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Exploring the Impact of ChatGPT Use on Learners' Vocabulary Acquisition

The Case of First-Year Students of English, at the University of Jijel

Dissertation submitted in partial fulfilment of the requirements for the degree of Master in Didactics of Foreign Languages

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Declaration

We hereby declare that the dissertation entitled "Exploring the Impact of ChatGPT use on learners' vocabulary acquisition, *The Case of First-Year Students of English, the University of Jijel"* is our own work and all the sources we used have been acknowledged through references. We also certify that we have not partially or fully copied or plagiarized the work of other students or researchers. If any material is not documented, we shall be responsible for the consequences.

Signatures:

Dedication

I've never been the kind of person who knows how to speak when it comes to emotions the right words often escape me. But through this dedication, I want to express that: This work is dedicated, first and foremost, to my mother the strongest person I know. Every page of this thesis, every sleepless night, and every step of this academic journey has been driven by my desire to make you proud. You once had a dream of studying English; a dream life didn't allow you to pursue. I carried that dream with me, and I hope that through my efforts, I have fulfilled it for you. Your sacrifices, your unwavering belief in me, and your endless love have carried me through even the hardest moments. I did this for you. I completed my mission. I stand here, not just as a graduate, but as the person you always believed I could become. I hope I've made you proud. I also dedicate this to the memory of my dear friend Mehdi. You are not here to witness this moment, but your voice still echoes in my heart. You always pushed me to finish my studies. You believed I had a future in this, even when I doubted myself. Your encouragement never faded, and your friendship gave me strength when I needed it most. I wish more than anything that you were here to see this, to see that I made it. This achievement is as much yours as it is mine. This is also for Anis, who couldn't finish his studies. I carry your spirit with me as I finish mine.

Benmerzouk Khalil

Dedication

All that I have accomplished is due to Allah the Almighty, who granted me the strength and patience to undertake and complete this work I would like to express my profound gratitude to my supervisor, Dr. Kebieche Amine, for his exceptional guidance and substantial contributions throughout this research endeavor. His unwavering support, remarkable patience, have been instrumental in transforming this academic journey into an intellectually stimulating experience. I would like to extend my sincere appreciation to Miss Bouaziz Nadjah for her invaluable contributions. Her companionship throughout the process was remarkable. To all the students who participated in the experiment. Their cooperation was vital to the successful completion of this study. I also wish to acknowledge the valuable contributions of the first-year students and faculty members of the English Department at the University of Mohammed Seddik Ben Yahia. Finally, I would express my sincere appreciation to the cherry on the top, my beloved mother, my little sister Fatima Zahra and my cousin Sami. Also, my friends to those whom I know they were there at every turn and to all the wonderful events, misfortunes, I went through during this Journey!

Anis Lebaili

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ABSTRACT

This present piece of research aims at exploring the impact of using ChatGPT on vocabulary acquisition. In order to get familiar with the impact within first year English language students at the university of Jijel, the researcher used *OpenAI ChatGPT* to teach them. To meet the aim of the study, a quantitative approach has been adopted. The empirical study is carried out through setting a total of 30 students composed of two groups control and experimental groups exposed to a pre-test and a post-test whereas the questionnaire is administered to get teachers' attitudes towards using ChatGPT in their classes. The results obtained from both these tools revealed that there is no significant difference between both groups. Respectively, the treatment given to the experimental group confirmed to a large extent the null hypothesis.

Keywords: ChatGPT, Vocabulary acquisition, quantitative, Experiment, Questionnaire.

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List of Abbreviations

AI	Artificial Intelligence
CA	Conversational Agents
EFL	English Foreign Language
GPT	Generative Pre-training Transformer
MALL	Mobile Assisted Language Learning
VLT	Vocabulary Language Test

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General Introduction

1. Introduction

The process of language acquisition is a daunting task, often presenting significant challenges for learners. Proficiency in reading, writing, and speaking is greatly enhanced by a robust lexical repertoire. Vocabulary, the collection of words and phrases, helps an individual comprehend, utilize, and constitute a foundational element of language. It is widely acknowledged that vocabulary often serves as a principal barrier for non-native English speakers during the language learning process.

Incidental vocabulary acquisition applies to the unconscious process of holding information and words when reading and listening (Hulstijn, 2012). When a student's attention is not solely oriented toward learning new words, they become aware of the words in the input, and thus acquire vocabulary accidentally (Hulstijn, 1996). Owing to the rapid evolution of technology, Artificial Intelligence (AI) has become an integral part of our routine. Technology- based solutions such as AI platforms or Mobile-Assisted Language Learning (MALL) tools have appeared to bridge this gap. According to Glenn Stockwell (2012), "The transition from a conventional learning environment to a technology-enhanced setting allows more flexibility and personalization in learning" (p. 2). Nowadays, conversational agents (CAs), e.g., chatbots, have emerged as a powerful means for language acquisition with the potential to provide learners with real-time interactive support (Wang & Young, 2014). On the same track, scholars are adhering to this recent trend, focusing on ChatGPT as a supporting tool for teaching English vocabulary The current study aims to examine aspects of the OpenAI's ChatGPT to aid in facilitating vocabulary acquisition for learners in the Algerian university.

2. Background of the Study

Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in

learning a new language. The more words a learner knows the more they will be able to understand what they hear and read and the better they will become at communicating in speech or writing. As a strong vocabulary supports overall language fluency, teachers and educators play a crucial role in choosing effective strategies and resources for teaching vocabulary. With the advancement of the internet, the integration of technology into education has revolutionized the teaching and learning of English as a consequence of one of the ways in which this integration has been realized: the use of chatbots in language teaching. ChatGPT embodies the culmination of advancements in AI-driven language models, particularly in its ability to adapt to individual needs, offer personalized learning experiences, provide immediate feedback, and enhance access to educational resources. By leveraging its language model, Chat GPT can assist in various tasks such as comprehending, generating, and contextualize linguistic inputs.

Although many studies have explored the potential benefits of use of Chatbots on vocabulary acquisition, there is a lack of research evaluating the effect of ChatGPT on the vocabulary acquisition of Algerian EFL learners, particularly within the English department of Mohammed Seddik Ben Yahia in Jijel. This study aims to further clarify the matter by assessing the effectiveness of using ChatGPT on vocabulary acquisition. Likewise, this study intends to gather viewpoints from teachers and students regarding the implementation of ChatGPT in oral expression classes.

3. Statement of the Problem

Learners are fully aware of the significance of vocabulary when learning a second or a foreign language (Schmitt, 2010). Vocabulary acquisition is one of the most important aspects of learning English as a Foreign Language (EFL). Vocabulary knowledge facilitates learners' listening, speaking, reading, and writing skills by creating the basis to obtain language input and output effectively (Nation, 2001). A number of studies have proven that students' vocabulary size can be a good indicator of their

academic achievement and an accurate general measure of linguistic competence (Schmitt, 2010). Language learning applications, online platforms, and AI-integrated tools have facilitated the learners' practice of vocabulary through interactive and enjoyable exercises (Hulstijn, 2012). Also, conversational agents (CAs), such as chatbots and virtual assistance, have emerged as powerful means for language acquisition with the potential to provide learners with real-time interactive support (Wang & Young, 2014). Agents like chatbots were developed decades ago aiming at having conversations in natural language with the learners to help them improve their oral or written abilities through intrinsically motivated practice, which is important for vocabulary learning and use (Peters, 2019).

OpenAI's ChatGPT has recently become very popular as a language-learning tool. As a conversation partner, it stimulates users with immediate dialogue and feedback about the meanings of words, synonyms, and usage examples (Sarrion, 2023; Tran, 2024). Through its ability to respond, ChatGPT can assist in modifying dialogues according to the vocabulary level of particular learners, which will enhance retention through personalized interactive practice (Liang & Zhang, 2024). Despite the recent considerable emphasis placed by many researchers on the pedagogical value of integrating ChatGPT into instructional practices, relatively few educators incorporate this tool into their teaching methodologies especially in the academic

setting. Teachers at the University of Jijel have avoided using such techniques when teaching EFL students. Instead, they rely mainly on traditional methods in their oral expression classes. Furthermore, few studies have been conducted at the level of the English department of Jijel’s University on this matter. Thus, there is a prevailing gap in understanding the importance of the use of large language models in stimulating vocabulary acquisition among first-year English language students. This study aims to address the gaps mentioned above by conducting a systematic investigation to better interpret the existing influence of ChatGPT on vocabulary acquisition in the oral expression classroom.

4. Significance of the Study

This study is highly significant as it seeks to enhance our understanding of incidental vocabulary acquisition through the use of AI tools such as ChatGPT in the oral expression class. By exploring this area, the research aims to enrich the current body of literature and inform future educational practices within the English department of Jijel's University.

5. Aims of the Study

The general aims of this study are:

- To shed the light on the impact of using ChatGPT on vocabulary acquisition for EFL learners at the level of the Department of English at the University of Mohamed Seddik Ben Yahia, Jijel.
- To identify both learners' and teachers' attitudes towards the integration of ChatGPT in oral expression classes.
- To promote data-driven decision-making, allowing educators to personalize instruction tools based on student performance and feedbacks through highlighting the role of AI tools in language acquisition.

6. Research Questions

This study aims to answer the following questions:

- Does using OpenAI's ChatGPT impact vocabulary acquisition among first-year English as a Foreign Language (EFL) students at the University of Jijel?
- What are teachers' attitudes towards the utilization of ChatGPT when teaching EFL learners in an academic setting?

7. Research Hypotheses

Referring to the research questions listed above, we hypothesize as follows:

- ✓ **H0:** There is no significant difference in vocabulary acquisition among first-year EFL students at the University of Jijel between the group exposed to ChatGPT and the group exposed to Traditional methods.
- ✓ **H1**: The use of ChatGPT in oral expression will -to a large extent- enhance vocabulary acquisition among first-year EFL students at the University of Jijel compared to the use of traditional methods.

8. Methodology

This study adopts a quantitative quasi-experimental design to investigate the impact of ChatGPT on vocabulary acquisition among first-year EFL students at the University of Jijel. Thirty students were selected from a population of 282 and equally divided into an experimental group (n=15), who used ChatGPT on their mobile phones, and a control group (n=15), who received traditional instruction. A pre- and post-test design was implemented to measure vocabulary gains based on nine target words. To ensure sample homogeneity, a Vocabulary Level Test was administered. The intervention spanned four sessions, after which the same test was given to assess improvement. Instructional materials varied by group: the control group used printed vocabulary lists, visuals, and comprehension questions, while the experimental group used ChatGPT for interactive vocabulary learning. An online questionnaire was also distributed to gather teachers' perceptions of ChatGPT's role in vocabulary instruction. Data were analyzed using SPSS to calculate means and assess treatment effects. To reduce bias, the same teacher conducted the experiment, and participants were already familiar with ChatGPT.

9. Structure of the Study

This research work consists of two chapters. Chapter one reviews the literature relevant to the two research variables, and the other is devoted to the fieldwork. The first chapter is divided into two sections. The first section discusses teaching and learning vocabulary in EFL. It starts with the definition and types of vocabulary, then, the importance of vocabulary. In addition, it discusses the strategies and the different activities to assess vocabulary.

The second section, on the other hand, will delve into the use of ChatGPT as a vocabulary teaching technique, providing a detailed discussion of several matters like the use of ChatGPT in foreign language teaching and learning. It introduces some definitions of Large Language Models (LLM), and highlights the purposes and the advantages of using ChatGPT in EFL classrooms. In addition, it discusses the use of ChatGPT and vocabulary. Furthermore, it sets out some difficulties of integrating this variable in the classrooms. The final chapter will be devoted to reviewing the experiment's findings as well as questionnaire results to interpret the existing influence of ChatGPT on vocabulary acquisition.

Chapter One: THEORETICAL PART

Section One: Vocabulary

Introduction

One of the most important strings in the enormous fabric of language learning is vocabulary, which stitches together the complex web of understanding, expression, and communication. Although it is common to think of vocabulary acquisition as just learning new words, it's actually a complex and dynamic process involving interactions between sociocultural, linguistic, and cognitive aspects (Nagy & Scott, 2000). This section delves into the depths of vocabulary acquisition, exploring its aspects to solve the puzzles surrounding the ways in which people grow and broaden their skill sets. It's crucial, yet difficult, to teach pupils to comprehend English vocabulary. The ability to understand and use language can be improved for language learners through its acquisition (Nation, 2001). Acquiring proficiency in vocabulary is essential since it forms the foundation of a language. To be able to speak well in a foreign language, students need to acquire a sufficient number of words and understand how to utilize them. One's ability to communicate and understand written content will be severely limited by a weak vocabulary. Speaking, listening, reading, and writing are the four skills that are connected by this component.

This chapter will cover the many types of vocabulary as well as its significance and effect on learners' language acquisition in EFL classes.

1. Defining Vocabulary

Within the academic context, vocabulary is commonly understood to be the entire collection of terms and expressions that a person is familiar with and uses in a given languageor

field. It includes the terms themselves as well as their definitions, pronunciations, syntactic purposes, and applications in many settings. Vocabulary development in educational contexts typically refers to the process of learning and growing one's word and expression repertoire, which is essential for efficient oral and written communication, comprehension, and expression. However, the definition of vocabulary is related to different perspectives on its nature and application because it is one of the components that connects all four basic language skills: listening, reading, writing, and speaking. It also involves making use of the acquired language in the context of second language acquisition.

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (p. 255). Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them, such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. This leads us to understand that learners often fall short of their potential and may be dissuaded from taking advantage of available opportunities for language learning, such as listening to native speakers, reading, watching television, or using the language in various contexts, if they lack a large vocabulary and strategies for expanding their vocabulary.

Hatch and Brown (1995) state that vocabulary is ‘a list or set of words particular to a language or a list or set of words individual speakers of a language might use’ (p. 1). In other words, it encompasses a group of words specific to a language or a collection of terms that individual language speakers may employ. Each individual acquires vocabulary in their own way. It changes over time as a result of interactions with other languages, cultural changes, and

technological breakthroughs. Because of this, it illustrates how dynamic human communication is

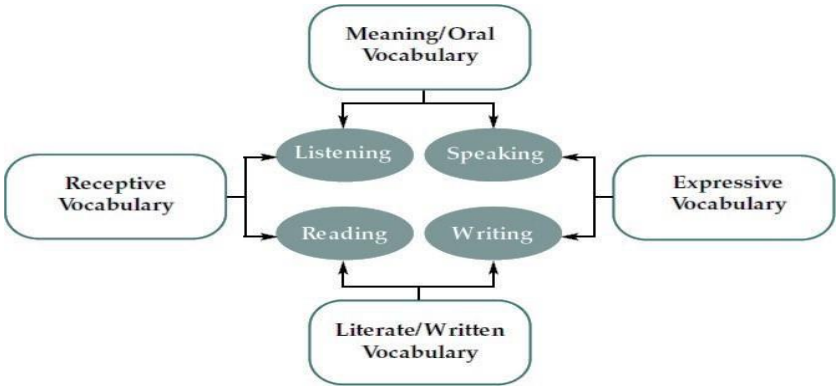
and shows how rich and flexible language expression can be in a variety of settings and cultural situations. There are numerous definitions of vocabulary based on varying perspectives on its nature and application. Any language cannot be learned without first becoming familiar with its vocabulary. Vocabulary, according to Ur (1981), is the list of terms taught in a foreign language. It indicates that learners are introduced to vocabulary, which is a written or spoken unit of language that represents an idea in a foreign language. Language proficiency requires knowledge of its vocabulary, which is described as "all the words that a person knows or uses, or all the words in a particular language" in the Oxford Advanced Learner's Dictionary (online version, 2022).

2. Types of Vocabulary

According to Nation (2006), vocabulary can be divided into two main groups: the words and phrases we actively use when speaking or writing (productive vocabulary), and those we understand when listening or reading (receptive vocabulary). The first two are related to spoken communication, and the last two are related to written communication. People establish the foundation by developing their speaking and listening abilities long before they develop their reading and writing vocabularies. Spoken language creates a foundation that written language basically develops upon. Learners' vocabulary grows organically as they mature and gain knowledge.

Figure 1

Types of Vocabulary: Receptive/Productive



In addition, there are many different kinds of vocabulary. Judy K. Montgomery (2007) identified four categories: speaking, writing, listening, and reading vocabulary.

1.1. Speaking Vocabulary

Speaking vocabulary demonstrates a person's knowledge of the language, including the terms they use when conversing. Nonverbal clues like tone and facial expressions work well in addition to words to convey meaning. A word's correct pronunciation and usage demonstrate its mastery. This kind of language is used in talks and directions, and it is an essential component of day-to-day communication.

1.2. Listening Vocabulary

The term listening vocabulary refers to the set of words that are understood by means of aural perception. It contains all of the words that a person may identify when listening to spoken language or conversation.

1.3. Writing Vocabulary

The words we can retrieve when we write to express ourselves. Our writing vocabulary is strongly influenced by the words we can spell.

1.4. Reading Vocabulary

The words we understand when we read texts. We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary after listening vocabulary.

1.5. Receptive and Productive Vocabulary

Maskor & Baharudin (2016) notes that there are two categories of vocabulary within the context of vocabulary use (p. 262). They have an active and responsive vocabulary. Receptive vocabulary, also known as passive vocabulary, was described as "language items which can only be recognized and comprehended in the context of reading and listening material" (Redman & Gairns,1986, p.64). As a result, Nation (2000, p.38) mentioned that receptive vocabulary use "involves perceiving the form of a word while listening or reading and retrieving its meaning". According to San Mateo-Valdehíta and Criado de Diego (2021), receptive vocabulary refers to the ability to recognize a word's shape, meaning, and potential context (p. 38). According to Faraj (2017), receptive vocabulary is the ability for students to comprehend words whether they are read, heard, or seen (p. 12).

