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Language Classroom Management: Underprivileges of ChatGPT

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Abstract. Despite tons of researches on ChatGPT, the language classroom management underprivileges, it is an undefined question among many researchers, teachers and students. However, there are uncountable debts and discussions going on in many universities regarding ChatGPT usage. This research paper is to define a phenomenon issue of language classroom management which is underprivileged situation for ChatGPT usage as question statement. The qualitative meta-analysis has been employed and thematic analysis to describe enjoin ChatGPT in language classroom management and its disposition in relationship to language classroom management. The study reveals three certain themes such as Language Classroom Management and Technology, ChatGPT in Language Classroom, ChatGPT in Language Education, which provides amicable exigency and comprehension of the link between ChatGPT and language classroom management. In conclusion, it has enlightened the unexplored demand where there is implicit and explicit need of pertain policies for utilizing ChatGPT into language classroom management.

Keywords: ChatGPT in Education, ChatGPT in Language classroom management, ChatGPT, Classroom management, Language classroom management, Qualitative meta-analysis.

1. INTRODUCTION

The term "language classroom management" describes the methods and approaches instructors employ to foster a positive learning atmosphere and support efficient language instruction (Baker et al., 2012). Setting norms and standards, creating interesting and participatory activities, and giving students help and feedback are all parts of classroom management. For students to be motivated, involved, and capable of meeting their learning goals, effective classroom management is essential (Xu et al., 2014). Ineffective classroom management can result in unruly conduct, limited student participation, and eventually subpar learning results. Classroom management encompasses aspects of classroom discipline, but its primary objective is to establish a learning environment that is organized, engaging, and respectful to both the teacher and the students, while also being tranquil and comfortable. Effective classroom management is essential for the successful teaching and learning of students, as it enables instructors to concentrate more on instruction and minimizes disruptions (Baker et al., 2012). The integration of internet-based platforms for class management is essential in the ever-changing online education landscape, as it promotes efficiency and enables a blended learning experience that effectively integrates online and offline learning elements.

Dichev and Dicheva (2017) assert that there is a correlation between student engagement and the classroom management of instructors. The research discovered that students who are instructed by classroom managers and instructors who exhibit minimal interaction and possess below-average classroom management skills demonstrate lower levels of engagement, which is a critical determinant of academic success. This emphasizes the significance of effective classroom management practices in creating an environment that is conducive to student engagement and success.

Artificial intelligence (AI), on the other hand, may be applied in virtually all human pursuits, which increases the likelihood that it will be accepted (Nadarzynski et al., 2020). Apps that are powered by artificial intelligence make it easier to access datasets, which has been useful for research. This has resulted in the creation of new possibilities and challenges for enterprises, academic institutions, and service providers (Firat, 2023). Goralski and Tan (2023) state that artificial intelligence is a set of computing abilities that can create reactions that are similar to those of humans. The ChatGPT is currently the most advanced example of a generative artificial intelligence chatbot. As a result of its information processing skills, it is able to generate content that has not been published and to provide instantaneous responses (Mattas, 2023). In terms of effectiveness, it outperforms competitors such as Google's Gemini, which has 20 million criteria (Liesenfeld et al., 2023). Among its key features are (a) engaging in conversation with the user using natural language and (b) addressing almost any topic, provided that the information is contained within its database (Koubaa, 2023).

Over the course of the past few months, the field of natural language processing (NLP) has witnessed a substantial rise in the employment of advanced conversational artificial intelligence models. Although ELIZA (Weizenbaum, 1966), PARRY (Adamopoulou & Moussiades, 2020; Colby et al., 1971), A.L.I.C.E. (ZEMČÍK, 2019) and Cleverbot (Yadav & Dhanda, 2023) were previously developed chatbots, they were lacking in attributes such as scale, training data, and generative capabilities (Kuhail et al., 2023). The most recent advancement in this field is the Chat Generative Pre-Trained Transformer (ChatGPT) that was developed by OpenAI. In November of 2022, the artificial intelligence chatbot was shown to the general public for the first time. Since then, it has grown to become one of the consumer apps that is increasing at the fastest rate (OpenAI, 2023). However, with

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the announcement of ChatGPT (Chat Generative Pre-Trained Transformer) by OpenAI (artificial intelligence) on November 30, 2022, the public was introduced to a chatbot capable nearly 300 billion words (Eysenbach, 2023) and of conversing on a vast range of topics, with a training on within the first two months after its launch, ChatGPT has already surpassed the milestone of 100 million users (Milmo, 2023).

