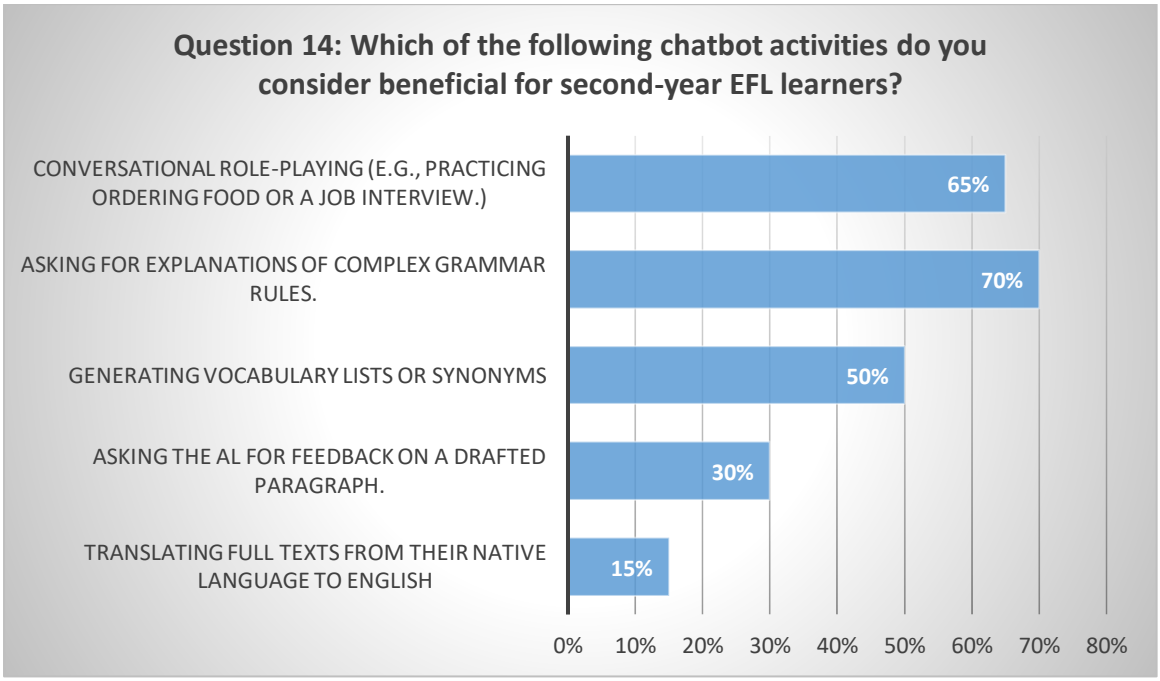

Figure 13. Perceived Pedagogical Benefits of Specific Chatbot Activities

The fourteenth survey prompt asked the twenty participants to identify beneficial Chatbot activities for second-year EFL learners. As respondents could select multiple answers, the data reflects a range of preferred applications. Fourteen teachers, which represents 70% of the sample, favor requests for complex grammar explanations. Thirteen participants, equal to 65%, select conversational role-play scenarios. Ten respondents, or 50%, find the creation of vocabulary lists and synonyms useful. Six teachers, representing 30%, support requests for feedback on paragraph drafts. Finally, 15% of three participants think that the full text translation from native languages to English is beneficial.

These statistics demonstrate a clear preference for specific functional support among the professionals. Since a strong majority value grammar explanations (70%) and role-play (65%), we asuume that educators prioritize interactive conversational practice and structural guidance. The 50% approval for vocabulary creation is moderate support for foundational language development. Conversely, the lower metrics for draft feedback (30%) and full translation (15%) highlight significant reservations. It shows that teachers distrust these tools for extensive production or complete language conversion tasks. Ultimately, the data indicates that educators prefer targeted, localized assistance over broad text manipulation.