On the other hand, Alqahtani (2015) state that productive vocabulary is a word that students can comprehend and utilize in both spoken and written communication (p. 25). This is also known as active vocabulary. It includes speaking or writing at the proper time as well as the requirements for receptive vocabulary. Because students can create the words to communicate their ideas to others, developing a productive vocabulary can therefore be viewed as an active process.

2. Difficulties Faced When Learning Vocabulary

Despite the consensus among education experts that vocabulary constitutes a fundamental component of language acquisition, learners often perceive vocabulary learning as a daunting and complex process. Numerous studies have sought to elucidate the challenges encountered by learners in acquiring new vocabulary. Thornbury (2002) identifies key areas of difficulty including pronunciation,

spelling, length, complexity, grammar, meaning, range, connotations, and idiomaticity. He highlights the phenomenon of negative language interference, whereby the first language (L1) influences the second language (L2), resulting in linguistic errors. While some words may be easier to acquire due to similarities with the native language, confusion frequently arises. For instance, the word "gift" bears different meanings in German and English despite orthographic similarity. Thornbury further argues that words perceived as difficult to pronounce-such as those containing consonant clusters or unfamiliar sounds-are more challenging to acquire. Spelling difficulties often accompany pronunciation problems. Additionally, learners tend to find shorter, more frequent words easier to learn than longer, less common ones.

Moreover, Thornbury (2002) underscores the grammatical challenges learners face, especially when the grammar associated with certain words diverges from that of their mother tongue. Semantic complexity also poses difficulties, as learners frequently confuse words with multiple meanings or struggle with culturally specific vocabulary. Contextual limitations further complicate vocabulary acquisition, as learners must grasp the appropriate connotations and usage of words, which is often multifaceted. Idiomatic expressions, such as “to keep an eye on,” are particularly challenging due to their metaphorical nature. In summary, Thornbury synthesizes these challenges into seven principal problem areas, attributing vocabulary learning difficulties

to a combination of factors including pronunciation, spelling, frequency, length, complexity, grammar, meanings, range, connotations, and idiomatic expressions. These factors, compounded by the interplay between L1 and L2, contribute to the multifaceted nature of vocabulary acquisition.

3. Vocabulary Acquisition

Vocabulary is central to second language (L2) acquisition. McCarthy (1990) states that without words to express a wider range of meanings, communication in an L2 just cannot happen in any

meaningful way (p. 140). Vocabulary acquisition is an important aspect of language learning, involving interactions between sociocultural, linguistic, and cognitive aspects. It is a lifelong journey that begins in infancy and ends in adulthood, involving semantic webs and cultural connotations. in English as a Foreign Language (EFL) learning is a crucial aspect of language acquisition, involving learners expanding their knowledge of English words, phrases, and expressions. Factors such as exposure, proficiency level, teaching methods, and learning environment influence vocabulary acquisition. Teachers facilitate this by selecting appropriate vocabulary, providing meaningful contexts, and offering practice opportunities. EFL learners use strategies like context clues, word analysis, mnemonic devices, and repetition. Fostering vocabulary acquisition is essential for language proficiency development. Two concepts that are frequently used in SLA literature to distinguish between vocabulary learning approaches are "intentional" and "incidental."

3.1. Incidental vocabulary acquisition

In the subject of second language acquisition, incidental vocabulary acquisition which is defined as Incidental learning can be deemed as unintended or unplanned learning. Ellis defines that incidental vocabulary acquisition as “with the meaning of a new word being acquired totally unconsciously as a result of abstraction from repeated exposures in a range of activated contexts

Ellis, N. (1994) has attracted a lot of interest. Scholars underscore the significance of this naturalistic method for acquiring vocabulary, stressing its ability to enhance purposeful vocabulary teaching and augment students' overall language skills. According to Nation (2001), ‘’incidental vocabulary is "an essential strategy in learning vocabulary, it is a type of learning that takes place without having a specific well to concentrate on vocabulary" (P. 232), meaning that incidental vocabulary learning appears to come easily and effortlessly. By coming across words in various situations, students expand their vocabulary and have a greater knowledge of the material (Webb &

Nation, 2017). The main goal of incidental vocabulary development is not word learning by itself. It results from other tasks that a student is working on. (Van Zeeland & Schmitt, 2013), showed that their participants learned a considerable number of vocabulary items through incidental vocabulary acquisition through listening to various on-screen input, informal lectures, games, etc.

According to Gass and Selinker (2008, p. 243), incidental vocabulary acquisition is a more conscious operation where the individual makes and tests hypotheses in a search structure. This refers to learning new words as a by-product of engaging in activities focused on something other than vocabulary learning, such as reading a book, listening to a conversation, or discussing a topic; thus, incidental vocabulary acquisition happens naturally through exposure to words in context.

3.2. Intentional vocabulary acquisition

Intentional vocabulary learning means learners deliberately work on expanding their vocabulary, where they pay attention to the words they are trying to learn. According to Hulstijn (2006) “Intentional learning refers to the learning mode in which participants are informed, prior to their engagement in a learning task, that they will be tested afterward on their retention of a

particular type of information” (cited in Alemi & Tayebi, 2011). The learner's intention drives intentional learning. Since learning terms from a list comes directly from the learner's intention, memorizing words for an exam is an example of intentional vocabulary learning.

Intentional learning refers to the learning mode in which participants are informed, prior to their engagement in a learning task, that they will be tested afterward on their retention of a particular type of information" (cited in Alemi & Tayebi, 2011). This involves explicitly focusing on learning new words through activities designed specifically for that purpose. "Explicit vocabulary instruction was found to be more effective in vocabulary acquisition than incidental learning since it resulted in greater retention of words" (Gass, 1999, p. 319). Examples include:

- Studying word lists and definitions
- Completing fill-in-the-blank exercises
- Writing sentences using new words
- Engaging in words games and puzzles

4. Importance of Vocabulary Acquisition

One of the most important components of language development is the acquisition of vocabulary, which is essential for cognitive function, communication skills, and academic success, as it follows the individual from their early years. According to a study by Hart and Risley (1995), children from language-rich environments tend to have larger vocabularies, which correlates with better academic outcomes later in life. According to Richards & Renandya (2002) "Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them" (p. 55).

Therefore, Vocabulary acquisition is crucial for clear communication, personal development, and academic success. It enhances self-expression, knowledge, and understanding in social situations. Expanding vocabulary enhances critical thinking, cross-cultural comprehension, and career progress. It promotes lifelong learning, widening perspectives, and improving social and intellectual aspects. A wide vocabulary improves comprehension abilities, enables clear and persuasive writing, fosters critical thinking, and enhances clarity, precision, and complexity in academic writing.

5. Approaches to Vocabulary Learning

According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary, while Nation (2001) defines it as "vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies" (p. 217.). Schmitt

(1997) in his book "Vocabulary Learning Strategies", in his taxonomy, he classifies vocabulary learning strategies into two main groups:

5.1. Strategies for discovering the meaning of a new word

- Determination strategies: guessing meaning from textual context, using reference materials like dictionaries, analyzing word parts
- Social strategies: asking the teacher or classmates for meaning

5.2. Strategies for consolidating a word once it has been encountered

- Social strategies: interacting with native speakers, studying and practicing words in a group
- Memory strategies: associating new words with cues, using imagery, semantic maps, etc.
- Cognitive strategies: repeating words, taking notes on new words, using flashcards, etc.
- Metacognitive strategies: testing oneself with word tests, using spaced word practice, continuing to study over time

The taxonomy provides a comprehensive framework for understanding the various strategies language learners can employ to acquire vocabulary. It highlights the importance of using a variety of strategies at different stages of the vocabulary learning process, from initial discovery to long-term consolidation.

Conclusion

In summary, the process of acquiring vocabulary demonstrates its enormous importance for both language learning and communication. Vocabulary acquisition is essential to language ability, from the beginning phases of learning and internalizing new words to the complex processes of application and retention. By progressively broadening their lexical repertoire through purposeful study, contextual exposure, and incidental learning, learners become more proficient in understanding, expressing, and

interacting with language.

Section Two: ChatGPT

Introduction

The integration of technology into education has revolutionized the teaching and learning of English; as a consequence, one of the ways in which this integration has been realized: the use of chatbots in language teaching. However, while the use of chatbots in language teaching has been widely considered and discussed recently (e.g., Huang et al., 2022; Kohnke, 2022; Polyzi & Moussiades, 2023; Smutny & Schreiberova, 2020), there is a noticeable lack of interest and studies on the use of chatbots in vocabulary teaching in the existing literature. On the one hand, chatbots as a tool for vocabulary teaching have the potential to offer new possibilities as innovative and effective ways to teach vocabulary compared to traditional methods commonly used inside and outside of classrooms. Thus, it has the potential to create excitement in the classroom as a novelty that allows revitalizing learners' interest, which diminishes over time during the process (Huang et al., 2022). On the other hand, chatbots have the ability to provide contextualized examples and meaningful interactions and, as a result, promote vocabulary acquisition through their ability to mimic conversations and engage learners in a dialogue. In addition, the opportunity for learners to communicate individually with a chatbot is invaluable in that it enables the chatbot to act as a kind of life coach, practicing vocabulary appropriate to the learner's needs and language level.

1. OpenAI ChatGPT

In recent years, the field of NLP (Natural Language Processing) has witnessed remarkable advancements, bringing us closer to the realm of humanlike language generation. Among these advancements, ChatGPT, stands as an impressive language model capable of

generating coherent and contextually relevant text responses. With its ability to understand and respond to user inputs, ChatGPT has opened up new possibilities for various applications, including research and publication (Brown TB, Mann B, Ryder. 2020).

Developed as an intelligent conversation agent by OpenAI, ChatGPT has been gaining rapid popularity since its public release on November 30th, 2022. As a powerful natural language processing and question-answering system, it provides an easy-to-use textual interface for people to create simple prompts, ask questions, and request different types of text to be generated. The power of ChatGPT lies in its large, sophisticated natural language model and its massive underlying datasets that allow it to learn from and predict the next word in a sentence exceptionally well. ChatGPT's underlying data draws upon a vast number of sources, including the Internet, Wikipedia, Google Books, coding tutorials, and data from Common Crawl, a large- scale system that crawls the web and freely provides its archives and datasets to the public knowledge.

2. The Use of ChatGPT in Language Learning

ChatGPT can assist language learners by utilizing extensive data covering dictionaries to generate responses that introduce unfamiliar words and their definitions, so that it can facilitate vocabulary acquisition (Atlas, 2023). Kovačević (2023) discusses how ChatGPT can be fine-tuned to generate personalized vocabulary exercises for language learners, which includes collecting, cleaning and pre-processing a dataset and then training the model to generate exercises that conform to specific vocabulary. According to Kovačević (2023), the fine-tuned model can create customized exercises based on each learner's proficiency, background and needs, yielding valuable supplementary practice material for language progress.

Kohnke et al. (2023) point out the affordances and pedagogical benefits of ChatGPT in language teaching. Regarding teaching vocabulary, Kohnke et al. (2023) emphasize that when learners are assigned a text, they may come across unfamiliar words whose meanings are unclear within the given context. ChatGPT can address this issue by offering explanations for such terms and engaging more interaction by responding to follow-up questions. Furthermore, learners have the opportunity to demand explanation in their native language for a better understanding. Kartal (2023) also underlines that one of the notable features of ChatGPT is its ability to facilitate extensive vocabulary acquisition by offering detailed definitions, contextualized usage examples, illustrative sentences, and explanations of multiple word meanings. This capability supports learners in developing a more nuanced and comprehensive understanding of the language, thereby enhancing their ability to interpret unfamiliar lexical items within assigned texts, including those presented in their native language.

Atlas (2023) underlines that language models specifically ChatGPT can be employed to offer instantaneous translation assistance, in which learners enter sentences in their native language and obtain translations in the target language. Thus, learners who are engaged in reading or writing tasks in a foreign language can check their understanding and make progress in comprehension and production of the target language. Moreover, learners have the opportunity to use ChatGPT to access dictionary definitions and examples. ChatGPT can provide the definition of a word, determine the grammatical class of words, give sample sentences and also suggest additional meanings for polysemous words (Kohnke et al., 2023). In a comparable manner, Atlas (2023) highlights that ChatGPT can be used for creating flashcards and quizzes. Learners can enter words and get responses with definitions, example sentences and synonyms or antonyms, which help them expand vocabulary retention through exercises and receive

feedback on their performance.

3. The Use of ChatGPT for Multidimensional Vocabulary Expansion

According to Nation's (2012) multidimensional framework, vocabulary acquisition is a complex process that involves more than just recognizing word forms and meanings; it requires the ability to use words effectively in varied contexts. Mastery of vocabulary encompasses multiple interrelated dimensions-including formal aspects (phonological, orthographic, morphological), semantic understanding, and pragmatic use-each necessitating diverse and repeated encounters for deep internalization. A word is truly known only when its form can be both receptively recognized and productively used within appropriate syntactic structures across spoken and written language, while being semantically anchored to a mental concept. This comprehensive view aligns with research emphasizing the importance of both vocabulary breadth and depth for robust lexical competence. Consequently, effective vocabulary instruction should integrate activities that address these dimensions, combining explicit learning of word forms and meanings with contextualized practice to enhance functional use. ChatGPT-mediated vocabulary acquisition focuses on reinforcing word form, meaning, and contextual application, consistent with best practices in language learning that promote balanced, multifaceted lexical development. Nation's model thus provides a valuable theoretical foundation for designing pedagogically sound vocabulary learning experiences that foster advanced lexical proficiency.

4. Benefits of Using ChatGPT in Vocabulary Acquisition

Learners can gain insights into the syntactic patterns and sentence constructions in which a word is commonly used. Active engagement with ChatGPT guides learners on how to use target words effectively across different grammatical contexts, expanding their understanding of a word's versatility and its role within sentence structure. ChatGPT is valuable tools in language education as it

facilitate natural language conversations, helping learners develop language skills.

Consequently, its use as learning aids is increasingly popular due to its ability to engage learners in natural dialogue (Huang et al., 2022). These mobile tools transform communication and support continuous learning across various settings (Smutny & Schreiberova, 2020). Covering vocabulary, grammar, academic pragmatics, and meaning negotiation strategies, ChatGPT is widely implemented in higher education to enhance speaking, listening, reading, and writing skills.

Conclusion

The significance of vocabulary as a core component of language has garnered heightened attention in recent years. Methods for vocabulary instruction have experienced considerable evolution over time. Numerous researchers have proposed various strategies designed to improve pedagogical practices and foster an optimal learning environment. In particular, the integration of technology has gained broad acceptance among educators. This increasing adoption is largely driven by recent empirical studies that have examined and validated the efficacy of technological approaches in vocabulary teaching. This section explores the theoretical foundations supporting the use of ChatGPT to enhance vocabulary acquisition, drawing on research that demonstrates its effectiveness in improving learners' vocabulary knowledge and usage.

Chapter Two: FIELDWORK

Introduction

This chapter is dedicated to examining the data gathered through the research tools utilized in this study. It also seeks to clarify the reasoning behind the experimental framework designed to explore the impact of ChatGPT on vocabulary acquisition among first-year English as a Foreign Language (EFL) students. The chapter is structured around a detailed presentation of the research instruments, an analysis of the collected data, and a synthesis of the results in relation to the study's aims. In essence, it outlines the methodological steps taken to investigate the research questions and assess the proposed hypotheses regarding the influence of ChatGPT on learners' vocabulary development and acquisition.

Section One: Methodology

1. Research Design

This study employed a quantitative approach, which is based on the collection and analysis of numerical data to test hypotheses. In this study, a quasi-experimental design was implemented to examine the research objectives, as it was not possible to achieve a true-experimental design under the university conditions due to the lack of randomization. A pre-test, treatment, and post-test were administered to assess the impact of ChatGPT on vocabulary acquisition, which spanned a total of four sessions. Furthermore, a quantitative questionnaire was utilized to explore teachers' attitudes towards the integration of ChatGPT in both student learning and teaching practices.

2. Population and Sampling

Among the total number of first-year English students which is 282 enrolled in the Department of English at the University of Jijel, thirty (30) students were selected to participate in this study using convenience sampling method. First-year students were chosen as the focus of this research due to the

objective of improving their vocabulary acquisition, which is a fundamental aspect of early language development. These students possess the necessary linguistic foundation and cognitive readiness to benefit from vocabulary instruction and actively engage in the experiment.

The participants were selected from two different groups both taught by the same instructor to ensure consistency in teaching style and classroom environment. However, due to excessive absenteeism, the final number of participants was reduced to fifteen (15) students in each group. For ethical reasons, students' names were coded to preserve confidentiality, and all identifying information was kept private. One group was assigned as the control group and received vocabulary instruction through the traditional method, while the other group served as the experimental group and was taught using ChatGPT-assisted instruction, as illustrated in the table below:

Table 1

Students' Presence During the Experiment

	1st session (consent, VLT, pre-test)	**2nd Session** (first exposure)	**3rd session** (second exposure)	**4th session** (post-test)
Control group	**21**	**19**	**20**	**15**
Experimental group	**20**	**18**	**17**	**15**

2.Research Instruments

As part of this research, a Vocabulary Level Test (VLT) was assigned to assess the students' level of English proficiency during the first session, in order to ensure homogeneity of groups. Along that, an experiment was conducted lasting for four sessions, consisting of a pre-test, treatment, and post-test. In addition, a questionnaire was administered to 7 EFL teachers at the department in order to investigate

their attitudes.

2.1. Vocabulary Level Test

Nation (2001) defines the Vocabulary Level Test (VLT) as a tool designed to assess the breadth of a learner's vocabulary knowledge across different levels of frequency, from high-frequency words to lower-frequency words. The VLT is structured to measure the ability to recognize and understand words that occur frequently in the language, helping to gauge the learner's vocabulary size and the depth of their language proficiency. The test typically involves presenting words in isolation and requires the participant to select their meaning, providing a measure of their vocabulary proficiency at specific levels.