In order to satisfy the evolving demands of ChatGPT in language classroom management, where language teachers get a thorough grasp of successful classroom management techniques and constantly evaluate and improve their methods. However, in previous studies related to ChatGPT for English for specific purposes by Sarah et al. (2023) and the influence of ChatGPT on advanced learning: A Correlational Study by Khan et al. (2024), and addition to this recently published two papers by Hayat et al, (2024) utlizing digital tools for English language teaching and integrating teaching technology in language classroom in the context of Pakistan, these are urging points to write this paper. This e-paper will examine a language classroom management while having inevitable underprivileged effects of ChatGPT technology.

The research question to be addressed in this study is the statement created for this article...

Does language classroom management stand underprivileged of ChatGPT?

2. LITERATURE REVIEW

Classroom management has been researched to determine the needs of educators and the efficacy of different techniques. Historical studies indicated that a Madsen, et al. (1968) discovered that an emphasis on classroom regulations had minimal impact on behavioral enhancement, that discipline remained a persistent challenge for educators, and that initial teacher training predominantly concentrated on content and curricular standards. Cochran-Smith and Villegas (2015) concentrated on the empirical basis of pedagogy, highlighting the knowledge and practical competencies that educators ought to acquire. Voss et al. (2017) assert that classrooms are multifaceted environments populated by several individuals, where unforeseen events may arise unexpectedly, and where there is continuous interaction between the teacher and the students. Instructors are expected to handle disruptive student behaviors by utilizing appropriate classroom management strategies to address unexpected situations that may arise. Fostering a positive classroom environment and ensuring effective classroom management are major objectives for any instructor. The evidence indicates that teachers predominantly allocate their time to addressing disciplinary difficulties (Brophy, 1986; Sieberer-Nagler, 2016?). Instructors are responsible for ensuring that students exhibit positive behaviors in the classroom (Sieberer-Nagler, 2016). This will prevent students from diverting time from their studies due to disciplinary matters. Classroom management encompasses establishing suitable environmental configurations to facilitate effective learning-teaching activities aligned with the available curriculum, as well as anticipating potential issues by assessing students' learning levels (Aksoy, 2015; Lemlech, 1988). In conclusion, classroom management includes all tactics essential for facilitating effective learning (Emmer & Stough, 2001).

It is said by Lojdova (2020) that novice instructors have the potential to fulfill the requirements of their students if they get training in effective, preventative, and practical classroom management approaches. In spite of this, a sizeable number of the strategies that are taught to students during the process of teacher training are either reactive or theoretical (Cooper et al. 2018). Despite the fact that evidence-based strategies are essential, the majority of teacher training programs do not focus on classroom management.

Furthermore, educators may cultivate a constructive classroom atmosphere by employing preventive and nonverbal management techniques to meet their students' needs. Oliver and Reschly (2010) reported that 40–60% of teacher preparation programs inadequately addressed preventive classroom management tactics, encompassing the formulation and implementation of rules and procedures, classroom spatial organization, and learner engagement techniques. Nonverbal management strategies, such as instructor nodding, eye contact, and closeness, cultivate connection with students and reduce classroom disturbances by minimizing distractions. Nonetheless, teacher training excluded evidence-based nonverbal tactics, despite the enhancement of pleasant teacher-student relationships through effective nonverbal communication (Bergman 2018). Educators are poorly prepared to address the practical issues arising from this insufficient preparation. On the other side, more training and assistance make new instructors feel ready to manage the classroom (Boe et al. 2007).