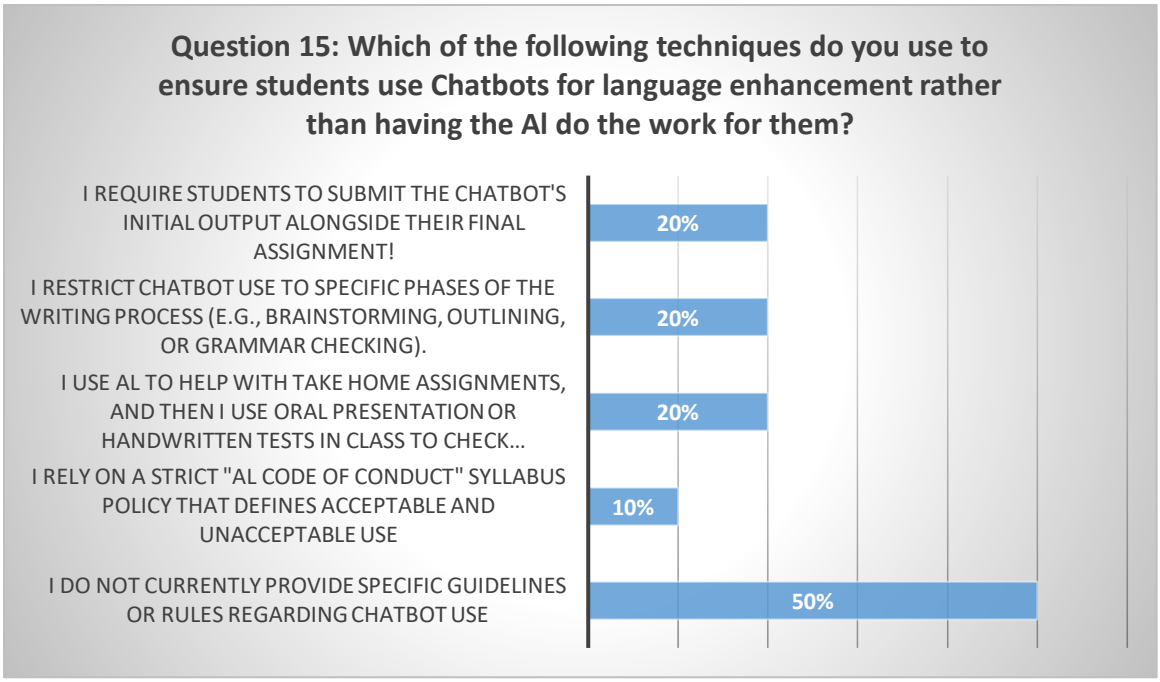

Figure 14. Strategies for Prioritizing Language Enhancement over AI Dependency

The fifteenth survey prompt asked the twenty participants to select techniques they use to ensure students use Chatbots for language enhancement rather than let the tools complete the work. Seeing that respondents could select multiple answers, the data reflects various regulation methods. Ten teachers, which represents 50% of the sample, currently provide no specific guidelines or rules about these tools. Four participants, equal to 20%, require the submission of initial Chatbot output alongside student work. Another four respondents, also 20%, restrict tool usage to specific phases of the composition process. An additional four teachers, equal to 20%, utilize the tools for take-home assignments followed by in-class verification. Two participants, or 10%, rely on a strict Code of Conduct policy in the syllabus.

These statistics demonstrate a lack of formalized control among the professionals. Because 50% of the educators provide no specific rules, we deduce that half of the sample lacks a definitive strategy for tool regulation. The equal 20% segments for output submission, phase restriction, and verification methods show that proactive teachers utilize diverse methods to

verify student effort. Furthermore, the low 10% rate for strict codes of conduct proves that formalized syllabus policies remain uncommon. Ultimately, the data indicates that educators operate in an unregulated environment, reliant on distinct, individual methods rather than uniform standards.

16. If you have any hesitations regarding Chatbots, what would be needed to change for you to feel more comfortable integrating them?

The collected feedback reveals that educators harbor profound reservations regarding the integration of these digital assistants, primarily driven by fears that unchecked usage will lead to student isolation, chronic overdependence, and the erosion of independent critical thinking. A major recurring concern is the tendency for these platforms to complete assignments entirely on behalf of the learners rather than serving as supportive study aids, which many fear undermines the educational process and encourages intellectual laziness. For teachers to be truly comfortable with this technology, there must be a strong, unified demand for institutional policies, ethical guidelines and specialized training programs that teach students and teachers alike to use these resources responsibly, without compromising academic integrity. On a technical level, professionals need major improvements in output reliability, in particular requesting features to check built-in facts, automatic citation features, and a full disclosure of the limitations of the software so that educators are not constantly required to cross-reference every single generated response. Additionally, respondents emphasized the importance of strong data privacy protections to avoid the storage or misuse of personal student inputs, and the need for teachers to have the flexibility to establish flexible boundaries, safe modes, and customized instructional frameworks for particular subject areas, such as language learning. Some participants are fundamentally against including these tools as of the inherent risks to cognitive development, though this is a minority. The consensus from the larger group is that limiting the use of these tools to the role of regulated, domain-specific assistants, backed up by

robust administrative support would successfully move their current scepticism to confident, meaningful adoption.

1.3.4 Section 4: Ethical Awareness and Assessments

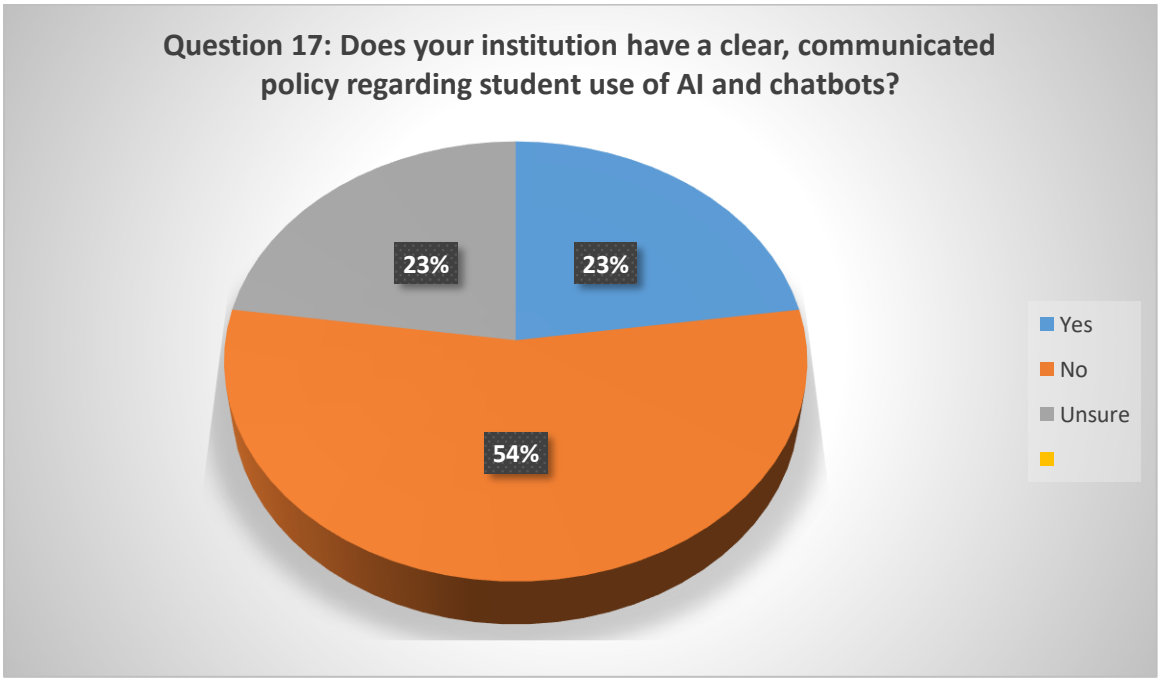

Figure 15. Institutional Awareness: Presence of Formal AI and Chatbot Policies

The seventeenth survey prompt asked the twenty participants to indicate whether their institution has a clear, communicated policy regarding student use of AI and Chatbots. Twelve teachers, which represents 60% of the sample, state that their institution does not have such a policy. Five participants, equal to 25%, confirm that a clear policy exists. Three respondents, or 15%, remain unsure about their institution's official stance.