The VLT used in this assessment is an adapted version that aligns vocabulary difficulty with CEFR proficiency levels rather than traditional frequency bands. It is divided into three sections basic (A1–A2), intermediate (B1–B2), and advanced (C1– C2), to evaluate a learner's receptive vocabulary knowledge across a range of proficiency stages. The test is divided into three sections, each targeting a specific proficiency level:

- **Section 1**: Basic Vocabulary (A1-A2 level) – This section focuses on fundamental words and their meanings, where participants are asked to match simple words with their corresponding definitions, such as "quick," "beautiful," and "happy."
- **Section 2**: Intermediate Vocabulary (B1-B2 level) – In this section, participants are required to complete sentences by selecting the appropriate word from a set of options, testing their understanding of moderately complex vocabulary in context.
- **Section 3**: Advanced Vocabulary (C1-C2 level) – The final section involves higher-level vocabulary, where participants must choose the most suitable word to complete sentences, assessing their ability to understand and apply more sophisticated terms in context.

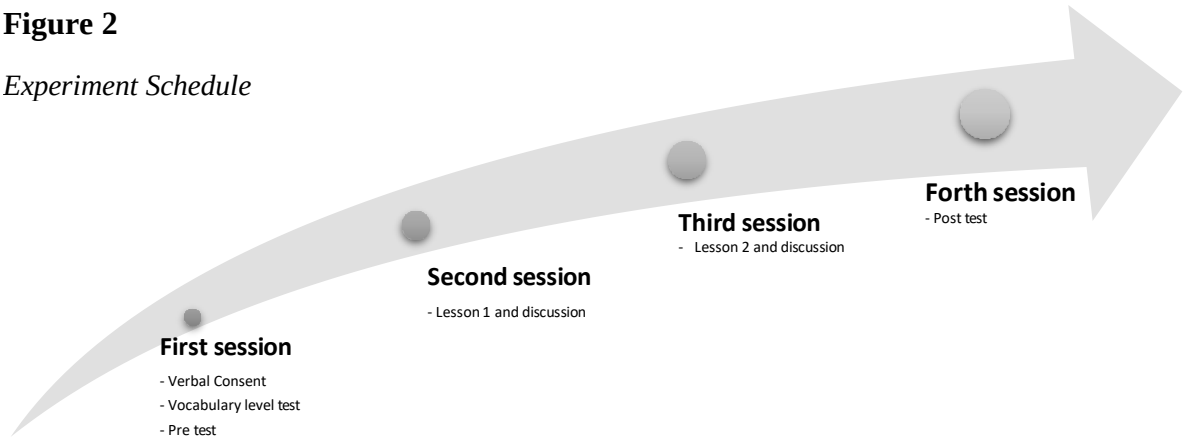
Each section employs multiple-choice and contextualized sentence completion formats to assess word recognition, meaning matching, and usage in context. This adaptation allows for a more intuitive link between vocabulary knowledge and language proficiency as described in the CEFR framework. A total of 21 first-year students from Group 1 and 20 students from Group 3 completed the VLT as part of this study.

2.2. The Experiment Procedures

The experiment was conducted over four main sessions. In the first session, consent was obtained after explaining the purpose of the study and emphasizing that participation was voluntary. Additionally, students completed a Vocabulary Level Test (VLT) and a pre-test to establish their initial vocabulary proficiency. During the following two sessions, the control group was taught business-themed vocabulary using traditional methods, including flashcards, definitions, and guided questions. The experimental group, on the other hand, received vocabulary instruction through ChatGPT, with ensured internet access and vocabulary introduced interactively via the platform. The vocabulary quality for both groups was gradually increased throughout the lessons. The final session was dedicated to administering the post-test.

Figure 2

Experiment Schedule



2.2.1. Pre-test

The pre-test designed for this study aimed to evaluate the vocabulary skills of first-year English students through a variety of carefully structured tasks. It consisted of five parts, each targeting different aspects of vocabulary knowledge and usage. The first section tested students' understanding of word meanings by asking them to select the correct definitions from multiple- choice options. This was followed by fill-in-the-blank exercises that required students to complete sentences with appropriate vocabulary items from a provided list, helping assess their contextual understanding. In the third part, students completed sentences by choosing suitable words, emphasizing practical language use. The fourth section focused on recognizing synonyms and antonyms to deepen their semantic knowledge.

Finally, the test included a word usage task where students were asked to write original sentences for selected words, encouraging active application of vocabulary. The target words selected for the pre-test reflected commonly used terms relevant to the students' academic level and were intended to provide a comprehensive measure of their initial vocabulary proficiency. Students completed the pre-test individually within a thirty-minute timeframe, allowing the researcher to establish a clear baseline before the intervention (*February 17th*).

2.2.2. Treatment

The treatment in this research was conducted over two sessions. In each session, students were exposed to the material twice. For the experimental group, the material was delivered using ChatGPT, while the control group received instruction through traditional teaching methods.

- **First Exposure:**

In the second week of the procedure (*February 20th*), the intervention began following the

administration of the Vocabulary Levels Test (VLT) and the pretest. During this session, students were introduced to vocabulary themed around business. A brief warm-up activity was conducted with both groups, during which students were asked: *["Who can give me words that fall within the lexical field of business?" and "What is your definition of business?"]*. For the experimental group, instruction was delivered using ChatGPT instead of traditional flashcards, and the session focused on interactive questioning and discussion. In contrast, the control group was taught using traditional methods, including flashcards and teacher-led explanations. At the end of the session, both groups engaged in vocabulary activities that focused on understanding and defining key business terms such as *entrepreneur*, *company*, and *profit*. Each session lasted approximately 45 minutes for both groups.

- **Second Exposure:**

In the second week, on February 23rd, students were exposed to additional material about business vocabulary and its types. The session lasted approximately 40 minutes and included a series of small tasks focused on different business types. Students were given time to discuss and complete these activities, reinforcing their understanding of the vocabulary introduced.

2.2.3. Post-test

The post-test consisted of three main activities and was administered during the students' normal class time in the oral lab session. The first activity required students to write definitions for key business terms such as *business*, *company*, *entrepreneur*, *profit*, *loss*, and *market*. The second activity involved identifying different types of businesses *services*, *manufacturing*, *retail*, or *online* based on brief descriptions. The final activity asked students to read real-life business scenarios, identify the business type, and provide a short explanation of their reasoning.

2.3. Description of Teachers' Questionnaire

A teacher questionnaire was also created using Google Forms and consisted of three main sections. The first section gathered background information about the participants, including their employment status (permanent or part-time) and academic qualifications (Master's or Doctorate degrees). The second section focused on the vocabulary teaching techniques used by the teachers, aiming to understand their methods and strategies when introducing new vocabulary in class. The final section explored their perceptions of using ChatGPT as a teaching tool for vocabulary instruction, including its effectiveness, potential benefits, and limitations.

The questionnaire included a total of 15 questions, utilizing a range of formats such as multiple choice, open-ended questions, and Likert scale items. Seven teachers responded to the questionnaire, comprising a mix of permanent and part-time instructors with varying levels of academic qualifications, including Master's and Doctorate degrees. Their responses provided insightful perspectives on current teaching practices and the integration of AI-based tools like ChatGPT in language education.

Section Two: Data Analysis

This section provides a detailed analysis of the practical procedures and outlines the experimental design implemented in the study.

1. Analysis of the VLT

Below are the results of the VLT:

Table 2

Students' Marks in the Vocabulary Level Test

Students' codes (control group)	Score (/9)	Students' codes (experimental group)	Score (/9)
S1	7	S1*	9
S2	8	S2*	7
S3	7	S3*	7
S4	8	S4*	9
S5	8	S5*	5
S6	8	S6*	7
S7	7	S7*	8
S8	8	S8*	6
S9	6	S9*	6
S10	7	S10*	8
S11	6	S11*	5
S12	9	S12*	9
S13	7	S13*	9
S14	8	S14*	8
S15	7	S15*	8
$\bar{x}$	7.40	$\bar{x}$	7.40
STD	0.82808	STD	1.40408

An examination of the tables above reveals the performance outcomes of both the control and experimental groups on the vocabulary test. Notably, both groups achieved the same mean score of 7.40, indicating no observable difference in their overall performance. However, a closer look at the variability

of the scores, as represented by the standard deviation, provides further insight.

The control group exhibited a lower standard deviation of 0.82808, suggesting that individual scores within this group were closely clustered around the mean. This indicates a relatively consistent level of performance among participants in the control group. In contrast, the experimental group, despite having the same mean score, demonstrated a higher standard deviation of 1.40408. This greater variability implies that the scores were more widely dispersed. These findings point to the need for further investigation into individual differences and additional contextual factors that may have influenced the outcomes within the experimental group. Understanding these variables could provide valuable insights into the varied responses to the intervention.

2. Analysis of the Experiment

2.1. Pre-test

The pre-test consisted of five activities, each designed to target a specific aspect of vocabulary knowledge, with a total of thirteen items to answer. Part 1 included five multiple- choice questions, each requiring students to identify the correct definition of a given word. Part 2 and Part 3 each included five fill-in-the-blank and sentence completion items, respectively, but students were required to answer only one word per sentence, contributing to five answers in

total. Part 4 focused on synonym and antonym identification, consisting of five multiple-choice questions. Finally, Part 5 was a productive task where students were instructed to choose three out of five listed words and write one sentence for each, resulting in three answers. The overall pre-test was graded out of thirteen points. For ethical reasons, students' names were coded to preserve confidentiality, and all identifying information was kept private. The individual scores of each group will be presented first, followed by a comparative analysis of the results, the scores are shown in the table

below:

Table 3

Marks of Students' Pre-test

Control group Student Code	Mark (/13)	Experimental group Student code*	Mark (/13)
S1	12	S1*	13
S2	10.5	S2*	11
S3	11.5	S3*	10.5
S4	12	S4*	12.5
S5	9.5	S5*	8
S6	12.5	S6*	12.5
S7	12	S7*	12.5
S8	12.5	S8*	11
S9	9	S9*	10.5
S10	13	S10*	11.5
S11	9.5	S11*	10.5
S12	12	S12*	7.5
S13	12	S13*	12.5
S14	12.5	S14*	10
S15	11	S15*	12.5
$\bar{x}$	11.06	$\bar{x}$	11.43

In accordance with the Group Statistics table and the experimental procedure outlined in the figure above, which illustrates the pre-test results for both groups, the experimental group achieved a mean ($\bar{X}$) of 11.43. This indicates a slightly higher average performance compared to the controlled group, which recorded a mean of 11.07. While the experimental group had a standard deviation of 1.25, the

controlled group exhibited a slightly wider spread in scores with a standard deviation of 1.66, suggesting a bit more variability in their individual pre-test performances. Overall, the initial assessment shows both groups starting at a comparable baseline, with the experimental group demonstrating a marginal advantage on average.

2.2. Analysis of Post-test:

The post-test was graded out of thirteen. Similarly, students' scores will be presented first, followed by a statistical analysis of the results:

Table 4

Marks of Students Post-test

Control group Student Code	Mark (/13)	Experimental group Student code*	Mark (/13)
S1	10.75	S1*	12.25
S2	8.25	S2*	12.75
S3	13	S3*	10
S4	10.5	S4*	12.25
S5	9.25	S5*	11
S6	4	S6*	7.75
S7	11.75	S7*	11
S8	11.25	S8*	13
S9	8.5	S9*	8
S10	12.25	S10*	9.25
S11	10.5	S11*	10.75
S12	12	S12*	10.5
S13	13	S13*	11
S14	11.25	S14*	10.75

S15	12.5	S15*	11.5
x̄	10.78	x̄	10.58

As indicated by the table and the Group Statistics figure, the Experimental group's mean score on the post-test was 10.58 (or 10.5833 as per the statistics table). This group achieved a highest score of 13 and a lowest score of 7.75. The Control group's mean score on the post-test was 10.78 (or 10.7833 as per the statistics table). This group recorded a highest score of 13 and a lowest score of 4.

Despite the intervention, it is noticeable that the mean scores of the two groups on the post-test are very close, with the control group slightly outperforming the experimental group on average. However, the experimental group showed a higher maximum score (13) which was matched by the control group. The lowest score in the experimental group (7.75) was considerably higher than that of the control group (4)

3. Analysis of Questionnaires

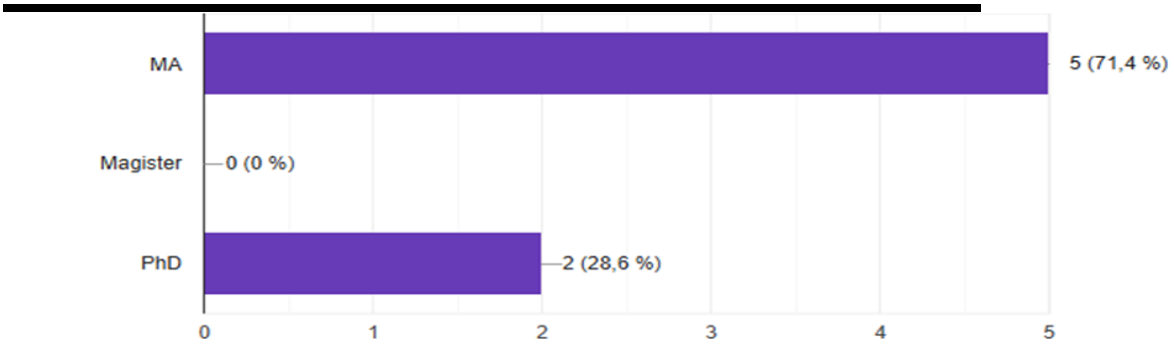
Section One: General Information

Q1: Highest degree obtained?

Table 5

Teachers Degrees

Educational Qualification	Number of Individuals	Percentage
MA	5	71.4%



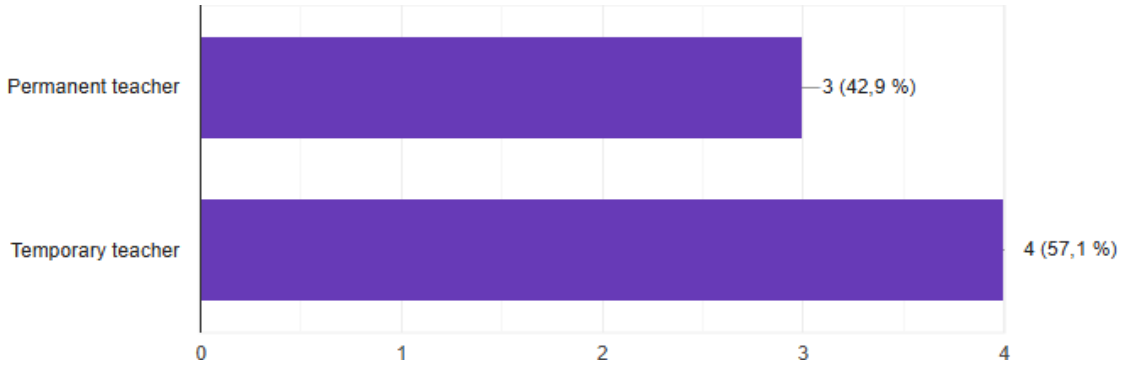
Magister	0	0%
PhD	2	28.6%

Based on the results presented in the figure, it is evident that the majority of teachers who responded to the questionnaire held a Master's degree (MA), accounting for 71.4% of the participants (5 out of 7 teachers). Meanwhile, 28.6% of the teachers (2 respondents) reported holding a PhD. Notably, none of the participants indicated holding a Magister degree, representing 0% of the sample. These findings reflect a relatively high academic qualification among the respondents, with all participants possessing either a Master's or Doctorate degree.

Q2: Employment status:

Figure 3

Teachers' Employment Status



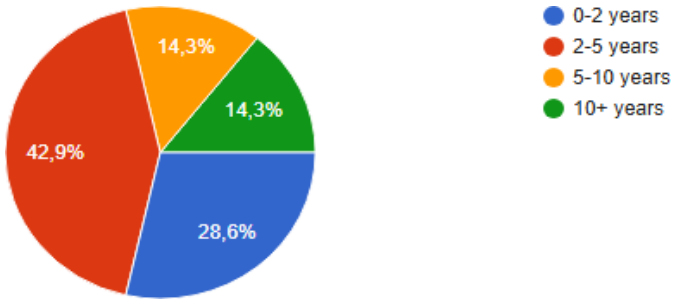
The data displayed in this graph illustrates the employment status of the seven teachers who participated in the questionnaire. According to the responses, 57.1% of the teachers (4 participants) identified as temporary teachers, while the remaining 42.9% (3 participants) reported being permanent teachers. This indicates that the majority of the sample consisted of temporarily employed instructors, highlighting a slightly higher representation of non-permanent staff within the respondent group. It is also important to note that all participating teachers either currently teach or have previously taught oral

expression classes, which served as a common point among all respondents.

Q3: How long have you been teaching at university?

Figure 4

Teachers' teaching experience



The third question focused on the participants' teaching experience at the university level. As shown in the chart, the largest portion of respondents (42.9%) reported having between 2 to 5 years of university teaching experience. This was followed by 28.6% of teachers who had been teaching for 0 to 2 years. The remaining 28.5% were equally distributed, with 14.3% indicating 5 to 10 years of experience and another 14.3% reporting more than 10 years of teaching. These results show that while the sample includes a range of teaching experience levels, the majority have relatively recent experience, suggesting a predominance of early-career university instructors among the respondents.

Q4: How long have you been teaching oral expression?