Models of Classroom management by Wolfgang and Glickman (1986)

2.1. The Intervening Model

The conventional idea of classroom management posits that the objective is to regulate the classroom, which falls under the purview of the instructors. A conventional methodology primarily emphasizes behavioral concepts within a teacher-centered context (Garret, 2005). "In a conventional EFL classroom, the instructor typically exerts control over the entire class through stringent discipline to effectively communicate instructions, which students subsequently transcribe" (Yi, 2008, p. 129). The educator serves as the authority and source of the target language, endeavoring to impart information to the students. Wolfgang and Glickman (1986) articulate the fundamental concepts of the interventionist approach as follows.

A teacher bears the principal duty for managing the classroom.

- The educator establishes the regulations.

- The principal emphasis is on the conduct of the pupils.
- There is minimal consideration of the individual variations among learners.
- An educator should promptly manage behavior.
- The forms of intervention often consist of incentives and sanctions.

Traditional management practices are grounded in behaviorism. Behaviorism emphasizes the unique behaviors of learners and addresses them to promote positive conduct in the classroom. The phases of the behavioral approach are as follows:

- Delineate explicit objectives for constructive conduct
- Oversee affirmative activity
- Bolster commendable behavior

2.2. The Interactive Model

There are a number of crucial factors included in the interactive model. The following is an explanation of the fundamental notions that Wolfgang and Glickman (1986) articulated regarding the method. Assuming responsibility for management should be a collaborative effort between students and instructors. In conjunction with the contributions of the students, a teacher is responsible for establishing the regulations. The conduct of the students is the initial focus, and then the feelings of the students are addressed thereafter. The individual differences among the students are the primary focus of attention.

Although students are given a length of time to regulate their behavior, the instructor is ultimately responsible for making the final choice.

- Sanctions and meetings with the class are examples of the many forms of interventions.

Logic and natural consequences, cooperative discipline, constructive classroom management, and noncoercive tactics are the key tenets upon which interactive methods are founded.

2.3. The Guiding Model

Within the framework of the guiding model, the classroom shifts from being oriented on the instructor to being centered on the student. This new perspective has led to the evolution of management approaches that have become more productive over the course of the last few decades. The constructivist approach places an emphasis on the idea that students should actively participate in the learning and teaching process, as opposed to only receiving information from teachers in a passive manner. This approach also encourages critical thinking skills in order to build autonomous learners. Rather of relying on memorization, several instructional strategies that are founded on the constructivist approach put an emphasis on the discoveries and elicitations of the students. Educators are responsible for providing education within a supportive environment; hence, the constructivist way of management places a significant emphasis on the creation of a stress-free and nurturing atmosphere. This is because learning is shown to be most effective in an environment that is positive. When it comes to the learning of a language by individuals who are not native speakers, the classroom is generally the only place where students have the chance to use and hear the subject language. Because the primary goal of learning a foreign language is to communicate with native speakers, the students need to interact with people. Learners who are experiencing anxiety tend to disconnect from the process and take on a more passive manner of behavior. The value of a classroom setting that is favorable to learning, in which students are able to relax and are more likely to participate in activities, is shown by this evidence. However, the query refers to how to build a favorable atmosphere in an English as a Foreign Language classroom. As was said before, a constructivist technique places a significant emphasis on the need of cultivating a positive environment.

Following is an explanation of the main notions that Wolfgang and Glickman (1986) identify as being associated with the guiding (non-interventionist) paradigm. It is mostly the duty of the students to establish and maintain appropriate behavior. The students, with the guidance of the instructor, are responsible for formulating the rules. The major emphasis is placed on feelings.

- The individual differences that exist among students in the classroom are given a great deal of attention and consideration.
- The instructor allots time for the students to take responsibility for their behavior.

3. METHODOLOGY

This study synthesizes findings from prior research to investigate the relationship between language classroom management and ChatGPT underprivileged condition through the use of a qualitative meta-analytic technique. A comprehensive literature evaluation is facilitated by qualitative meta-analysis, which identifies themes and patterns that illustrate how language classroom and ChatGPT connected (Peachey, 2023). This method establishes a foundation for comprehending the basic function of language Classroom management that transcend ChatGPT underprivileged context.