These statistics reflect a substantial administrative gap compared to classroom adoption of these technologies. As a clear 60% majority report the absence of communicated guidelines, we conclude that most educational institutions have not yet established or distributed formal frameworks for these tools. The 15% unsure segment is small but notable. It shows that even in environments where policies might be in development or exist obscurely, communication to

the teaching staff remains ineffective. Furthermore, the low 25% affirmative rate proves that proactive institutional guidance is currently the exception rather than the rule. Ultimately, the data indicates that educators operate largely without official administrative support, which leaves regulatory decisions entirely to individual classroom teachers.

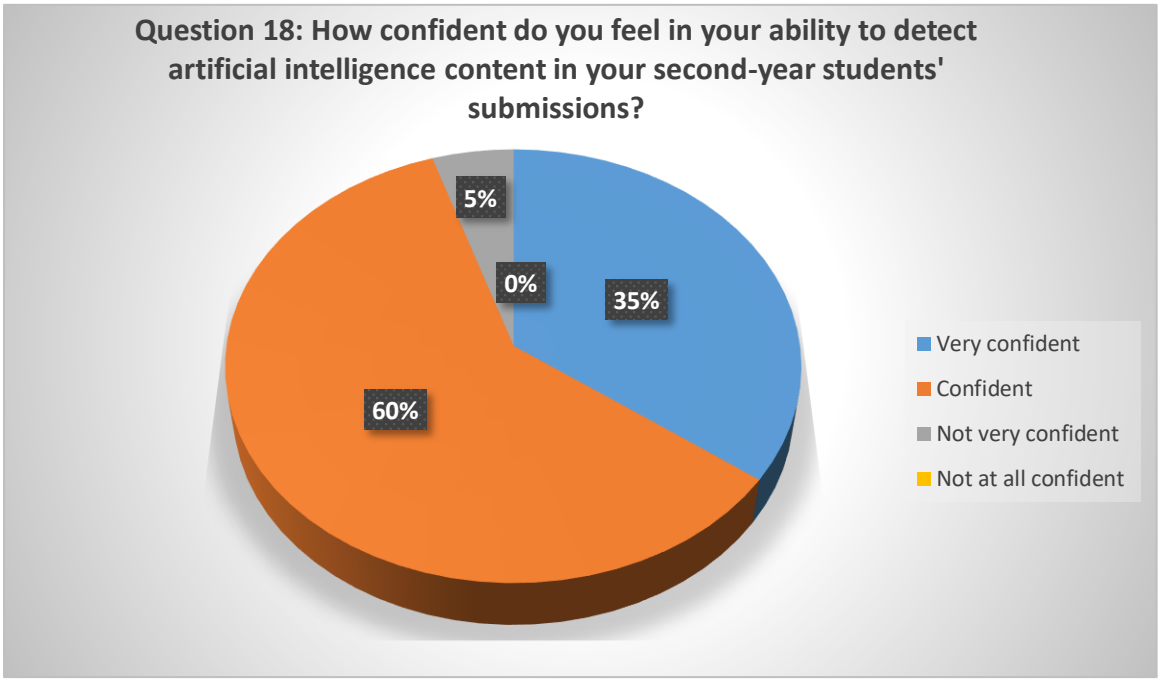

Figure 16. Teacher Confidence Levels in Identifying AI-Generated Submissions

The eighteenth survey prompt asked the twenty participants to evaluate their confidence in their ability to detect artificial intelligence contributions within student submissions. Twelve teachers, which represents 60% of the sample, feel confident in their detection skills. Seven participants, equal to 35%, report feeling very confident. One respondent, or 5%, feels not very confident. Zero participants selected the not at all confident option.

These statistics demonstrate a remarkably high level of self-assurance among the professionals. Owing to the fact that a combined 95% of the educators select a positive confidence metric, we conclude that these teachers strongly believe they possess the necessary skills to identify synthetic text in academic work. The substantial very confident segment (35%)

shows a deep trust in their own evaluative capabilities. Furthermore, the minimal negative response rate, combined with the total absence of the not at all confident choice, proves that feelings of inadequacy regarding detection are extremely rare. Ultimately, the data indicates that educators trust their professional judgment and experience to recognize the presence of these tools in their classrooms.