Table 6

Teachers' Experience in Teaching Oral Expression

Teaching Experience	Frequency	%
Less than 1 year	1	14.3
1-2 years	3	42.9

3-10 years	2	28.6
More than 10 years	1	14.3
Total	7	100.0

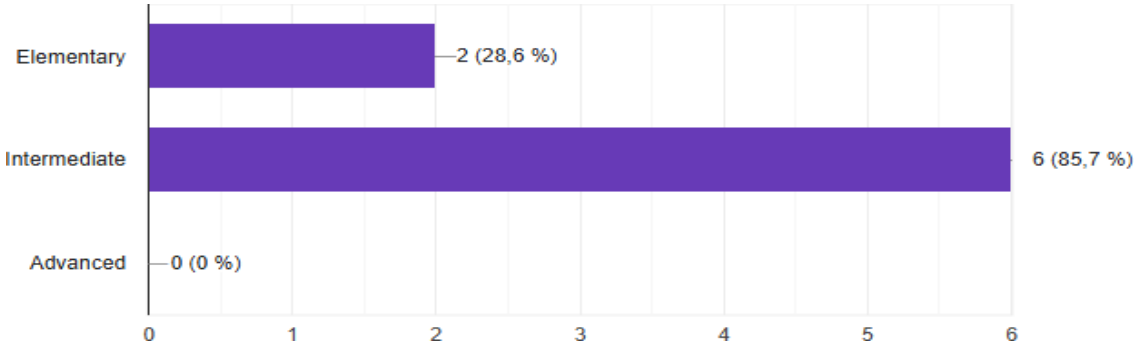
The results show that the majority of teachers (42.9%) have between one and two years of experience teaching oral expression, indicating that most participants are relatively early in their teaching careers. The responses reflect a wide range of experience—from less than a year to 15 years—which suggests a diverse pool of teaching perspectives. A smaller group (28.6%) falls within the mid-career range of 3 to 10 years, while only one teacher (14.3%) has over a decade of experience. This distribution highlights a strong presence of newer educators, which may influence the adoption of more innovative teaching approaches, while the limited number of highly experienced teachers could affect the presence of long-standing methods in the classroom.

Section 2: Vocabulary Acquisition

Q5: How would you describe your student's English vocabulary level?

Figure 5

Describing Students' Vocabulary Level



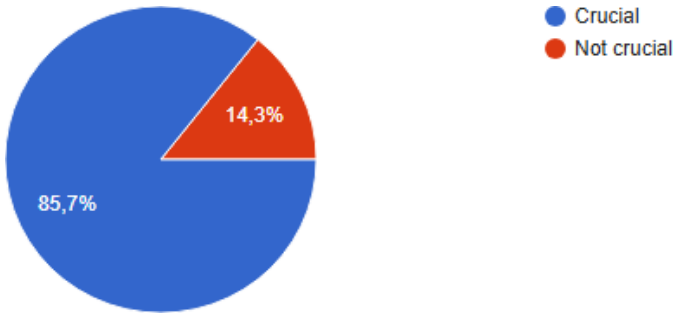
This particular question aims to describe the English vocabulary level of the students, as perceived by their teachers. Based on the findings from 7 teacher responses, it is quite clear that the majority of the

teachers, 6 out of 7 (85.7%), perceive their students to have an **Intermediate English vocabulary level**. A smaller portion of teachers, 2 out of 7 (28.6%), describe their students' vocabulary as **Elementary**. Significantly, none of the teachers (0%) indicated that their students have an **Advanced** English vocabulary level. This highlights that, from the teachers' perspective, the prevalent English vocabulary level among their students falls within the intermediate range, suggesting a solid foundational understanding but also indicating potential areas for focused efforts in developing more advanced vocabulary skills.

Q6: How important is learning new vocabulary for EFL learners?

Figure 6

The Importance of Learning New Vocabulary for EFL Learners



Regarding the importance of new vocabulary for EFL (English as a Foreign Language) learners, the responses from 7 teachers provide a clear perspective. The findings indicate that the vast majority, 85.7%, consider learning new vocabulary to be Crucial for EFL learners. A small minority, 14.3%, perceive it as Not crucial. This overwhelming agreement among teachers underscores the widely recognized fundamental role that vocabulary acquisition plays in the overall language learning process for students in an EFL context.

Teachers consistently emphasized that vocabulary is the foundation, skeleton, and backbone of language, asserting its universal importance for EFL learners, including those in Algeria. They

highlighted its vital role in constructing meaningful sentences, speeches, and paragraphs, enabling clear and cohesive writing. Crucially, teachers stressed that vocabulary is essential for both decoding and encoding language, directly impacting the production and comprehension of oral and written texts. They articulated that a lack of sufficient vocabulary knowledge creates a significant barrier to communication, preventing students from effectively speaking, expressing their thoughts, and conveying meaning adequately on any given topic. Furthermore, teachers pointed out the strong relationship between vocabulary and the four language skills, stating that greater word knowledge directly leads to improved command of the English language.

please justify your answer:

The teachers collectively underscore the vital importance of vocabulary acquisition for EFL learners, particularly in the Algerian context but also universally. Vocabulary is described as the very foundation or "skeleton" of language, crucial for constructing meaningful sentences, speeches, and written texts. It plays a fundamental role in both decoding (understanding) and encoding (producing) language, impacting learners' ability to comprehend and express ideas effectively. Several teachers emphasize that without sufficient vocabulary, learners face

significant barriers in communication; they cannot adequately convey their thoughts, especially on specific topics, and this severely limits their oral and written expression.

Vocabulary also directly contributes to the cohesion and clarity of writing, making descriptions more precise and meaningful. Additionally, vocabulary knowledge is closely linked to the development of the four core language skills which are listening, speaking, reading, and writing such that a broader vocabulary equips learners with better overall command of English. Finally, successful communication depends not only on knowing many words but on possessing the relevant vocabulary needed for particular contexts, highlighting the practical necessity of targeted vocabulary acquisition for effective

interaction.

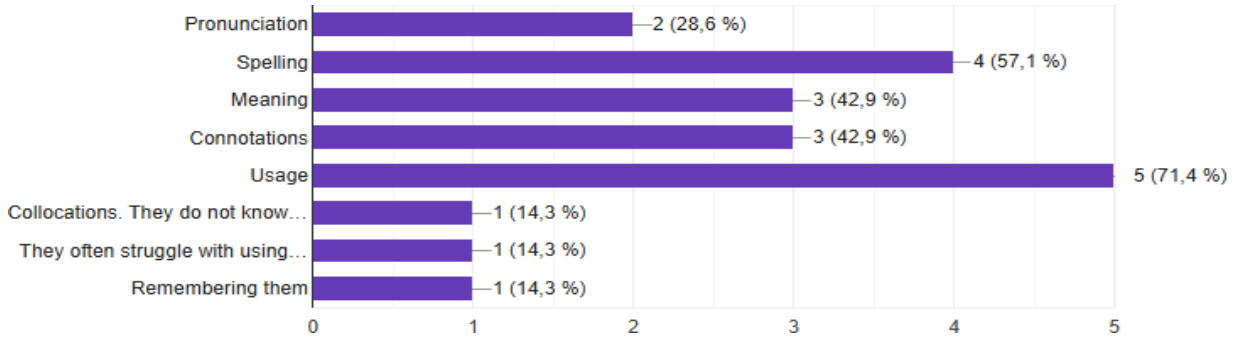
Q7: How do you introduce new vocabulary to your students?

The teachers employ a variety of methods to introduce new vocabulary, highlighting a flexible and multi-strategy approach. Many emphasize the use of engaging, interactive techniques such as games, spelling bees, debates, and presentations, which help make vocabulary learning more dynamic and contextually relevant. Visual and auditory materials, especially videos, are frequently used to expose students to new words naturally; teachers ask students to listen carefully, note down unfamiliar words, and then discuss their meanings together. Some teachers balance between implicit learning, allowing students to infer meaning from context or discover words on their own, and explicit teaching, where new words are directly explained before activities begin. The introduction of vocabulary often takes place within meaningful contexts related to the lesson's objectives, rather than in isolation, to help students understand and retain words better. Overall, the teachers combine deductive (direct explanation) and inductive (discovery-based) strategies to cater to different learning needs and maximize vocabulary acquisition.

Q8: What challenges do students face when learning new vocabulary?

Figure 7

Challenges that students face when Learning New Vocabulary



This question aimed to identify the main challenges students face when learning new vocabulary, as reported by 7 teachers. The responses indicate a variety of difficulties, with some challenges significantly more prevalent than others.

The most frequently cited challenge is Usage, with 5 out of 7 teachers (71.4%) reporting it as a difficulty. This suggests that while students might know the meaning of words, applying them correctly in context, whether in speaking or writing, poses a significant hurdle. Spelling is the second most common challenge, identified by 4 out of 7 teachers (57.1%). This points to difficulties students experience in correctly writing new words. Challenges related to Meaning and Connotations were both cited by 3 out of 7 teachers (42.9%), indicating that understanding the precise definition and the subtle emotional or cultural associations of words are notable obstacles. Pronunciation was reported by 2 out of 7 teachers (28.6%), showing it to be a lesser, though still present, difficulty. Finally, several challenges were each mentioned by only 1 out of 7 teachers (14.3%): Collocations (students not knowing them), a general struggle with using vocabulary (which overlaps with the highest category, "Usage"), and remembering new words. In summary, teachers perceive that students struggle most with actively and correctly *using* new vocabulary, followed closely by spelling. Understanding the core meaning and connotations of

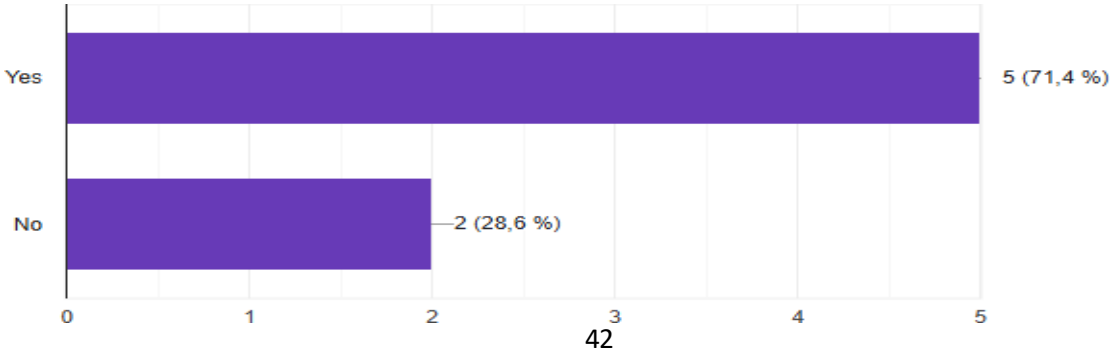
words also presents a considerable challenge, while pronunciation, collocations, and simple memorization are less frequently reported issues. This distribution suggests that the transition from passive knowledge to active application of vocabulary is the biggest hurdle for students.

Section 3: ChatGPT Usage and Perceptions:

Q9. Have you ever used AI tools like ChatGPT in your teaching?

Figure 8

The Use of AI Tools in Teaching

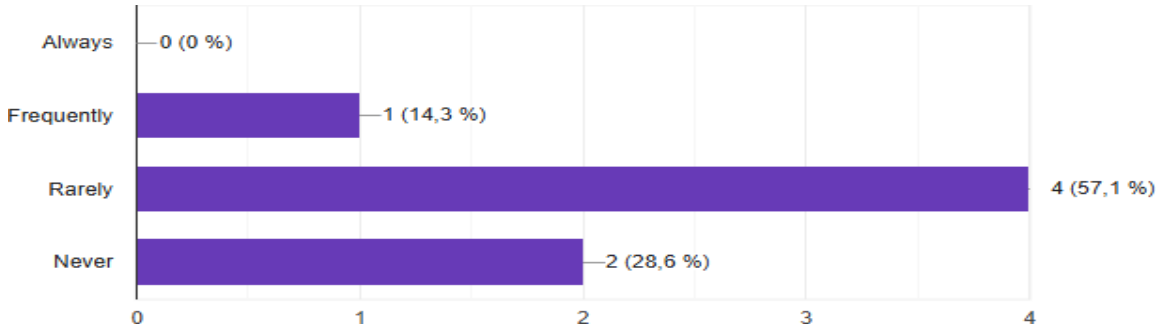


This graph illustrates the responses from 7 teachers regarding their use of AI tools like ChatGPT in their teaching. The findings clearly indicate that a significant majority of the teachers surveyed, 5 out of 7 (71.4%), **have used AI tools like ChatGPT** in their teaching practices. In contrast, a smaller proportion, 2 out of 7 (28.6%), reported that they **have not** utilize~~d~~ these tools. This suggests a notable level of adoption of emerging AI technologies among the teachers in this sample. The prevalence of "Yes" responses indicates a potential trend towards integrating AI into educational methodologies, possibly reflecting an interest in leveraging these tools to enhance various aspects of teaching, such as content creation, lesson planning, or student support. The data points to a growing engagement with technological advancements in the educational sphere within this group of educators.

Q10: How often do you use ChatGPT in your English language teaching?

Figure 9

The Frequency of Using ChatGPT in English Language Teaching



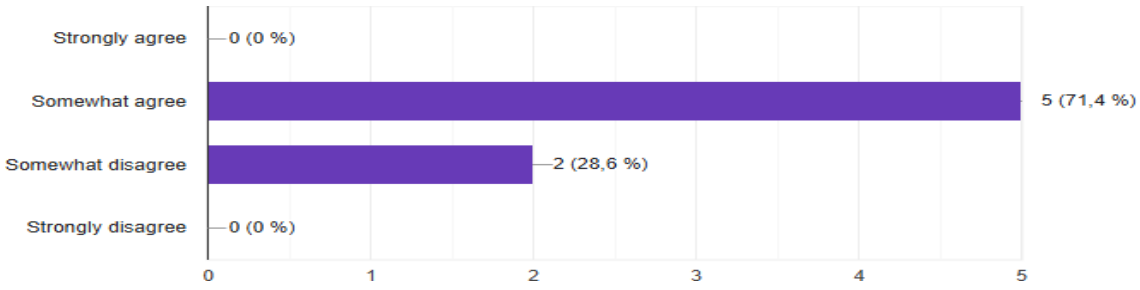
The results reveal that the majority of respondents (57.1%) rarely use ChatGPT in their English language teaching, while a significant portion (28.6%) never use it, and only a small minority (14.3%) use it frequently, with no one reporting always using the tool. This indicates that ChatGPT is not yet widely integrated or consistently utilized in this educational context. The low adoption rate may stem from factors such as limited familiarity with the technology, concerns about its effectiveness, institutional constraints, or a preference for traditional teaching methods. However, the presence of at

least one frequent user suggests some openness to incorporating AI tools, highlighting an opportunity for growth through targeted training and support. Overall, these findings suggest that while ChatGPT has potential as a teaching aid, significant barriers remain that limit its regular use among English language teachers in this sample.

Q11: Do you think ChatGPT positively impacts student vocabulary acquisition?

Figure 10

Teachers' Opinion about the Impact of ChatGPT on Vocabulary Acquisition

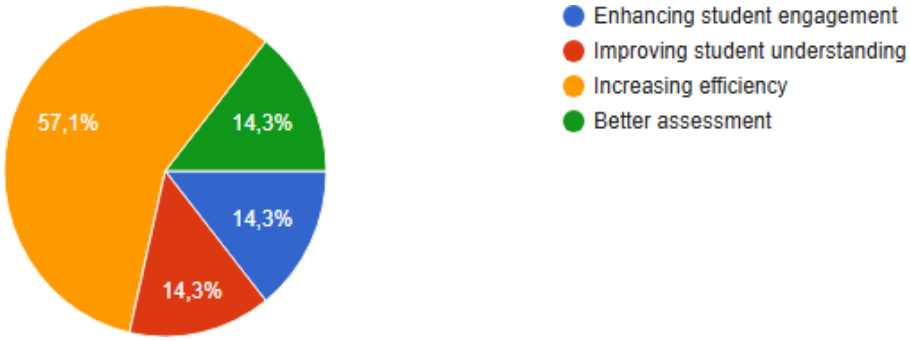


Regarding the perceived impact of ChatGPT on student vocabulary acquisition, the feedback from 7 teachers shows a largely positive, yet measured, sentiment. A clear majority, 5 out of 7 teachers (71.4%), **somewhat agree** that the AI tool positively influences students' vocabulary development, indicating a cautious optimism about its utility. However, a noticeable minority of 2 teachers (28.6%) **somewhat disagree**, suggesting some reservations or a lack of observed positive effects. The absence of any "Strongly agree" or "Strongly disagree" responses highlights that teachers' views are nuanced, leaning towards a generally favorable, but not absolute, belief in ChatGPT's beneficial role in this aspect of language learning.

Q12: What is the primary benefit of using ChatGPT in teaching?

Figure 11

The Primary Benefit of Using ChatGPT in Teaching

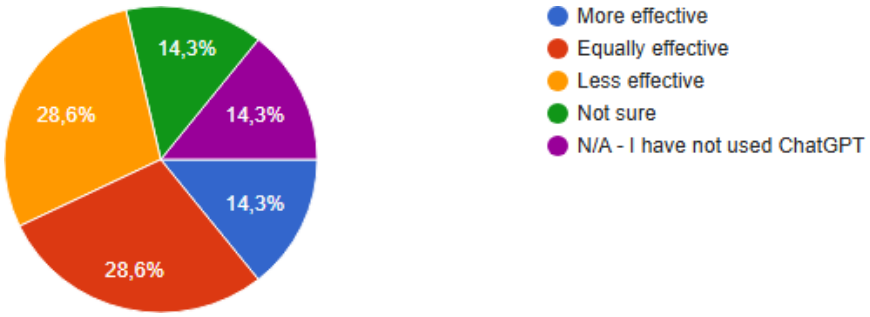


The primary benefit perceived by teachers when using ChatGPT in teaching, based on 7 responses, is overwhelmingly **Increasing efficiency**, chosen by 57.1% of the educators. This suggests that for more than half of the teachers, ChatGPT's main advantage lies in streamlining tasks, saving time, or optimizing processes within their teaching roles. The remaining benefits Enhancing student engagement, improving student understanding, and better assessment were each identified as the primary benefit by an equal, smaller proportion of teachers, at 14.3% each, indicating that while these aspects are recognized, efficiency is seen as the most significant practical gain from using ChatGPT.