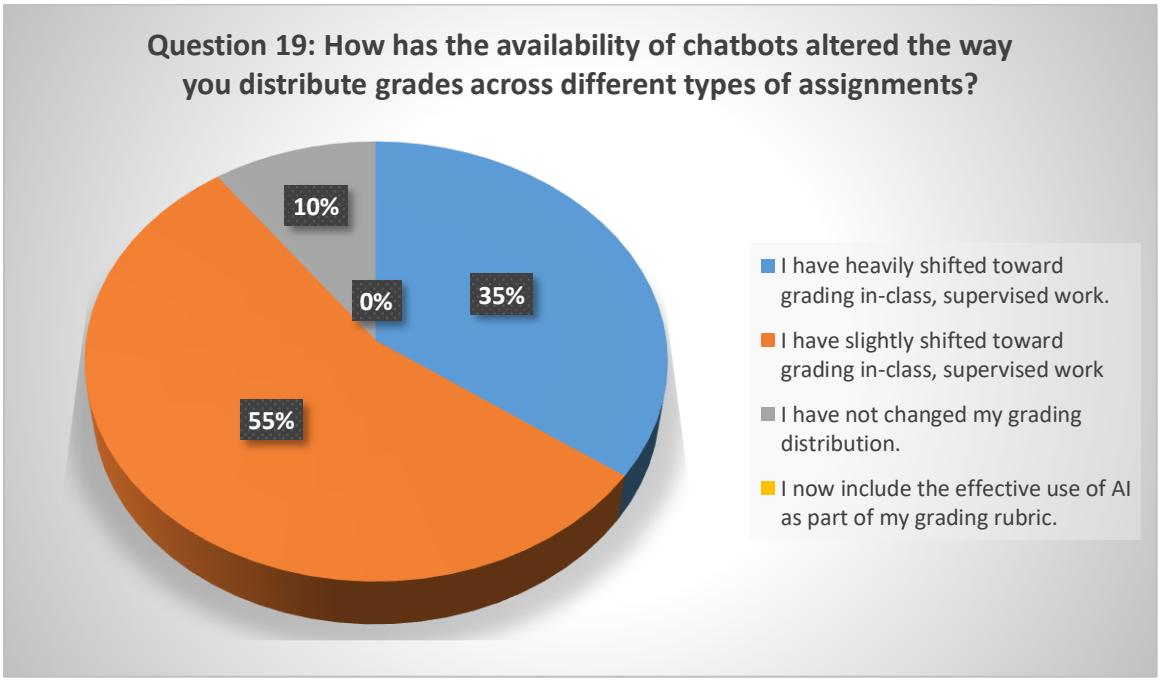

Figure 17. Impact of AI Availability on Grading Distribution Across Assignments

The nineteenth survey prompt asked the twenty participants to describe how Chatbot availability alters their grade distribution across various assignment types. Eleven teachers, which represents 55% of the sample, state that they have not changed their grade distribution. Seven participants, equal to 35%, report a slight shift towards supervised, in-class work. Two respondents, or 10%, include the effective use of these tools as part of their evaluation rubrics.

These statistics show a general alignment to traditional evaluation practices by the professionals. For the reason that 55% of the educators select the unchanged metric, we infer that a majority maintain their previous assessment structures despite the introduction of these

tools. The 35% segment that favors supervised, in-class work is substantial. It shows a defensive adaptation; some teachers prefer environments where they can guarantee student authenticity without technological interference. Furthermore, the small 10% rate for explicit inclusion in rubrics proves that formal assessment of tool proficiency remains rare. Ultimately, the data indicates that while some educators adapt their assessment environments, most do not yet alter their fundamental evaluation strategies to accommodate these new technologies.

20. What specific strategies or discussions do you use to promote awareness of the ethical use of Chatbots among your students?

Educators employ a variety of proactive strategies and open dialogues to instill ethical habits when students utilize digital assistants in their coursework. A primary approach involves fostering transparent discussions about the limitations and potential risks of these automated tools and emphasizing the critical difference between using them as supportive study aids versus relying on them to complete entire assignments. Teachers also actively design assessments that include spontaneous in-class brainstorming and deeply personal critical thinking to maintain academic honesty and avoid over-reliance, to remind learners real-world situations often demand independent skills without technological intervention. Instructors also emphasise and reward authentic student work over automated perfection. They encourage students to be transparent about their usage of these platforms and to verify the accuracy of any content generated. The ultimate goal for educators is to establish behavioural boundaries, promote proper use, and emphasise active learning techniques, to make sure that these modern systems are used as an aid to, and not a replacement for, basic cognitive development.

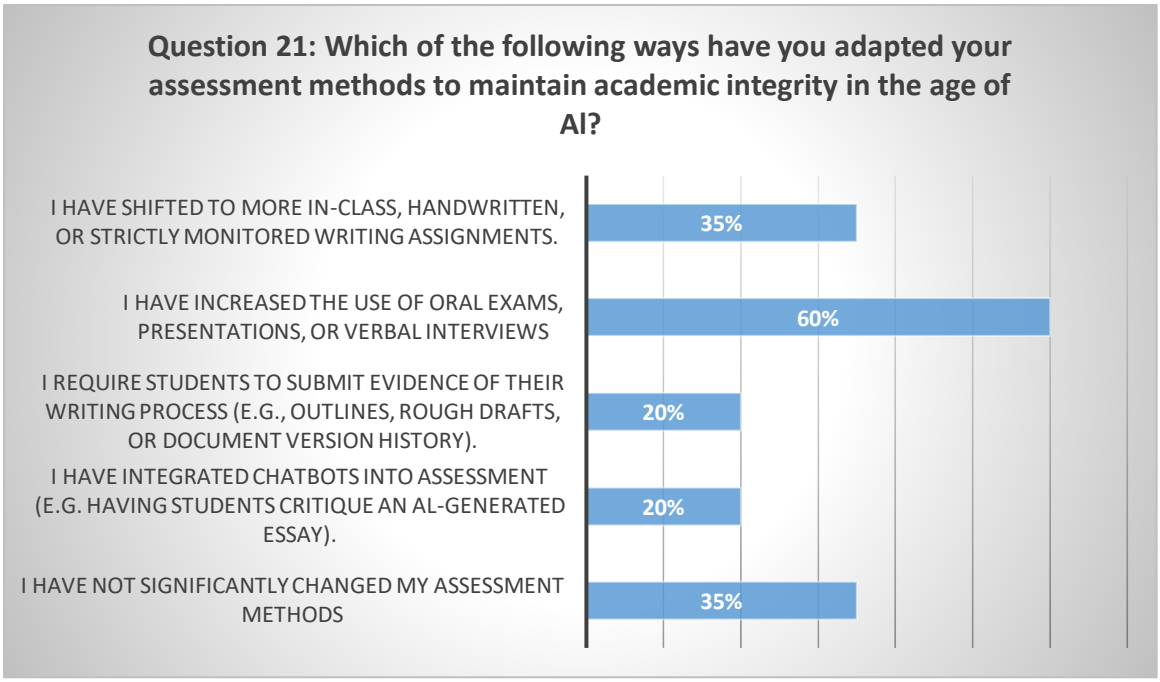

Figure 18. Adaptations in Assessment Methods to Safeguard Academic Integrity

The twenty participants selected various adaptation methods for their assessments. In view of the fact that respondents could select multiple answers, the data reflects several strategies. Twelve teachers, which equals 60% of the sample, increased their reliance on oral exams and verbal presentations. Seven participants, equal to 35%, moved towards in-class, handwritten, or strictly monitored exams. Another seven respondents, also 35%, report no significant change to their assessment methods. Four teachers, or 20%, mandate the submission of evidence for the composition process. Finally, four participants, equal to 20%, integrated Chatbots directly into their assessments.

These statistics demonstrate a strong shift towards observable student performance. As a 60% majority favor oral exams, we seal that educators highly value immediate, verbal proof of student comprehension. The 35% segment that shifted to monitored, handwritten exams reinforces this desire for controlled environments. It shows a defensive posture against unauthorized technological assistance. However, another 35% segment maintains their

traditional assessment methods, which reveals a notable resistance to rapid structural changes. Furthermore, the two 20% groups show specialized approaches: one group demands process documentation, and the other explicitly adopts these new tools for exams. Ultimately, the data indicates that while a substantial portion of teachers prefer secure, traditional evaluations, others either resist change entirely or experiment with tool integration.

22. If a student appropriately declares that they used a Chatbot to help with an assignment, how do you evaluate that work?

The collected data reveals that educators hold a cautiously optimistic yet highly critical attitude towards the integration of digital assistants in education, as they deeply value the technology for its efficiency in lesson planning and providing instant student support, but harbor profound reservations regarding the potential for chronic over-reliance, student isolation, and the erosion of independent critical thinking. Consequently, to overcome these significant hesitations and transition towards confident adoption, teachers strongly demand the establishment of strict institutional policies, robust data privacy guarantees, and built-in factual accuracy tools, while emphasizing that these platforms must remain strictly supportive assistants rather than replacements for human effort. To actively address these concerns in the classroom, educators employ various ethical awareness strategies, such as fostering transparent discussions about academic integrity, redesigning assessments to require spontaneous in-class brainstorming, and prioritizing genuine student effort over automated perfection. Furthermore, when students openly declare their use of these digital tools, instructors adapt their evaluation methods by shifting the focus away from the polish of the final submitted text and instead assessing the learner’s authentic comprehension, which is often achieved by verifying understanding through oral exams, isolating the human contribution, and rewarding the creative, personalized integration of the generated content over blind acceptance.

1.4. Discussion of the Results

The analysis of the teacher questionnaire provided an opportunity to gain valuable insights into the role of artificial intelligence Chatbots among instructors at Abdelhafid Boussouf Mila University.

In the first section the derived data indicated a pronounced level of awareness and familiarity with Chatbots among the study participants. The vast majority of respondents reported high familiarization, with a significant fraction reliant on these systems for regular use. This high degree of familiarity therefore implied the rapid assimilation of advanced technological tools in educational environments. Furthermore, the reported proficiency highlighted the readiness of teachers to adapt to new technologies. It is important to note, however, that the sample consisted mostly of novice educators with one to five years of professional experience. The overall data results obtained from this section suggest that the current educational landscape is highly receptive to modern digital aids.

Furthermore, in the second section the results suggested that educators perceive these tools as effective assets that facilitate deeper academic comprehension of complex course materials. However, the data also revealed that personal experience and peer dialogue primarily shape these attitudes, rather than official university directives. The divergence emphasized how crucial direct classroom observation is for professional acceptance.

Moreover, the third section respondents overwhelmingly recognized the value of specific activities, particularly for grammar explanations and conversational role-play. This recognition is evidenced by the frequent allowance of these tools for vocabulary correction and initial idea development. Such outcomes reflected the substantial impact of targeted artificial

intelligence assistance on language acquisition. The capacity of the tool to provide immediate structural guidance appears to be a significant factor in its high valuation by the respondents.

Furthermore, the desire to maintain academic integrity is notably strong, with a clear majority reliant on oral exams and verbal presentations to verify authentic student work. This suggested a solidified reliance on observable performance as an integral component of the academic evaluation process. Furthermore, the lack of formalized institutional policies showed that teachers must individually innovate to protect academic honesty. This highlighted the potential need for robust administrative frameworks to guide ethical tool utilization.

Overall, the qualitative feedback from participants provided a nuanced comprehension of the role of these digital assistants in education. While the software is lauded for its contributions to efficiency and immediate learner support, there were valid concerns about over-reliance and intellectual laziness. The apprehensions about academic honesty highlighted the need for a balanced approach to technology use in educational environments. Teachers recommended judicious use of these platforms, with a suggestion that they should act strictly as supportive helpers rather than ultimate solutions.

It is significant to pinpoint that the primary research questions effectively guided the study by provision of a structured framework to assess the factors observant in teacher attitudes. By a focus on professional attitudes and classroom practices, the inquiry helped to identify the key aspects that determine educator acceptance. The emphasis on these core factors allowed for a targeted investigation into the interactions between educators and software. Moreover, the structured survey has been instrumental in achievement of the objectives, with offered insights into the pedagogical benefits and ethical considerations of artificial intelligence.

In summary, the research affirmed the efficacy and significance of Chatbots in English instruction for second-year students at Abdelhafid Boussouf Mila University while it underlined the necessity of caution in their implementation. The methodical approach has provided a clear direction for the research, with enablement of a clear comprehension of the role of this technology and its acceptance among educators.

1.4.1. Limitations, Implications, and Recommendations

1.4.1.1. Limitations of the Study

While this research provides valuable insights into the application of AI tools like Chatbots in educational settings, particularly for English as a Second Language instruction, it is subject to several limitations. The primary limitation of this study stems from its heavily skewed and polarized sample demographics. While the research utilizes a focused sample of 20 educators drawn from a total population of 46 instructors at Abdelhafid Boussouf Mila University, 70% of these participants are novice teachers possessing only one to five years of professional experience. This can be defended by the fact that early-career educators may be more receptive to discussing digital tools such as Chatbots. Seeing that the sample features a distinct lack of mid-career professionals who represent just 10% of the respondents the findings provide minimal insight into the transitional middle phase of an educator's career. Consequently, the collected data and subsequent conclusions primarily reflect the recent academic training, modern pedagogical trends, and specific challenges of early-career English as a Second Language (EFL) instructors, which may significantly affect the generalizability of the results across the broader teaching faculty.