Q13: How do you compare ChatGPT's effectiveness in vocabulary teaching with traditional methods?

Figure 12

Comparing ChatGPT's Effectiveness in Vocabulary Teaching with Traditional

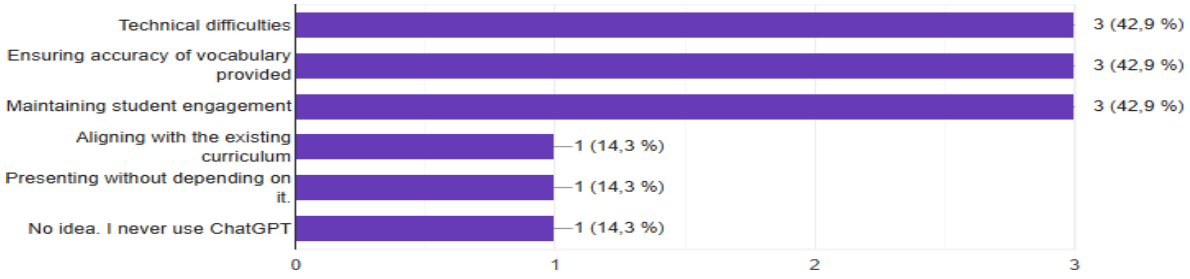


When asked to compare ChatGPT's effectiveness in vocabulary teaching with traditional methods, the responses from 7 teachers indicate a divided and somewhat uncertain perspective. The largest shared opinions are that ChatGPT is **equally effective** (28.6%) and **less effective** (28.6%) than traditional methods, suggesting that a significant portion of teachers either see no distinct advantage or find it inferior. A smaller segment, 14.3%, considers it **more effective**, while an equal proportion remains **not sure** (14.3%). Interestingly, 14.3% of respondents indicated **N/A - I have not used ChatGPT**, which aligns with previous findings of some teachers not having utilized such tools. Overall, the data reveals a lack of strong consensus on ChatGPT's comparative effectiveness, with opinions spread across various levels of impact relative to established teaching approaches.

Q14: What challenges do you face in integrating ChatGPT into English vocabulary instruction?

Figure 13

Challenges that Teachers Face in Integrating ChatGPT into English Vocabulary Instruction



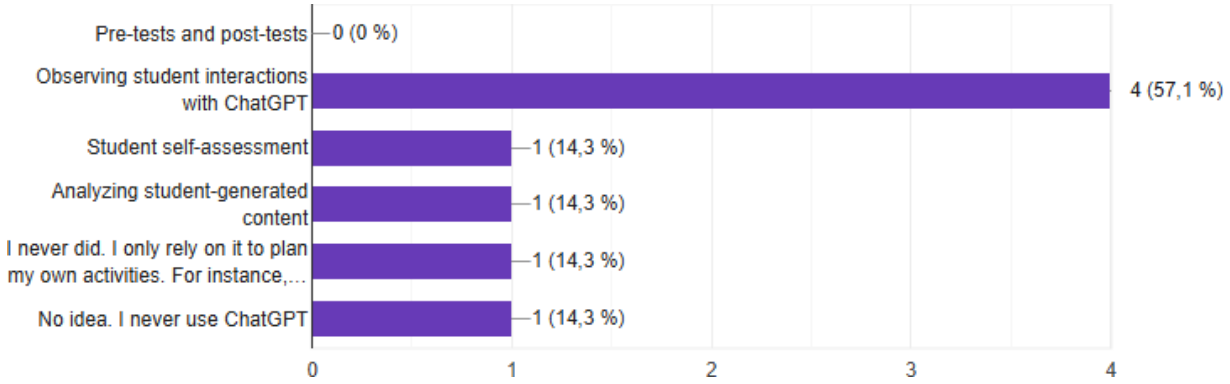
When teachers were asked about the challenges they face in integrating ChatGPT into English vocabulary instruction, the responses from 7 educators revealed three equally prominent hurdles. **Technical difficulties, ensuring the accuracy of vocabulary provided, and maintaining student engagement** were each cited by 3 out of 7 teachers (42.9%), indicating these are the most common obstacles encountered. Less frequently mentioned challenges, each by 1 out of 7 teachers (14.3%), included aligning with the existing curriculum and the concern of presenting without over-depending on

the tool. One response also indicated "No idea. I never use ChatGPT," reflecting a non-user's perspective on integration challenges. This data highlights a shared struggle among practitioners with the practical implementation, content reliability, and pedagogical balance when incorporating AI for vocabulary teaching.

Q15: How do you assess ChatGPT's impact on vocabulary acquisition?

Figure 14

Methods of Assissing ChatGPT's Impact on Vocabulary Aquisition

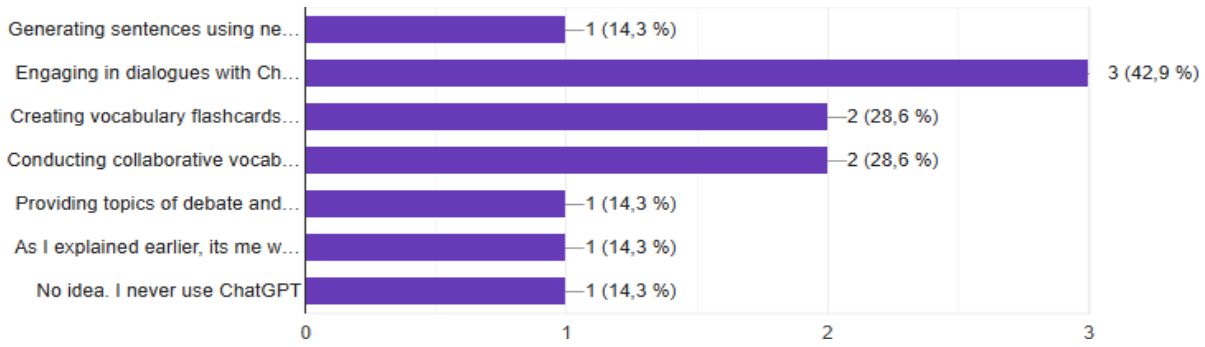


In evaluating ChatGPT's impact on vocabulary acquisition, the most frequently reported method by 7 teachers is **observing student interactions with the AI tool**, accounting for 4 out of 7 responses (57.1%). This indicates that direct observation of student engagement is the primary way educators gauge the tool's influence. Other less common assessment approaches, each chosen by 1 out of 7 teachers (14.3%), include student self-assessment and analyzing student-generated content. Additionally, 14.3% of teachers noted they do not assess its impact as they use ChatGPT solely for planning activities, while another 14.3% indicated they never use the tool, thus having no assessment. This dataset points to a preference for qualitative observation rather than formal metrics in evaluating the AI's effect on vocabulary learning among these educators.

Q16: Which activities do you use when incorporating ChatGPT for vocabulary learning?

Figure 15

Activities used by Teachers when Incorporating ChatGPT for Vocabulary Learning

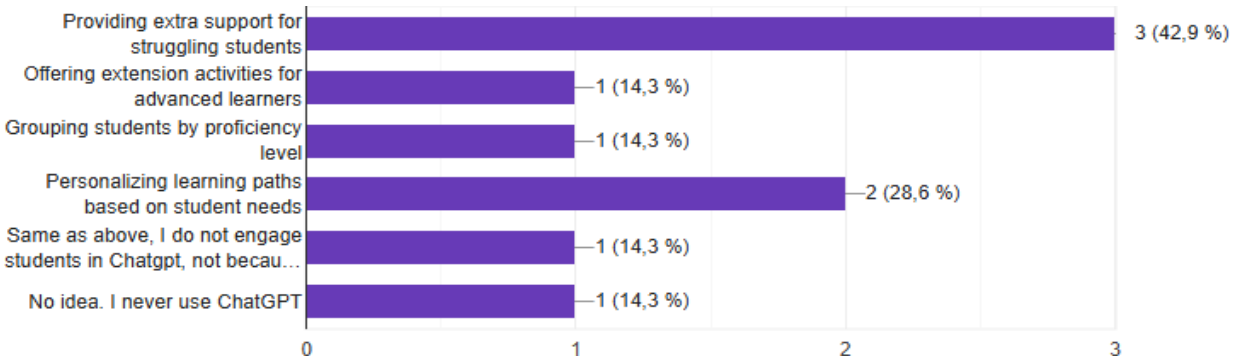


Among the various ways teachers report incorporating ChatGPT for vocabulary learning, the most prominent student-facing activity is **engaging students in dialogues with ChatGPT**, cited by 3 out of 7 respondents (42.9%). This highlights a preference for interactive, conversational practice to foster vocabulary acquisition. Other common activities, each mentioned by 2 out of 7 teachers (28.6%), include **creating vocabulary flashcards** and **conducting collaborative vocabulary activities** for students. Less frequent student-focused uses, each reported by 1 out of 7 teachers (14.3%), involve generating sentences with new vocabulary and providing debate and discussion topics. It is also significant that one teacher indicated using ChatGPT only for their own activity planning, not for student direct interaction, and another stated they do not use the tool at all. This data collectively points to a leaning towards dynamic and resource-creation methods for student vocabulary practice, alongside some teachers leveraging the AI for personal pedagogical preparation.

Q17: How do you accommodate students with varying proficiency levels when using ChatGPT?

Figure 16

Strategies Used to Accommodate Students with Varying ProficiencyLevels when Using ChatGPT

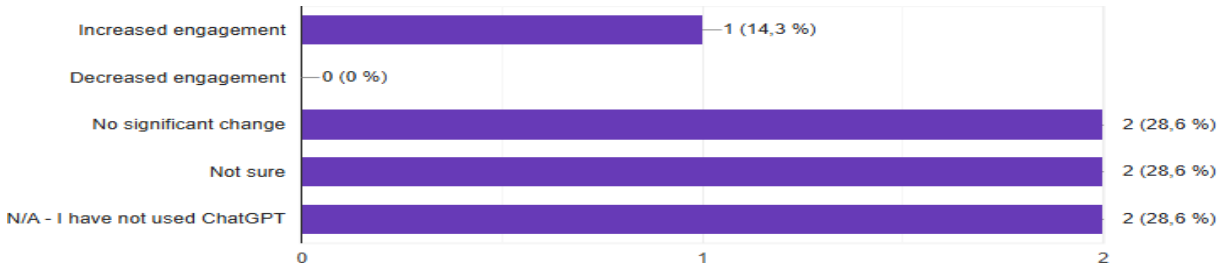


When teachers incorporate ChatGPT and need to accommodate varying student proficiency levels, the most frequently cited strategy is **providing extra support for struggling students**, as reported by 3 out of 7 respondents (42.9%). This indicates a primary focus on remediation and foundational reinforcement using the AI tool. Another significant approach, mentioned by 2 out of 7 teachers (28.6%), involves **personalizing learning paths based on individual student needs**. Less common strategies, each cited by 1 out of 7 teachers (14.3%), include offering extension activities for advanced learners and grouping students by proficiency level. It's also noteworthy that one respondent stated they do not engage students directly with ChatGPT, suggesting their differentiation methods might not apply here, and another indicated they never use ChatGPT at all. This data highlights a predominant use of ChatGPT to support lower-proficiency learners and customize learning experiences.

Q18: Have you noticed any change in student engagement when using ChatGPT?

Figure 17

Changes in Student Engagement from the Use of ChatGPT

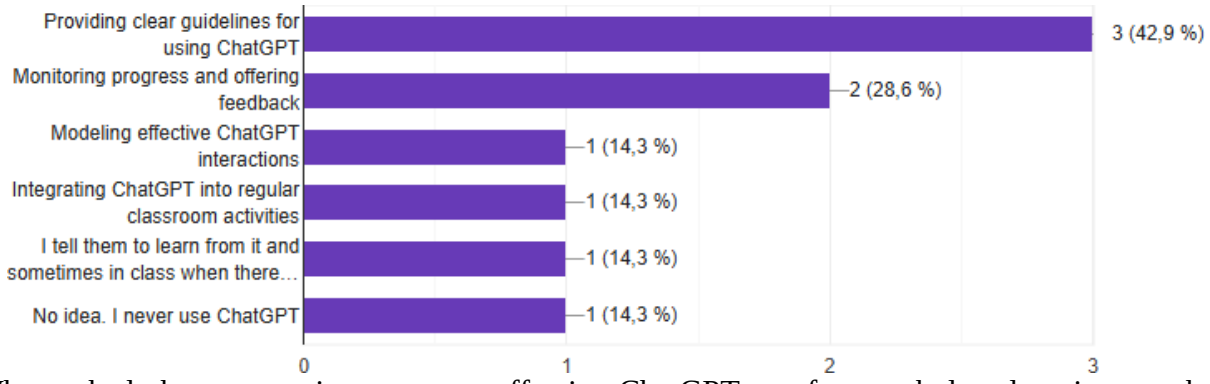


When educators were asked about any observable changes in student engagement stemming from the use of ChatGPT, the responses from 7 teachers presented a complex and largely unenthusiastic picture. A plurality of responses, each accounting for 2 out of 7 teachers (28.6%), fell into categories indicating either **no significant change, uncertainty** regarding an impact, or **non-use** of the tool altogether. Crucially, only a single teacher (14.3%) reported an **increase in engagement**, while **no teachers (0%) observed a decrease**. This distribution suggests that despite some adoption of ChatGPT in teaching, a widespread positive shift in student engagement is not a common outcome according to these educators. Instead, the data points more towards a neutral or unclear impact on engagement, coupled with a notable segment of teachers who either have not integrated the tool or have not formed a definitive opinion on its effects in this specific area.

Q19: How do you ensure students use ChatGPT effectively for vocabulary learning?

Figure 18

Strategies to Ensure Effective ChatGPT Use for Vocabulary Learning

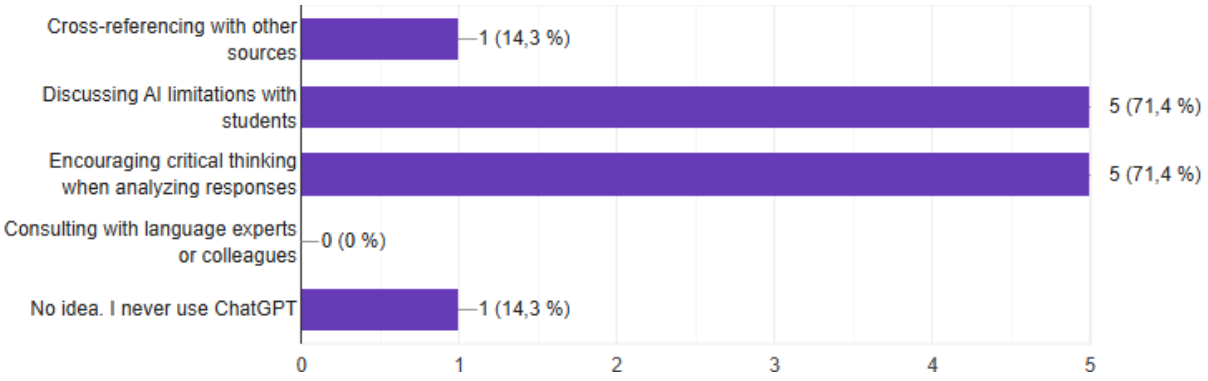


When asked about strategies to ensure effective ChatGPT use for vocabulary learning, teachers primarily focus on **providing clear guidelines**, a method cited by 3 out of 7 respondents (42.9%). This indicates that establishing structured expectations is the leading approach. **Monitoring progress and offering feedback** was the next most common strategy, mentioned by 2 out of 7 teachers (28.6%). Less frequently, teachers reported **modeling effective interactions, integrating ChatGPT into regular classroom activities**, or simply advising students to learn from it (each 14.3%). One respondent also indicated no specific strategy due to never using ChatGPT, highlighting a diverse range of engagement and oversight practices among the educators.

Q20: How do you address concerns about ChatGPT's vocabulary accuracy and reliability?

Figure 19

Methods to Address Concerns about ChatGPT's Vocabulary Accuracy and Reliability

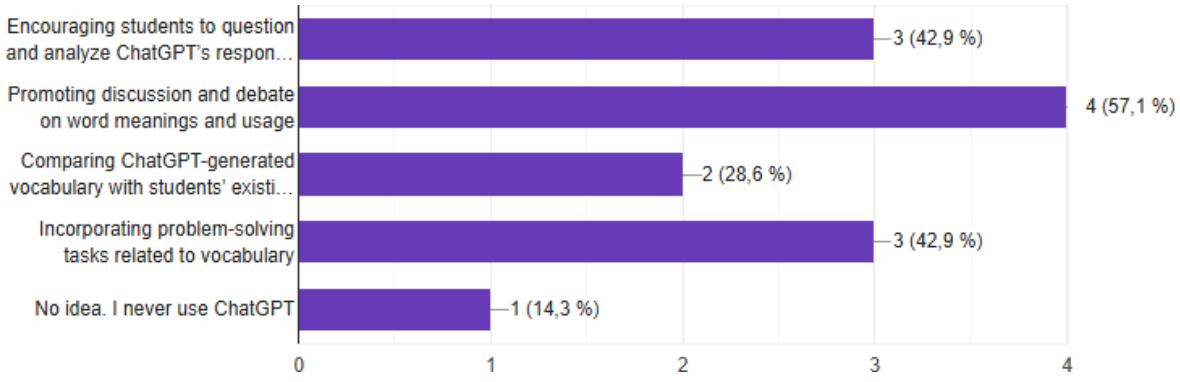


To **address** issues with ChatGPT's vocabulary accuracy and reliability, the 7 surveyed teachers predominantly focus on direct instructional methods. The overwhelming majority, representing 5 out of 7 educators (71.4%), primarily tackle these concerns by **engaging students in discussions about the limitations of AI** and by **promoting critical thinking when students evaluate AI-generated content.** This highlights a pedagogical approach centered on developing students' digital literacy and analytical skills. Less frequently, only one teacher (14.3%) reported using **cross-referencing with other sources**, while consulting with external experts was not mentioned by any respondent. Additionally, one teacher indicated no specific strategy due to not utilizing the tool. This suggests that the primary strategies for ensuring AI reliability in vocabulary instruction involve educating students and cultivating their critical discernment rather than relying on external validation or collaboration.