1.4.1.2. Implications of the Study

The implications of this study, based on the results from the questionnaire, are that numerous educators appreciate the capabilities of AI tools like Chatbots in the context of language instruction. They value the efficiency it offers and how it facilitates the explanation of complex grammar concepts and vocabulary, as it offers important insights for pedagogical methods, the adoption of technology, and syllabus development. The presence of Chatbots in EFL classrooms shows how AI can not only add to traditional educational tools but also change instructional methods by the introduction of new, interactive ways for language practice. This change could potentially redefine the role of the teacher and the assessment strategies used in modern education, in other words, the focus of assessment is moving away from the "final product" which can easily be generated by AI Chatbots towards the "learning process" and real time cognitive demonstration. For those who operate in the academic field, these findings give a starting point to further investigate how AI Chatbots can improve interpretative and linguistic skills, which are vital in language studies. Furthermore, this study encourages those involved with educational technology to improve AI Chatbots tools to better meet academic needs, with enhancements to output reliability, factual accuracy, and data privacy to allow for a secure engagement with the software.

1.4.1.3. Recommendations for Students, Teachers, and Future Research

1.4.1.3.1. For Students

When the discussion turns to the educational process of language acquisition, one might presume that the responsibility largely falls upon the shoulders of the teachers. While this can be partially true, students also play an important role in the establishment of honest academic language acquisition. Students are encouraged to use Chatbots as a supplementary tool for language enhancement. In other words, students must approach digital assistants as additives to their own intellect rather than replacements for personal effort. It should be used to improve

comprehension and generate ideas that can be further explored through traditional scholarly methods. However, students should maintain a critical perspective and not accept all AI Chatbots generated responses. Independent engagement with the material ensures a robust educational experience and the development of critical linguistic skills.Finally, by a focus on the mastery of core language skills through active practice, learners ensure that technology serves as a bridge to fluency rather than a crutch that erodes critical thought.

1.4.1.3.2. For Teachers

It is recommended that teachers at Abdelhafid Boussouf Mila University Center get acquainted with the modern classroom, and adopt a proactive and transparent approach to digital assistants which can support learner diversity and educational difficulties in order to be able to accommodate student needs and make instruction successful. In other words, teachers should move away from 'one size fits all' methods and instead adopt a more flexible mindset. By incorporating innovative digital assistance including AI Chatbots, educators can better tailor their support to meet the unique requirements of each learner. They need to expand their knowledge about, and practice with, the utilization of Chatbots in the linguistic field. This means that teachers are advised to be aware of what this AI tool stands for, what it entails, and how to implement it in the classroom. Therefore, it remains crucial to guide students on how to use this technology effectively and responsibly. In addition, teachers are recommended to emphasize the importance of critical thought and ensure that students engage with assignments directly and form their own analyses. Further to this, the creation of assignments that require a critical assessment of AI-generated content can help students comprehend the differences between outputs made by machines and genuine human effort.

1.4.1.3.3. For Future Research

To build upon the foundation established by this study, subsequent research must transition from analyzing educator perceptions to measuring concrete student outcomes. A primary area for investigation involves longitudinal studies tracking the long-term effects of AI integration on language retention and independent critical thinking, which would directly address the fears of student over-reliance highlighted in these findings. Alongside student outcomes, researchers need to evaluate the actual effectiveness of the various pedagogical and assessment strategies currently being tested by teachers in the classroom to determine which methods best support language acquisition. The scope of future inquiry should also be broadened demographically; as the sample in this study was heavily skewed towards early-career professionals, gathering data from expert educators will be crucial to understand how extensive traditional teaching experience shapes the adoption of digital tools. Ultimately, given the significant lack of administrative guidance reported by participants, further research must prioritize the development of clear institutional frameworks and ethical policies, ensuring that the burden of regulating technology does not fall entirely on individuals.

Conclusion

This chapter presents the practical fieldwork of the study, which investigates the attitudes of EFL instructors at Abdelhafid Boussouf Mila University towards the integration of AI Chatbots. The findings from the teachers' questionnaire reveal that while educators are technologically proficient and recognize the utility of Chatbots for language acquisition and lesson efficiency, they maintain a cautiously critical stance regarding potential over-reliance and the erosion of critical thinking. Despite a significant lack of formalized institutional guidance, instructors are proactively adapting their pedagogical and assessment methods—shifting towards oral exams and in-class verification to preserve academic integrity. Ultimately, the study underscores the value of AI as a supportive educational assistant and emphasizes the

urgent need for robust administrative frameworks to guide its ethical implementation in the EFL classroom.

General Conclusion

The present study attempted to explore the perceptions of English as a Foreign Language (EFL) instructors towards the integration of artificial intelligence Chatbots in their lessons and the factors that shape these professional perceptions. The study was based on Second Language Acquisition (SLA) theoretical frameworks and the changing conceptualization of teacher identity in the AI era. The study used a structured questionnaire administered to a sample of 20 EFL teachers at Abdelhafid Boussouf Mila University. The research aimed to find out how familiar educators are with these digital tools and if they consider them as effective tools in the process of language acquisition. For instance, the data shows that teachers use and like Chatbots primarily to explain complex grammar, to role play conversation, and to give instant instructional support.

Additionally, the study aimed at understanding the teachers' practical experiences, perceptions and attitudes towards Chatbots. The outcomes point to a cautiously positive attitude among the professionals, with a significant number reporting a positive outlook, recognizing the efficiency of the tools, their ability to save time and to contribute to a deeper academic comprehension. But this hope was heavily tempered by educators' deep concerns about the potential for chronic over-reliance by students, intellectual laziness and erosion of independent critical thinking. They also noted significant concerns about academic integrity, factual inaccuracies, and a widespread absence of formal institutional policies to guide ethical use.