Q21: How do you foster critical thinking when students use ChatGPT for vocabulary learning?

Figure 20

Methods to Foster Critical Thinking Using ChatGPT for Vocabulary Learning



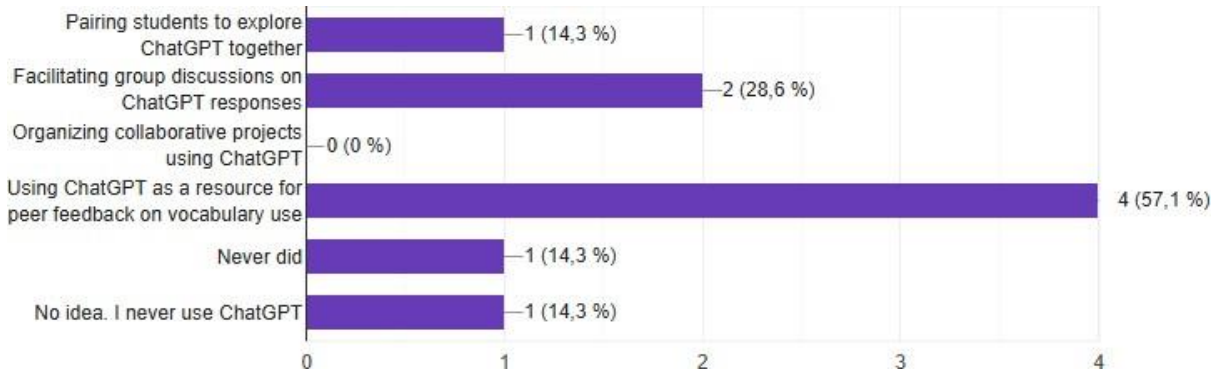
To cultivate critical thinking skills among students utilizing ChatGPT for vocabulary learning, the 7 surveyed teachers predominantly implement interactive and analytical methods. The leading strategy, adopted by 4 out of 7 educators (57.1%), centers on **stimulating discussions and debates regarding**

the meanings and application of words. Additionally, a significant portion of teachers (3 out of 7, or 42.9% each) actively **encourage students to critically examine and question ChatGPT's output** and **integrate vocabulary-related problem-solving assignments**. A smaller group (2 out of 7, 28.6%) also incorporates activities that involve **contrasting AI-generated vocabulary with students' existing knowledge**. One teacher (14.3%) conveyed a lack of a specific method due to not using ChatGPT, showcasing varied pedagogical approaches. Ultimately, these findings underscore a preference for dynamic student involvement and direct analytical engagement with AI content as pivotal for developing critical thinking in vocabulary acquisition.

Q22: How do you promote collaboration when using ChatGPT for vocabulary instruction

Figure 21

Strategies used by Teachers to Promote Collaboration when Using ChatGPT for vocabulary Instruction



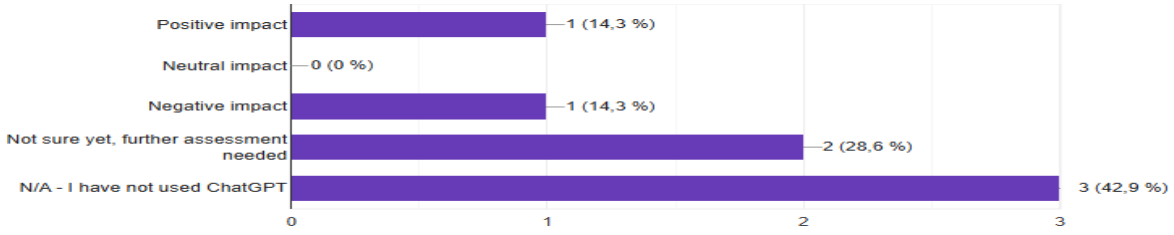
When promoting student collaboration in vocabulary instruction with the aid of ChatGPT, teachers predominantly opt for strategies that leverage the AI for shared learning. The leading approach, reported by 4 out of 7 educators (57.1%), centers on **utilizing ChatGPT as a tool for students to offer peer feedback on vocabulary usage**. Furthermore, 2 out of 7 teachers (28.6%) engage their students in **group discussions prompted by ChatGPT's responses**, fostering collective analysis. Other less common methods include **forming student pairs to jointly explore ChatGPT** (14.3%), while explicitly

organizing collaborative projects using the AI was not reported by any teacher. It is also worth noting that one teacher stated they had "never done" this, and another mentioned they "never use" ChatGPT, indicating a range in adoption. Overall, the findings suggest that teachers mainly facilitate collaboration by integrating ChatGPT into peer feedback loops and group dialogues for vocabulary development.

Q23: Based on your experience, what overall impact has ChatGPT had on first-year university students' vocabulary acquisition?

Figure 22

The Impact of ChatGPT on Vocabulary Acquisition based on Teachers' Experiences



The overall influence of ChatGPT on first-year university students' vocabulary acquisition, as perceived by 7 teachers, appears largely unclear or not yet definitively established. A significant portion of the educators, 3 out of 7 (42.9%), indicated they had "N/A - I have not used ChatGPT," demonstrating a lack of direct experience to form an opinion. Among those with experience, the most common stance was "Not sure yet, further assessment needed," chosen by 2 out of 7 teachers (28.6%), suggesting that the effects are still under evaluation rather than clearly observed. Furthermore, an equal, smaller number of teachers (1 out of 7 or 14.3% each) reported either a "Positive impact" or a "Negative impact," with no one noting a "Neutral impact." This collective data suggests that for many teachers, the precise effect of ChatGPT on the vocabulary development of this specific student demographic remains either unknown or requires further observation.

Section 4: Additional Comments

The responses to the open-ended section on "suggestions or further thoughts" reveal two distinct perspectives among the teachers. A significant portion of the educators provided no additional comments, either by stating "No further thoughts" or "No suggestions," or explicitly mentioning they "don't use Chat GPT." This indicates that for many, their insights were either fully captured by the structured questions, or they simply lacked further input, possibly due to limited experience with the tool or a general satisfaction with the survey's scope.

Conversely, the remaining responses offer critical qualitative insights into the pedagogical considerations surrounding ChatGPT's implementation. One teacher highlighted a specific concern for its use in oral classes, emphasizing the need for careful and attentive application. Another respondent underscored a broader, but equally important, point about the necessity for teachers to possess proper knowledge and skills for integrating ChatGPT effectively

into their teaching. These latter comments suggest that while some teachers see potential in AI tools, they also recognize the importance of responsible, informed, and strategically sound pedagogical approaches to truly leverage their benefits, particularly in dynamic classroom environments and for specific language skills like oral communication.

Discussion of the Results

This study, entitled *Exploring the Impact of ChatGPT Use on Learners' Vocabulary Acquisition: The Case of First-Year Students of English, the University of Jijel*, aimed to investigate the potential of ChatGPT as a tool for enhancing vocabulary acquisition among Algerian EFL learners. It also sought to address the following research questions:

- ***RQ1: Does using OpenAI's ChatGPT impact vocabulary acquisition among first-year***

English as a Foreign Language (EFL) students at the University of Jijel?

To investigate this, a quasi-experimental design was employed in which participants completed the Vocabulary Levels Test (VLT), consisting of a pre-test and a post-test. One group utilized ChatGPT as a tool to support vocabulary learning, whereas the other group followed traditional instructional methods. Prior to the intervention, the ChatGPT group obtained an average score of **11.43** on the pre-test, while the control group achieved an average of **11.06**. Following the intervention, the control group's average slightly declined to **10.78**, and the ChatGPT group's average also experienced a minor decrease to **10.58**. Although both groups demonstrated a slight reduction in performance, the differences between them were not statistically significant. This suggests that the use of ChatGPT did not result in a measurable improvement in vocabulary acquisition when compared to traditional teaching methods.

In summary, the findings suggest that ChatGPT did not have a significant impact on enhancing vocabulary acquisition among the participants. Therefore, the null hypothesis that there is no meaningful difference between the two groups in terms of vocabulary development is accepted.

- ***RQ2: What are teachers' attitudes towards the utilization of ChatGPT when teaching EFL learners in an academic setting?***

The response to this research question was informed by data collected through the teacher questionnaire, which revealed a range of perspectives regarding the use of ChatGPT in EFL instruction. Several teachers acknowledged the potential benefits of ChatGPT, particularly in

supporting students' vocabulary development and oral communication skills. These respondents indicated that, with appropriate training and thoughtful integration into classroom practice, ChatGPT could serve as an effective and engaging tool that introduces innovative elements to language learning. Conversely, a number of teachers expressed reservations about the tool's current applicability. Some

noted the need for additional time and hands-on experience before they could confidently assess its pedagogical value. A few participants reported having no prior experience with ChatGPT and preferred to adopt a wait-and-see approach before forming any conclusions. Concerns were also raised regarding the appropriate use of ChatGPT, especially in the context of oral expression classes. Several teachers emphasized the necessity of deliberate and guided implementation to ensure that the technology supports, rather than hinders, student learning. These concerns underscore the importance of providing adequate professional development and instructional support for teachers.

In conclusion, while the feedback indicates a general openness and interest in the potential of ChatGPT, it also highlights a clear need for further training and experience. This balanced combination of enthusiasm and caution reflects a measured and thoughtful stance toward the integration of emerging educational technologies.

Implications

Although this research did not confirm the main hypothesis regarding the impact of ChatGPT on vocabulary acquisition and upheld the null hypothesis, indicating no significant difference between the two groups, is still lays important groundwork for future studies. This study helped establish a foundation for further exploration of ChatGPT in language learning, particularly within the Algerian EFL context.

Moreover, the research offered valuable insights into teachers' attitudes toward incorporating ChatGPT into the learning process. Understanding their perspectives is crucial for effectively integrating such technology in the learning process. While the immediate impact on vocabulary acquisition may not have been significant, the positive engagement and openness to integrate this large language model into the vocabulary acquisition process suggests promising directions for future research and practical

application.

Limitations and Recommendations for Further Research

1. The sample size

The sample size was a challenge to address, as the number of students attending the classes was limited, with at best 21 students present in each group. Although the list of enrolled students was larger, not all of them regularly attended, so the groups were not crowded, which affected the overall participant numbers for the research.

2. Exclusion

Was necessary due to several factors. Since the control group's sessions took place before the experimental group's, some students from the experimental group attended the control sessions, which led to their exclusion to avoid overlapping exposure. Additionally, some students joined after the vocabulary learning test (VLT) and pre-test had already been conducted, so they were excluded because they missed essential parts of the study required for consistent data collection.

3. Attrition

Attrition was a challenge due to persistent absences, particularly in the control group. Although 21 students in the control group completed the consent forms and pre-tests, attendance fluctuated across sessions: 19 attended the first exposure, 20 the second exposure, and only

15 were present for the post-test. Similarly, in the experimental group, 20 students started, but attendance dropped to 18 and 17 in the first and second exposure sessions, respectively, with 15 attending the post-test. These attendance variations led to a decrease in the total number of participants actively involved throughout the study, impacting the sample size and consistency of data collection.

4. Technical complications

Some challenges arose during the sessions with the experimental group, as I had to share data and

provide internet access for students to use ChatGPT. At times, the connection was slow or unstable, causing delays and requiring extra time to ensure that all students had proper internet access before starting. These issues led to time constraints and sometimes reduced the amount of time available for vocabulary exposure and subsequent discussion.

5. Participant Collaboration Issues

During the sessions, some participants attempted to use their phones or seek assistance from classmates while completing activities and tasks, despite instructions that the work was to be done individually. Continuous monitoring was implemented to minimize this behavior. Additionally, participants frequently lost focus during the researcher's explanations, which affected their engagement and the flow of the sessions.

6. Student Shyness and Limited Experience

Some students exhibited shyness and timidity during the sessions, likely due to being first-year students with only one semester of study. This limited experience contributed to their hesitation in responding actively or participating fully in the activities.

There are several limitations within this experimental study that should be acknowledged.

These include a relatively small sample size, inconsistent attendance, occasional lack of student engagement, and technical difficulties related to internet access during ChatGPT use. Although the findings did not fully support the initial hypothesis, this research provides a valuable foundation for future investigations. We recommend further studies employing a true experimental design with a larger and more consistent sample. Additionally, future research could explore the long-term retention of vocabulary learned incidentally during exposure sessions. Other studies might also examine the effectiveness of ChatGPT-assisted vocabulary learning compared to other digital tools or teaching

methods to better understand its potential in EFL contexts.

Conclusion

This experimental study aimed to determine whether using ChatGPT as a teaching tool affected vocabulary acquisition. The main results of this study have been outlined and interpreted in this section. The null hypothesis was retained, as the results showed no significant difference between students who received ChatGPT assisted instruction and those who were taught using traditional methods. However, the teachers' questionnaire revealed mixed opinions regarding the use of ChatGPT in vocabulary instruction. While some teachers viewed it as a useful and innovative tool, others expressed reservations about its effectiveness or appropriateness in an EFL classroom setting.

General Conclusion

Vocabulary acquisition is widely recognized as a fundamental aspect of the language learning process. Given its vital role in developing language proficiency, many educators have emphasized the importance of vocabulary in conveying meaning effectively. Over the years, researchers and teachers have faced ongoing challenges in identifying the most appropriate and effective teaching methods, particularly for non-native English learners. In recent years, the rapid growth of technology has introduced new possibilities in education, providing both instructors and learners with innovative tools and resources. With the rise of AI-powered applications like ChatGPT, there has been increasing interest in integrating digital tools into language instruction. Such tools offer new opportunities for supporting vocabulary development by enabling interactive, personalized, and engaging learning experiences.

Recent developments in educational technology have brought tools such as audiovisual media and, more recently, artificial intelligence (AI) applications into language instruction. This shift has led researchers to explore how these tools may enhance various aspects of language learning, including vocabulary acquisition. This study focused specifically on first-year Algerian EFL students at the University of Mohammed Seddik Ben Yahia in Jijel, aiming to investigate the potential impact of using ChatGPT, a widely accessible AI tool, on vocabulary learning. Additionally, the study examined how teachers perceive the use of such digital tools in the classroom, particularly in relation to vocabulary acquisition.

The theoretical part of this study was divided into two main sections. The first section focused on the concept of vocabulary, exploring its nature, significance, and the processes involved in its acquisition. It emphasized that vocabulary is not merely a list of words, but a dynamic and essential component of language that plays a key role in communication and comprehension. This section also discussed various approaches to vocabulary instruction,

highlighting debates and developments that have shaped teaching practices over time. The second section introduced ChatGPT, outlining its background and evolution as a language model. It examined the integration of ChatGPT into language learning contexts, with particular attention to how it can support vocabulary development. Additionally, this section addressed common challenges learners face when acquiring new vocabulary, providing a foundation for understanding the potential impact of AI-assisted learning tools.

The fieldwork section of the second chapter presented both the methodology and the key findings of the study. A total of thirty students participated in this quasi experiment, which involved a pre and posttest using a Vocabulary Levels Test (VLT). The participants were divided into two groups: the control group received vocabulary instruction through traditional teaching methods, while the experimental group was taught using ChatGPT as a supportive learning tool. To further enrich the data and assess the effectiveness of ChatGPT in vocabulary acquisition, teachers were asked to complete a questionnaire. This instrument focused on their experiences using ChatGPT in teaching, as well as their overall opinions regarding its role in language instruction. The data collected from these responses provided valuable insights into the practical application of ChatGPT in the classroom and contributed significantly to the overall findings of this research.

During the treatment phase, teachers expressed varied opinions regarding the integration of ChatGPT into language instruction. Some educators argued that relying solely on ChatGPT for teaching vocabulary is not advisable, emphasizing the continued importance of traditional instructional methods. Conversely, others recognized the potential of ChatGPT as a valuable supplementary resource that can support and enhance vocabulary learning by providing instant feedback and personalized practice opportunities. These differing perspectives highlight the ongoing debate about the role of AI tools in education and underscore the need for further

research into how such technologies can best support vocabulary acquisition. In the experimental part of the study, the mean scores of the control group (taught through traditional methods) and the experimental group (taught with ChatGPT assistance) were compared based on pretest and posttest results. The analysis revealed no significant difference between the two groups in terms of vocabulary acquisition. Both groups showed a slight decrease in mean scores from pretest to posttest, with the experimental group starting with a marginally higher mean but ending slightly lower than the control group. These findings do not support the research hypothesis (H1), which predicted that the use of ChatGPT would significantly enhance vocabulary acquisition among first-year EFL students at the University of Jijel compared to traditional methods. Therefore, the null hypothesis (H0) is accepted, indicating that ChatGPT did not produce a notable improvement in vocabulary learning within the scope of this study.

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Appendices

Appendix I

Title: Exploring the Impact of ChatGPT on learner's vocabulary acquisition The Case of First-Year Students of English, The University of Jijel

The following information is provided to help you decide whether you wish to participate in this experiment. Please note that participation is entirely voluntary. You are free to decline or withdraw at any time without any negative consequences or impact on your studies, your relationship with the instructor, or the university.

The purpose of this experiment is to contribute to the existing literature and support future educational practices within the English department at the University of Jijel.

As part of this study, you will participate in an experimental process that involves three written tests: a Vocabulary Levels Test (VLT), a pre-test, and a post-test. The treatment will be conducted over four sessions. During these sessions, participants will be randomly selected from two first year groups: one group will receive vocabulary instruction using traditional teaching methods, while the other group will be taught with the assistance of ChatGPT.

Each group will be exposed to the same vocabulary content, and after completing the four sessions, all participants will take the same post-test to assess vocabulary acquisition.

All responses and information collected during the experiment will remain confidential. Your name or identity will not appear in any published materials or research findings. Only the researcher will know your identity, and all collected data will be anonymized for analysis.

There are no known risks or discomforts associated with this study. While there are no direct personal benefits, your participation will help support research in the field of English language learning and contribute to potential improvements in teaching practices.

As verbal consent was requested and obtained, you are reminded that you may still withdraw at any time, without giving a reason. If you choose to withdraw before data collection is completed, your data will be excluded from the study and discarded.

If you have any questions or concerns about the experiment, feel free to ask them at any time before or during your participation.

Appendix II : Vocabulary Level Test

1. **Vocabulary Level Test**

This test is designed to measure your general vocabulary level and give a sense of your proficiency. The test is divided into three sections based on difficulty. Please complete each section to the best of your ability.

Section 1: Basic Vocabulary (A1-A2 level)

Task: Match the word with its meaning or select the correct definition.

Quick:
a) Slow

b) Fast

c) Heavy

Beautiful:

a) Ugly

b) Pretty

c) Smart

Happy:

a) Sad

b) Angry

c) Cheerful

Section 2: Intermediate Vocabulary (B1-B2 level)

Task: Fill in the blank with the appropriate word.

The movie was so _____that I watched it twice.

a) boring

b) exciting
c) terrible

The scientist made a significant _____in the field of medicine.

a) mistake

b) discovery

c) failure

He was very _____when he received the award.

a) disappointed

b) thrilled

c) angry

Section 3: Advanced Vocabulary (C1-C2 level)

Task: Choose the word that best fits the sentence.

a) obsolete

b) innovative

c) irrelevant

The company has implemented several _____strategies to increase its profits.

a) completed
b) abandoned

c) successful

The research project was _____due to lack of funding.

a) vague

b) convoluted

c) clear

Her explanation was so _____that I understood the topic clearly.

Appendix III: Pre-test

Pre-Test: Vocabulary Acquisition (For First-Year English Students)

Part 1: Word Meaning and Definitions

1 - Complete this test on your own without any help.

2 - Read the questions carefully before answering.

3 - Do your best and answer each question to the best of your ability.

For each word, choose the correct definition from the options.

1. Absorb:

a) To take in or soak up
b) To ignore

c) To avoid

2. Enthusiastic:

a) Lacking interest

b) Full of excitement and eagerness

c) Angry and upset

3. Reliable

a) Unpredictable

b) Can be trusted to do something

c) Inconsistent

4. Complex

a) Simple and easy to understand

b) Complicated and not easy to understand

c) Transparent

5. Thrive

a) To struggle
b) To grow or develop well

c) To fail

Part 2: Fill-in-the-Blanks

Fill in the blanks with the correct word from the list below.

List of Words: impact, solution, challenge, opportunity, achievement

6. She worked hard and received the highest grade in the class. It was a great _____.

7. They are looking for a quick _____to the problem before the deadline.

8. Learning a new language can be a _____for many students.

9. This new job offers an exciting _____for career growth.

10. The new policies will have a significant _____on the company's operations.

Part 3: Sentence Completion

Choose the correct word from the list below to complete each sentence.

List of Words: admire, participate, improve, benefit, prefer

11. I _____reading books in my free time over watching TV.

12. She has always been a person I _____ because of her dedication and hard work.

13. To get better at writing, students should _____ in writing workshops.

14. By joining the study group, I believe I will _____from other students' ideas and perspectives.

15. Regular exercise can _____your overall health and well-being.

Part 4: Synonyms and Antonyms (10 points)

Choose the correct synonym or antonym for each word.

16. Generous

a) Selfish ≠

b) Kind =

c) Greedy ≠

17. Difficult

a) Hard =

b) Simple ≠

c) Easy ≠

18. Successful

a) Failed ≠

b) Unsuccessful ≠

c) Accomplished =

19. Brave

a) Fearless =

b) Cowardly ≠

c) Bold =

20. Rapid

a) Slow ≠

b) Fast =

c) Steady ≠

Part 5: Word Usage

Choose three of the following words and write one sentence for each word.

21. Innovative:

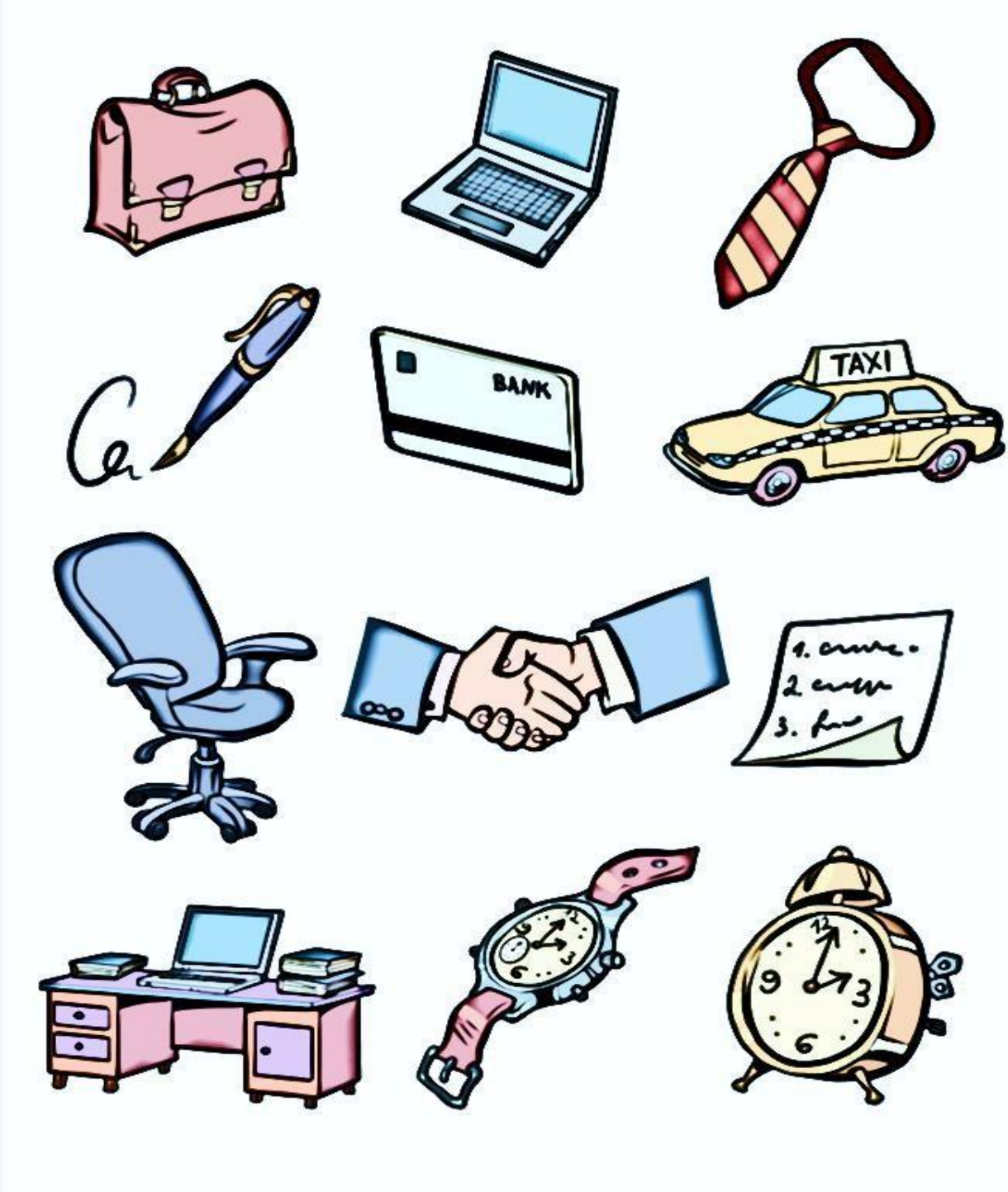
22. Overcome :

23. Transform:

24. Motivate:

25. Analyze:

Appendix IV: Screenshot of the flashcards used in the treatment



Appendix V : Post-Test

Part 1: Basic Business Vocabulary

Instructions: Write the definition for each of the following business vocabulary words.

Business:

Company:

Entrepreneur:

Profit:

Loss:

Market:

Part 2: Identifying Business Types

Instructions: Read the descriptions below and write the correct type of business (Service, Manufacturing, Retail, or Online).

1 - A business that provides services like medical care, haircuts, or consulting.

Answer: _____

2 - A business that produces and manufactures physical products, such as cars or electronics.

Answer: _____

3 - A business that sells products directly to customers, either in physical stores or online.

Answer: _____

4 - A business that operates on the internet and sells products or services to customers.

Answer: _____

Activity 3: Business Type Scenario

identify the business type based on a short description or scenario, and explain your reasoning.

Instructions:

Task: Read each scenario carefully, identify the type of business described (Service, Manufacturing, Retail, Online), and write the business type in the space provided. Then, write a short explanation of why you think the business fits that category.

Scenario 1:

"GreenTech Solutions is a company that designs and builds solar panels for homes and businesses. They work with raw materials to create energy-efficient products."

Business Type: _____

Explanation: _____

Scenario 2:

"StyleMe is a website where people can purchase the latest fashion trends from a variety of designers. Customers can browse different brands and have the clothes delivered directly to their homes."

Business Type: _____

Explanation: _____

Scenario 3:

"FitNow is a local gym that offers personal training, fitness classes, and wellness programs to individuals looking to improve their health."

Business Type: _____

Explanation: _____

Scenario 4:

"TechWorld is a retail store that sells smartphones, laptops, and other electronics directly to customers. The store also provides repair services for the products it sells."

Business Type: _____

Explanation: _____

Scenario 5:

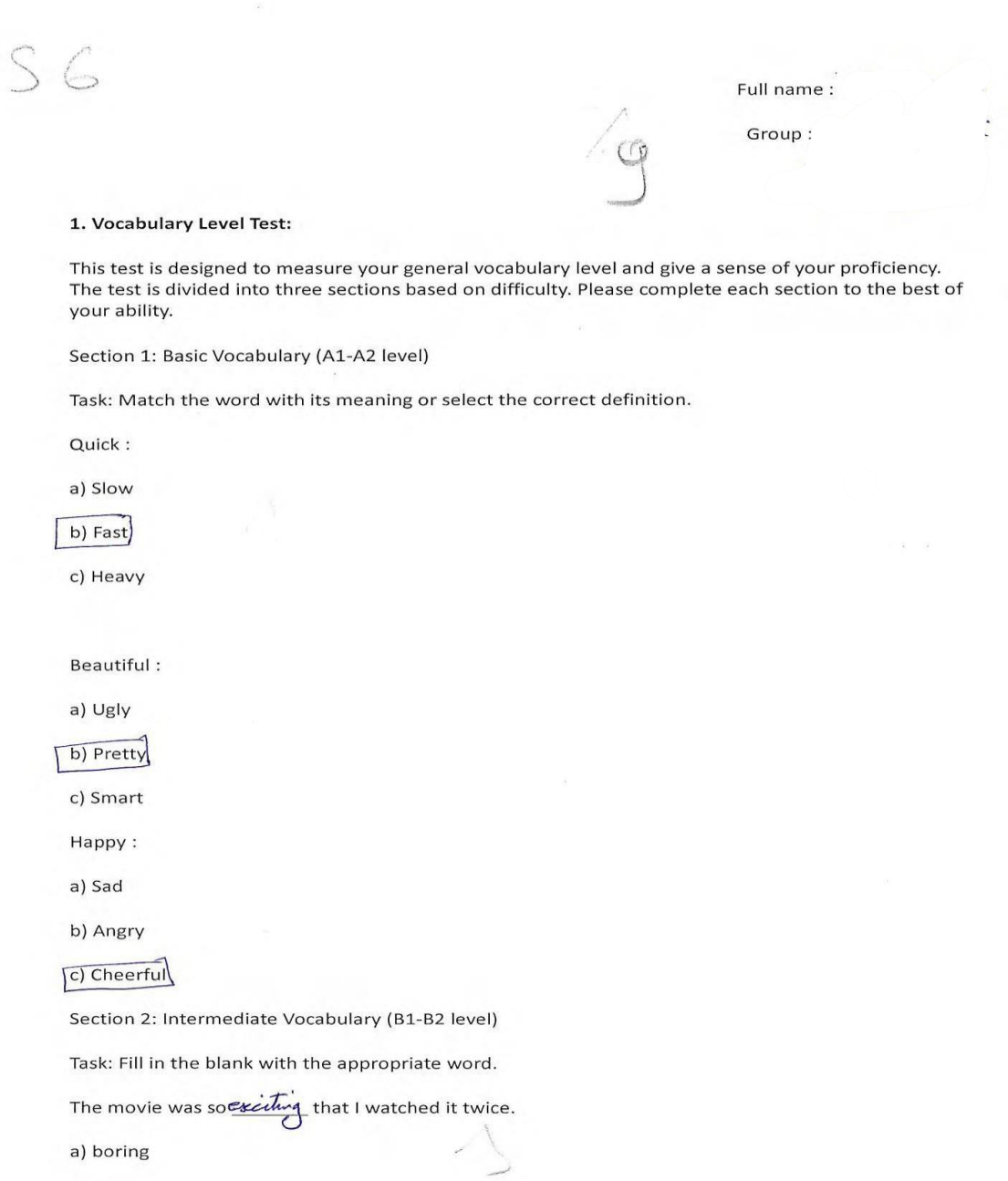
"AutoPro is a company that manufactures car parts and vehicles. The factory produces cars,

engines, and other components for the automotive industry."

Business Type: _____

Explanation: _____

Appendix VI: VLT Paper of a Participant from the Experimental Group



S 6

Full name :

Group :

1. Vocabulary Level Test:

This test is designed to measure your general vocabulary level and give a sense of your proficiency. The test is divided into three sections based on difficulty. Please complete each section to the best of your ability.

Section 1: Basic Vocabulary (A1-A2 level)

Task: Match the word with its meaning or select the correct definition.

Quick :

a) Slow

b) Fast

c) Heavy

Beautiful :

a) Ugly

b) Pretty

c) Smart

Happy :

a) Sad

b) Angry

c) Cheerful

Section 2: Intermediate Vocabulary (B1-B2 level)

Task: Fill in the blank with the appropriate word.

The movie was so exciting that I watched it twice.

a) boring

b) exciting

c) terrible

The scientist made a significant discovery in the field of medicine.

a) mistake

b) discovery

c) failure

He was very thrilled when he received the award.

a) disappointed

b) thrilled

c) angry

Section 3: Advanced Vocabulary (C1-C2 level)

Task: Choose the word that best fits the sentence.

a) obsolete

b) innovative

c) irrelevant

The company has implemented several innovative strategies to increase its profits.

a) completed

b) abandoned

c) successful

The research project was completed due to lack of funding.

a) vague

b) convoluted

c) clear

Her explanation was so clear that I understood the topic clearly.

Appendix VII: VLT Paper of a Participant from the Control Group

S 3

9/9

Full name

Group :

1. Vocabulary Level Test:

This test is designed to measure your general vocabulary level and give a sense of your proficiency. The test is divided into three sections based on difficulty. Please complete each section to the best of your ability.

Section 1: Basic Vocabulary (A1-A2 level)

Task: Match the word with its meaning or select the correct definition.

Quick :

a) Slow

b) Fast

c) Heavy

Beautiful :

a) Ugly

b) Pretty

c) Smart

Happy :

a) Sad

b) Angry

c) Cheerful

Section 2: Intermediate Vocabulary (B1-B2 level)

Task: Fill in the blank with the appropriate word.

The movie was so exciting that I watched it twice.

a) boring

b) exciting

c) terrible

The scientist made a significant discovery in the field of medicine.

a) mistake

b) discovery

c) failure

He was very thrilled when he received the award.

a) disappointed

b) thrilled

c) angry

Section 3: Advanced Vocabulary (C1-C2 level)

Task: Choose the word that best fits the sentence.

a) obsolete

b) innovative

c) irrelevant

The company has implemented several innovative strategies to increase its profits.

a) completed

b) abandoned

c) successful

The research project was abandoned due to lack of funding.

a) vague

b) convoluted

c) clear

Her explanation was so clear that I understood the topic clearly.

Appendix VIII: Pre-test Paper of a Participant from the Experimental Group

S3

Full name :

Group : O

Pre-Test: Vocabulary Acquisition (For First-Year English Students)

Part 1: Word Meaning and Definitions (10 points)

Instructions:

1 - Complete this test on your own without any help.

2 - Read the questions carefully before answering ✓

3 - Do your best and answer each question to the best of your ability.

For each word, choose the correct definition from the options.

1. Absorb :

a) To take in or soak up ✓

b) To ignore

c) To avoid

2. Enthusiastic :

a) Lacking interest

b) Full of excitement and eagerness

c) Angry and upset

3. Reliable

a) Unpredictable

b) Can be trusted to do something ✓

c) Inconsistent

4 . Complex

a) Simple and easy to understand

b) Complicated and not easy to understand ✓

c) Transparent

5. Thrive

a) To struggle

b) To grow or develop well

c) To fail

Part 2: Fill-in-the-Blanks (10 points)

Fill in the blanks with the correct word from the list below.

List of Words: impact, solution, challenge, opportunity, achievement

6. She worked hard and received the highest grade in the class. It was a great achievement

7. They are looking for a quick solution to the problem before the deadline.

8. Learning a new language can be a challenge for many students.

9. This new job offers an exciting opportunity for career growth.

10. The new policies will have a significant impact on the company's operations.

Part 3: Sentence Completion (10 points)

Choose the correct word from the list below to complete each sentence.