The present study also aimed to explore how educators adapt their pedagogical practices and assessments in response to these technologies in practice. The findings suggest that teachers are actively changing their assessment practices in order to protect academic integrity from the

misuse of AI, shifting towards more measurable student performance such as increasing the use of oral exams and supervised in-class writing. All this corroborates the consensus that Chatbots come as useful scaffolding and immediate learner support, but they should be used strictly as supportive helpers, not as ultimate educational solutions or substitutes to authentic human effort.

It is important to note that the current study is small scale. So it can be talked about and criticized. The main limitation relates to the context of the specific institutional setting and a highly skewed sample demographic; 70% of the sampled respondents are first-time educators with only 1-5 years of professional experience and the sample is characterized by a conspicuous lack of mid-career professionals. Thus, the results mostly reflect the views and pedagogical trends of early-career instructors, which could have important implications for the generalizability of the results across a wider and more diverse teaching faculty.

However, this study reveals the significant role of AI Chatbots in contemporary education and opens the door for further studies. Future studies may shift from analysis of educator perceptions to the measurement of tangible student outcomes using longitudinal studies tracking long-term effects of AI integration on language retention. Further, broadening the scope of the demographic sample to include expert educators will be important to understand how extensive traditional teaching experience influences digital adoption. In this sense, the study demonstrates the pedagogical value of Chatbots in EFL instruction and highlights the critical importance of clear administrative frameworks, strong data privacy, and an ethical, balanced approach to AI integration. In this respect, the findings of this study constitute a major contribution to the ongoing discussion about the digital transformation of language education and are an attestation of the consistency and reliability of this research.

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Appendices

Appendix A

The Teachers' Questionnaire

Dear Educator, thank you for your participation in this study. This research aims to explore teacher attitudes toward the use of AI chatbots (such as ChatGPT, Claude, etc.) in second-year EFL classrooms. Your insights will help us understand the integration of these tools, the factors that shape teacher opinions, and the maintenance of academic integrity. Your responses will remain anonymous and confidential.

Instructions: please tick (√) the adequate answer and write the appropriate answer where needed.

Section 1: Educational Background and Technological Familiarity

1. How many years have you taught EFL?

☐ 0–2 years

☐ 3–5 years

☐ 6–10 years

☐ 10+ years

2. Which module(s) do you currently teach to second-year EFL students? (Select all that apply)

☐ Written Expression

☐ Oral Expression

☐ Grammar

☐ Applied Linguistics

☐ Literature

☐ Civilization

☐ Research Methodology

☐ Other: .....

3. What is the primary proficiency level of the EFL students you currently teach?

☐ Beginner (A1-A2)

☐ Intermediate (B1-B2)

☐ Advanced (C1-C2)

☐ Mixed Levels

4. How would you rate your current familiarity with AI chatbots (e.g., ChatGPT, Gemini)?

☐ Very familiar

☐ Familiar

☐ Not very familiar

☐ Unaware

5. How would you rate your overall proficiency with digital educational technologies?

☐ Novice

☐ Intermediate

☐ Advanced

☐ Expert

Section 2: Attitudes and Perceptions Towards Chatbots

6. Overall, how would you describe your attitude toward student use of Chatbots in EFL education?

☐ Very Positive

☐ Positive

☐ Neutral

☐ Negative

☐ Very Negative

7. How effective do you find Chatbots for the facilitation of language acquisition for your students?

☐ Very Ineffective

☐ Ineffective

☐ Neutral

☐ Effective

☐ Very Effective

8. The integration of AI chatbots facilitates deeper academic comprehension among students.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

9. Which of the factors below has most significantly influenced your attitude toward Chatbots? Select up to two.

☐ Personal experience with the use of the tools

☐ Institutional/School policies

☐ Discussions with colleagues or professional development sessions

☐ Observations of student behavior/academic performance

☐ Media coverage and public discourse

☐ Other: .....

10. Please elaborate on your choices above. What specific experiences, concerns, or benefits have shaped your current attitude toward AI chatbots in education?

.....

Section 3: Classroom Integration and Pedagogical Practices

11. How frequently do you intentionally integrate or allow the use of Chatbots in your second-year EFL assignments or activities?

☐ Frequently

☐ Occasionally

☐ Rarely

☐ Never

12. In what ways do you currently allow or restrict the use of Chatbots in your classroom? (Select all that apply)

☐ I allow them for idea generation.

☐ I allow them for grammar and vocabulary checks.

☐ I do not allow them for graded written assignments.

☐ I strictly prohibit their use entirely.

☐ Other: .....

13. Do you explicitly teach your second-year EFL students how to interact with chatbots (e.g., how to write prompts, how to verify information)?

☐ Yes, it is a formal part of my curriculum.

☐ Yes, I mention it informally when it comes up.

☐ No, but I plan to in the future.

☐ No, and I do not intend to.

14. Which of the Chatbot activities below do you consider beneficial for second-year EFL learners? (Select all that apply)

☐ Conversational role-play (e.g., practice of food orders or a job interview)

☐ Requests for explanations of complex grammar rules

☐ Generation of vocabulary lists or synonyms

☐ Requests to the AI for feedback on a drafted paragraph

☐ Translation of full texts from their native language to English

☐ Other: .....

15. Which of the techniques below do you use to ensure students use Chatbots for language enhancement rather than the AI output alone? (Select all that apply)

☐ I require students to submit their AI prompts and the Chatbot's initial output alongside their final assignment.

☐ I restrict Chatbot use to specific phases of the composition process (e.g., idea generation, outline creation, or grammar checks).

☐ I pair AI-assisted take-home assignments with in-class oral presentations or handwritten tests to verify comprehension.

☐ I rely on a strict "AI Code of Conduct" syllabus policy that defines acceptable and unacceptable use.

☐ I do not currently provide specific guidelines or rules related to Chatbot use.