List of Words: admire, participate, improve, benefit, prefer

11. I prefer reading books in my free time over watching TV.

12. She has always been a person I admire because of her dedication and hard work.

13. To get better at writing, students should improve in writing workshops.

14. By joining the study group, I believe I will participate from other students' ideas and perspectives.

15. Regular exercise can benefit your overall health and well-being.

Part 4: Synonyms and Antonyms (10 points)

Choose the correct synonym or antonym for each word.

16. Generous

a) Selfish ≠

b) Kind =

c) Greedy ≠

17. Difficult

a) Hard =

b) Simple ≠

c) Easy ≠

18. Successful

a) Failed ≠

b) Unsuccessful ≠

c) Accomplished =

19. Brave

a) Fearless =

b) Cowardly ≠

c) Bold =

20. Rapid

a) Slow ≠

b) Fast =

c) Steady ≠

Part 5: Word Usage (10 points)

Choose three of the following words and write one sentence for each word.

21. Innovative : - you are very innovative in your wi

22. Overcome :

23. Transform : - transform the verbes according to the correct forme.

24. Motivate :

25. Analyze : - Analyze this passage, and extract the main idea

Appendix IX: Pre-test Paper of a Participant from the Control Group

Full nam

Group : N

Pre-Test: Vocabulary Acquisition (For First-Year English Students)

Part 1: Word Meaning and Definitions (10 points)

Instructions:

1 - Complete this test on your own without any help.

2 - Read the questions carefully before answering.

3 - Do your best and answer each question to the best of your ability.

For each word, choose the correct definition from the options.

1. Absorb :

(a) To take in or soak up

b) To ignore

c) To avoid

2. Enthusiastic :

a) Lacking interest

(b) Full of excitement and eagerness

c) Angry and upset

3. Reliable

a) Unpredictable

(b) Can be trusted to do something

c) Inconsistent

4 . Complex

a) Simple and easy to understand

(b) Complicated and not easy to understand

c) Transparent

5. Thrive

a) To struggle

(b) To grow or develop well

c) To fail

Part 2: Fill-in-the-Blanks (10 points)

Fill in the blanks with the correct word from the list below.

List of Words: impact, solution, challenge, opportunity, achievement

6. She worked hard and received the highest grade in the class. It was a great achievement

7. They are looking for a quick solution to the problem before the deadline.

8. Learning a new language can be a challenge for many students.

9. This new job offers an exciting opportunity for career growth.

10. The new policies will have a significant impact on the company's operations.

Part 3: Sentence Completion (10 points)

Choose the correct word from the list below to complete each sentence.

List of Words: admire, participate, improve, benefit, prefer

11. I prefer reading books in my free time over watching TV.

12. She has always been a person I admire because of her dedication and hard work.

13. To get better at writing, students should participate in writing workshops.

14. By joining the study group, I believe I will benefit from other students' ideas and perspectives.

15. Regular exercise can improve your overall health and well-being.

Part 4: Synonyms and Antonyms (10 points)

Choose the correct synonym or antonym for each word.

16. Generous

a) Selfish ≠

b) Kind =

c) Greedy ≠

17. Difficult

a) Hard =

b) Simple ≠

c) Easy ≠

18. Successful

a) Failed ≠

b) Unsuccessful ≠

c) Accomplished =

19. Brave

a) Fearless =

b) Cowardly ≠

c) Bold =

20. Rapid

a) Slow ≠

o) Fast =

c) Steady ≠

Part 5: Word Usage (10 points)

Choose three of the following words and write one sentence for each word.

21. Innovative :

22. Overcome :

23. Transform :

24. Motivate : you need to motivate your friend when he fail

25. Analyze : I analyze my lessions to be more clear.

Appendix X: Post-test Paper of a Participant from the Experimental Group

Task: Read each scenario carefully, identify the type of business described (Service, Manufacturing, Retail, Online), and write the business type in the space provided. Then, write a short explanation of why you think the business fits that category.

Scenario 1:

"GreenTech Solutions is a company that designs and builds solar panels for homes and businesses. They work with raw materials to create energy-efficient products."

Business Type: Manufacting business

Explanation: Because it Manufactor Solar panels.

Scenario 2:

"StyleMe is a website where people can purchase the latest fashion trends from a variety of designers. Customers can browse different brands and have the clothes delivered directly to their homes."

Business Type: On-line business

Explanation: they sell their products online and costumers recieve them directly to their home

Scenario 3:

"FitNow is a local gym that offers personal training, fitness classes, and wellness programs to individuals looking to improve their health."

Business Type: Service.

Explanation: Because it serves people by giving them personal traing Fitness classes, and wellness.

Scenario 4:

"TechWorld is a retail store that sells smartphones, laptops, and other electronics directly to customers. The store also provides repair services for the products it sells."

Business Type: Retail

Explanation: Because it is written that it is a "Tech world is a retail store".

Scenario 5:

"AutoPro is a company that manufactures car parts and vehicles. The factory produces cars, engines, and other components for the automotive industry."

Business Type: Manufacturing

Explanation: Because it Manufactures car parts and vehicles.

SG

Full Name :

Group : G03

Part 1: Basic Business Vocabulary (10 points)

Instructions: Write the definition for each of the following business vocabulary words.

Business : is a certain work that makes you moneys.

Company : is an organisation made by a group of people to make sothing.

Entrepreneur : is a business man who

Profit : is the revenue that people make from thier products success.

Loss : a loss is a fail in a certain product or spend to much moneys on it.

Market : is a place made for selling and buying products.

Part 2: Identifying Business Types

Instructions: Read the descriptions below and write the correct type of business (Service, Manufacturing, Retail, or Online).

1 - A business that provides services like medical care, haircuts, or consulting.

Answer: Service

2 - A business that produces and manufactures physical products, such as cars or electronics.

Answer: Manufactering

3 - A business that sells products directly to customers, either in physical stores or online.

Answer: Retail

4 - A business that operates on the internet and sells products or services to customers.

Answer: On-line

Activity 3 : Business Type Scenario

identify the business type based on a short description or scenario, and explain your reasoning.

Instructions:

Appendix XI: Post-test Paper of a Participant from the Control Group

S3

Full Name :

Group : 01

Part 1: Basic Business Vocabulary (10 points)

Instructions: Write the definition for each of the following business vocabulary words.

Business : An activity that involves buying, selling or providing goods and services for prof

Company : An organization engaged in business activities.

Entrepreneur : is the one who creates or starts his own business, often recognized as a lea

Profit : The financial gain when revenue exceeds expenses.

Loss : The financial shortfall when expenses exceed revenue

Market : A place where buyers and sellers exchange goods and services.

Part 2: Identifying Business Types

Instructions: Read the descriptions below and write the correct type of business (Service, Manufacturing, Retail, or Online).

1 - A business that provides services like medical care, haircuts, or consulting.

Answer: Service

2 - A business that produces and manufactures physical products, such as cars or electronics.

Answer: Manufacturing

3 - A business that sells products directly to customers, either in physical stores or online.

Answer: Retail

4 - A business that operates on the internet and sells products or services to customers.

Answer: Online

Activity 3 : Business Type Scenario

identify the business type based on a short description or scenario, and explain your reasoning.

Instructions:

Task: Read each scenario carefully, identify the type of business described (Service, Manufacturing, Retail, Online), and write the business type in the space provided. Then, write a short explanation of why you think the business fits that category.

Scenario 1:

"GreenTech Solutions is a company that designs and builds solar panels for homes and businesses. They work with raw materials to create energy-efficient products."

Business Type: Manufacturing

Explanation: it produces solar panels using raw materials.

Scenario 2:

"StyleMe is a website where people can purchase the latest fashion trends from a variety of designers. Customers can browse different brands and have the clothes delivered directly to their homes."

Business Type: Online

Explanation: it sells fashion items through a website

Scenario 3:

"FitNow is a local gym that offers personal training, fitness classes, and wellness programs to individuals looking to improve their health."

Business Type: Service

Explanation: it provides fitness training and wellness programs.

Scenario 4:

"TechWorld is a retail store that sells smartphones, laptops, and other electronics directly to customers. The store also provides repair services for the products it sells."

Business Type: Retail

Explanation: it sells electronics directly to customers.

Scenario 5:

"AutoPro is a company that manufactures car parts and vehicles. The factory produces cars, engines, and other components for the automotive industry."

Business Type: Manufacturing

Explanation: it produces car parts and vehicles.

Appendix XII : Teachers' Questionnaire

Teacher Questionnaire

This questionnaire aims to gather insights into the impact of ChatGPT on first- year university English students' vocabulary acquisition. Your responses will contribute to a master's dissertation. All information provided will be confidential and used solely for educational purposes. After attentively reading the questions, check a box(es) (√) or write a complete response if needed.

We appreciate your cooperation in completing the data-gathering procedure in advance.

Section 1: General Information

1. Highest degree obtained:

□ MA

□ Magister

□ PhD

2. Employment status:

□ Permanent teacher

□ Temporary teacher

3. How long have you been teaching at university? :

□ 0-2 years

□ 2-5 years

□ 5-10 years

□ 10+ years

4. How long have you been teaching908ral expression?

Section 2: Vocabulary Acquisition

5. How would you describe your students' English vocabulary level?

□ Elementary

□ Intermediate

□ Advanced

6. How important is learning new vocabulary for EFL learners?

□ Crucial

□ Not crucial

Please justify your answer:

_____

7. How do you introduce new vocabulary to your students?

_____

8. What challenges do students face when learning new vocabulary?

□ Pronunciation

□ Spelling

□ Meaning

□ Connotations

□ Usage

□ Other: _____

Section 3: ChatGPT Usage and Perceptions

9. Have you ever used AI tools like ChatGPT in your teaching?

□ yes

□ no

10. How often do you use ChatGPT in your English language teaching?

□ Always

□ Frequently

□ Rarely

□ Never

11. Do you think ChatGPT positively impacts student vocabulary acquisition?

□ Strongly agree

□ Somewhat agree

□ Somewhat disagree

□ Strongly disagree

12. What is the primary benefit of using ChatGPT in teaching?

□ Enhancing student engagement

□ Improving student understanding

□ Increasing efficiency

□ Better assessment

13. How do you compare ChatGPT's effectiveness in vocabulary teaching with traditional methods?

□ More effective

□ Equally effective

□ Less effective

□ Not sure

□ N/A - I have not used ChatGPT

14. What challenges do you face in integrating ChatGPT into English vocabulary instruction?

□ Technical difficulties

□ Ensuring accuracy of vocabulary provided

□ Maintaining student engagement

□ Aligning with the existing curriculum

□ Other: _____

15. How do you assess ChatGPT's impact on vocabulary acquisition?

□ Pre-tests and post-tests

□ Observing student interactions with ChatGPT

□ Student self-assessment

□ Analyzing student-generated content

□ Other: _____

16. Which activities do you use when incorporating ChatGPT for vocabulary learning?

□ Generating sentences using new words

□ Engaging in dialogues with ChatGPT to explore word meanings

□ Creating vocabulary flashcards based on ChatGPT suggestions

□ Conducting collaborative vocabulary quizzes using ChatGPT

□ Other: _____

17. How do you accommodate students with varying proficiency levels when using ChatGPT?

□ Providing extra support for struggling students

□ Offering extension activities for advanced learners

□ Grouping students by proficiency level

□ Personalizing learning paths based on student needs

□ Other: _____

18. Have you noticed any change in student engagement when using ChatGPT?

□ Increased engagement

□ Decreased engagement

□ No significant change

□ Not sure

□ N/A - I have not used ChatGPT

19. How do you ensure students use ChatGPT effectively for vocabulary learning?

□ Providing clear guidelines for using ChatGPT

□ Monitoring progress and offering feedback

□ Modeling effective ChatGPT interactions

□ Integrating ChatGPT into regular classroom activities

□ Other: _____

20. How do you address concerns about ChatGPT's vocabulary accuracy and reliability?

□ Cross-referencing with other sources

□ Discussing AI limitations with students

□ Encouraging critical thinking when analyzing responses

□ Consulting with language experts or colleagues

□ Other: _____

21. How do you foster critical thinking when students use ChatGPT for vocabulary learning?

□ Encouraging students to question and analyze ChatGPT's responses

□ Promoting discussion and debate on word meanings and usage

□ Comparing ChatGPT-generated vocabulary with students' existing knowledge

□ Incorporating problem-solving tasks related to vocabulary

□ Other: _____

22. How do you promote collaboration when using ChatGPT for vocabulary instruction?

□ Pairing students to explore ChatGPT together

□ Facilitating group discussions on ChatGPT responses

□ Organizing collaborative projects using ChatGPT

□ Using ChatGPT as a resource for peer feedback on vocabulary use

□ Other: _____

23. Based on your experience, what overall impact has ChatGPT had on first-year university students' vocabulary acquisition?

□ Positive impact

□ Neutral impact

□ Negative impact

□ Not sure yet, further assessment needed

□ N/A - I have not used ChatGPT

Section 4: Additional Comments

If you have any additional thoughts or suggestions about using ChatGPT in teaching vocabulary, please share them below:

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……

……

……

……

THANK YOU FOR YOUR PARTICIPATION!

Appendix XIV: VLT Mean (*X̄*) Results for Both Groups (Extracted from SPSS Output)

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
VLT	Experimental	15	7.4000	.82808	.21381
	controlled	15	7.4000	1.40408	.36253

Appendix XV: Mean (*X̄*) of the Pre-test for Both Groups (Extracted from SPSS Output)

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	15	11.4333	1.25167	.32318
	controlled	15	11.0667	1.65688	.42780

Appendix XVI: Mean (*X̄*) of the Pre-test for the Both Groups (Extracted from SPSS Output

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	15	10.5833	2.35028	.60684
	controlled	15	10.7833	1.55226	.40079

Résumé

Cette étude visait à évaluer l'impact de l'utilisation de ChatGPT, un outil d'intelligence artificielle largement accessible, sur l'acquisition lexicale chez des étudiants de première année en anglais à l'Université Mohammed Seddik Ben Yahia de Jijel. Un échantillon de trente étudiants a été divisé en deux groupes expérimentaux : un groupe a bénéficié d'un enseignement traditionnel, tandis que l'autre a utilisé ChatGPT comme dispositif d'accompagnement pédagogique. Les participants ont passé un test de niveau lexical (VLT) en pré- et post-test, laquelle s'est déroulée sur quatre séances. Il a été observé que les étudiants du groupe intégrant ChatGPT manifestaient un engagement accru et une réactivité plus prononcée, interagissant activement avec l'outil et tirant parti de ses feedbacks personnalisés ainsi que de la contextualisation lexicale, ce qui a dynamisé et motivé leur apprentissage. Par ailleurs, les enseignants ont été sollicités pour partager leurs perceptions : certains ont reconnu le potentiel de ChatGPT en tant que complément pertinent aux méthodes pédagogiques conventionnelles, notamment en raison de la réactivité immédiate de l'outil et de la flexibilité des activités proposées, tandis que d'autres ont exprimé des réserves quant à la substitution des approches éprouvées et au maintien du rôle central de l'enseignant. En dépit de l'enthousiasme manifesté par les apprenants du groupe expérimental, les analyses comparatives des résultats pré- et post-tests n'ont révélé aucune amélioration statistiquement significative de l'acquisition lexicale par rapport au groupe contrôle, les deux groupes ayant même enregistré une légère diminution des scores moyens. Par conséquent, l'hypothèse initiale postulant une amélioration de l'acquisition du vocabulaire par l'usage de ChatGPT n'a pas été corroborée, conduisant à la validation de l'hypothèse nulle. Ces résultats suggèrent que, bien que ChatGPT puisse favoriser la motivation et l'engagement des apprenants, il ne génère pas, dans ce contexte spécifique, de progrès mesurables en matière d'acquisition lexicale.

ملخص

تهدف هذه الدراسة إلى تقييم تأثير استخدام شات جي بي تي، وهو أداة ذكاء اصطناعي متاحة على نطاق واسع، على اكتساب المفردات لدى طلاب السنة الأولى في اللغة الإنجليزية بجامعة محمد الصديق بن يحيى بجيجل.

تم تقسيم عينة مكونة من ثلاثين طالبًا إلى مجموعتين تجريبيتين: استفاد أحدهما من التعليم التقليدي، بينما استخدم الآخر شات جي بي تي كأداة مساندة تربوية. خضع المشاركون لاختبار مستوى المفردات (VLT) قبل وبعد التدخل، الذي استمر على مدى أربع جلسات. لوحظ أن طلاب المجموعة التي استخدمت شات جي بي تي أظهروا تفاعلًا متزايدًا واستجابة أكبر، حيث تفاعلوا بنشاط مع الأداة واستفادوا من التغذية الراجعة المخصصة وسياق المفردات، مما جعل عملية التعلم أكثر ديناميكية وتحفيزًا. علاوة على ذلك، تم استقصاء آراء المعلمين الذين أقر بعضهم بإمكانات شات جي بي تي كتكملة فعالة للطرق التربوية التقليدية، لا سيما بسبب ردود الفعل الفورية ومرونة الأنشطة المقترحة، في حين أعرب آخرون عن تحفظاتهم بشأن استبدال الأساليب المجربة وأهمية الحفاظ على الدور المركزي للمعلم.

على الرغم من الحماس الذي أبداه المتعلمون في المجموعة التجريبية، لم تكشف التحليلات المقارنة لنتائج الاختبارات قبل وبعد التدخل عن تحسن ذي دلالة إحصائية في اكتساب المفردات مقارنة بالمجموعة الضابطة، حيث سجلت المجموعتان انخفاضًا طفيفًا في المتوسطات. وبناءً عليه، لم يتم تأكيد الفرضية الأولية التي تنص على أن استخدام شات جي بي تي يحسن اكتساب المفردات، مما أدى إلى قبول الفرضية الصفرية. تشير هذه النتائج إلى أنه رغم قدرة شات جي بي تي على تعزيز الدافعية والمشاركة لدى المتعلمين، فإنه لا يحقق، في هذا السياق المحدد، تقدمًا ملموسًا في اكتساب المفردات.