16. If you have any hesitations related to Chatbots, what would need to be changed for you to feel more comfortable with their integration?

.....

Section 4: Ethical Awareness and Assessments

The items below aim to identify your awareness of ethical policies and your assessment adaptations.

17. Does your institution have a clear, communicated policy related to student use of AI and chatbots?

☐ Yes

☐ No

☐ Unsure

18. How confident do you feel in your ability to detect AI-generated content in your second-year students' submissions?

☐ Very confident

☐ Confident

☐ Not very confident

☐ Not at all confident

19. How has the availability of Chatbots altered the way you distribute grades across different types of assignments?

☐ I have heavily shifted toward the evaluation of in-class, supervised work.

☐ I have slightly shifted toward the evaluation of in-class, supervised work.

☐ I have not changed my grade distribution.

☐ I now include the effective use of AI as part of my evaluation rubric.

20. What specific strategies or discussions do you use to promote awareness of the ethical use of chatbots among your students?

.....

21. In which of the ways below have you adapted your assessment methods to maintain academic integrity in the age of AI? (Select all that apply)

☐ I have shifted to more in-class, handwritten, or strictly monitored written assignments.

☐ I have increased the use of oral exams, presentations, or verbal interviews.

☐ I require students to submit evidence of their composition process (e.g., outlines, rough drafts, or document version history).

☐ I have integrated Chatbots into assessment (e.g., student critique of an AI-generated essay).

☐ I have not significantly changed my assessment methods.

22. If a student appropriately declares that they used a chatbot to help with an assignment, how do you evaluate that work? What criteria do you use to separate the student's actual language skills from the AI's assistance?

.....

ملخص

حظي مفهوم دمج الذكاء الاصطناعي في التعليم باهتمام متزايد ضمن المجال الأكاديمي في السنوات الأخيرة، ومن السبل الفعالة لتطبيقه استخدام النماذج اللغوية المتقدمة مثل روبوتات الدردشة يكمن الهدف الأساسي من هذه الدراسة في دراسة اتجاهات الأساتذة نحو استخدام روبوتات الدردشة في تعلم اللغة الإنجليزية كلغة أجنبية بالنسبة لطلبة تخصص اللغة الإنجليزية، وتحديداً طلبة السنة الثانية. وفي إطار هذه الدراسة، تُطرح ثلاث أسئلة بحثية؛ السؤال الأول: 1) كيف تؤثر اتجاهات الأساتذة نحو روبوتات الدردشة على دمجها في أقسام اللغة الإنجليزية كلغة أجنبية؟ السؤال الثاني: 2) ما هي العوامل التي تساهم في تشكيل هذه الاتجاهات؟ السؤال الثالث: 3) كيف يمكن للاساتذة تعزيز الوعي بالاستخدام الأخلاقي لروبوتات الدردشة والحفاظ على النزاهة الأكاديمية لدى الطلبة؟ ولتحقيق أهداف الدراسة والإجابة على هذه الأسئلة البحثية، وُجِّه استبيان إلى مجموعة مختارة من الأساتذة الذين يدرّسون طلبة السنة الثانية لغة إنجليزية كلغة أجنبية، وذلك بغرض الحصول على رؤى أكثر عمقاً فيما يتعلق بهذا الموضوع. وقد أُختيرت العينة من قسم اللغة الإنجليزية بجامعة عبد الحفيظ بوالصوف بميلة. واعتمدت الدراسة تصميمًا منهجيًا كيفيًا (نوعيًا)، حيث حُلِّلت البيانات موضوعياً من خلال ترميز الانماط المتكررة. وتكشف نتائج استبيان الأساتذة أنه على الرغم من إدراك الأساتذة لفائدة روبوتات الدردشة في اكتساب اللغة وتحسين فعالية الدروس، إلا أنهم يتبنون موقفاً نقدياً حذراً تجاه الاعتماد المفرط المحتمل عليها وتراجع التفكير النقدي.

الكلمات المفتاحية: روبوتات الدردشة، اتجاهات الأساتذة، تعلّم اللغة الإنجليزية كلغة أجنبية

Résumé

Le concept d'intégration de l'IA dans l'éducation a gagné en importance dans le domaine de l'éducation ces dernières années, et une manière efficace de l'implémenter peut être l'utilisation de modèles linguistiques avancés comme les chatbots. L'objectif sous-jacent de cette étude est d'examiner les attitudes des enseignants envers l'utilisation des chatbots dans l'apprentissage de l'anglais comme langue étrangère pour les étudiants en anglais, en particulier les étudiants de deuxième année. Dans le cadre de cette étude, trois questions de recherche sont posées. La première question 1) Comment les attitudes des enseignants envers les chatbots influencent-elles leur intégration dans les classes d'anglais langue étrangère (EFL) ? La deuxième question 2) Quels facteurs contribuent à ces attitudes ? La troisième question 3) Comment les éducateurs peuvent-ils promouvoir la sensibilisation à l'utilisation éthique des chatbots et maintenir l'intégrité académique parmi les étudiants ? Pour atteindre les objectifs de l'étude et répondre à ces questions de recherche, un questionnaire est administré à un groupe sélectionné d'enseignants qui enseignent aux étudiants de deuxième année d'anglais langue étrangère, dans le but d'obtenir des perspectives plus approfondies sur ce sujet. L'échantillon est tiré du Département d'anglais de l'Université Abdelhafid Boussouf de Mila. L'étude a adopté une méthode de conception mixt. Les données ont été analysées thématiquement en codant les thèmes récurrents. Les résultats du questionnaire des enseignants révèlent que, bien que les éducateurs reconnaissent l'utilité des chatbots pour l'acquisition des langues et l'efficacité des leçons, ils adoptent une position prudemment critique concernant une éventuelle dépendance excessive et l'érosion de la pensée critique. En fin de compte, la recherche offre une variété d'implications et de recommandations.

Mots-clés : Chatbots, attitudes des enseignants, apprentissage de l'anglais langue étrangère.