The data were gathered from peer-reviewed articles published within the past twenty years and were derived from language classroom management, and ChatGPT in studies. Keywords, such as language classroom

management and technology, ChatGPT in classroom, ChatGPT and Language education were employed to conduct a systematic search in databases such as JSTOR, Google Scholar, and Research Gate. With this search, 50 studies were identified, and 30 of them were a priori included due to their appropriate methodology.

4. ANALYSIS AND FINDINGS

A thematic analysis was carried out in order to uncover recurrent themes that were present in the papers that were chosen. The findings were discussed according to issues such as language classroom management and technology, ChatGPT in the classroom, and ChatGPT and language Education. Individually, each research was examined, and trends were cross-referenced in order to uncover findings that were consistent across the settings of language classroom management and chatGPT underprivileges. The utilization of this analytical technique made it possible to conduct a systematic synthesis of results concerning the impact that ChatGPT has on the language classrooms management.

4.1. Language Classroom Management and Technology

Teachers are crucial for effective learning using proper methods, strategies, and technology (Sabancı et al., 2014). Information technology is used by many instructors to apply technological advances to teaching (Uçar, 2017). The use of technology in education requires instructors to possess certain technological abilities for effective learning (Sabancı et al., 2014). However, Hsu (2010) stated that teachers who want to integrate technology must understand how to use it for transdisciplinary courses, not only computer skills. Sabaliauskas et al. (2006) stressed that instructors should have fundamental ICT use, integration of ICT in the topic to be taught, identifying the appropriate ICT technique, and managing the ICT-based teaching-learning process. Without these abilities, instructors that employ technology in their classes will take longer to succeed (Ertmer, 1999). ICT-equipped classrooms need technology assistance, software maintenance, curriculum updates, and classroom management to improve learning (Kleiman, 2000). Bringing technology to schools without these resources has minimal impact on learning outcomes (Keengwe et al., 2008). In addition to improving teachers' classroom management, technology integration caused some classroom management issues (Erdogan et al., 2010). earning may be disrupted and student misbehavior may result from technical difficulties during class (Durak and Saritepeci, 2017). According to Erdogan et al. (2010), the integration of technology into educational institutions resulted in the expansion of technology use, which in turn caused disciplinary and management issues in classrooms. Teachers encountered difficulties in their classrooms with regard to technology utilization and time management, according to an additional investigation (Dawes, 2012). In addition, Yıldız-Durak and Sarıtepeci (2017) found that using interactive boards and tablet computers disrupted classes due to time management, student behavior, and access challenges. Tablet use for undesired reasons and unsupervised student use generate communication issues and classroom management issues (Albayrak, 2014). In addition, classroom technologies cause students to do unrelated activities (listening to music, playing games), speak aloud, act disorderly, and use materials for unrelated purposes. In a research of high school pupils, Saritepeci (2020) found that half of them accessed the FATİH network without authorization and displayed irrelevant behaviors during classroom instruction. If the criteria for proper technology integration are not met, ICT instruments generate numerous obstacles rather than enriching and improving learning and teaching.

4.2. ChatGPT in Language Classroom

A language instructor has the capacity to propose that ChatGPT assist them in formulating queries that they could ask, based on its understanding of specific individuals. As a consequence, the classroom now has access to a diverse array of opportunities. If you employ ChatGPT as a visitor and employ it to engage with your students, they may offer suggestions for questions that you could ask. Then, you would be able to input the answers, and the students would be able to observe the responses and request additional clarification. In addition, a language instructor may employ ChatGPT to generate questions that the individual would be asked. Then, the instructor could instruct the students to imagine that they are the individual while responding to the questions. Historical figures possess the capacity to research the answers prior to providing them. You could also inform ChatGPT that you are a well-known figure, which would motivate it to pose queries to you. This would be an even more effective language instructor. Afterward, either you or the students may input your response.

Inform students they will speak with {famous person}.

- Encourage group brainstorming on {x} questions to ask the individual.
- Regroup students to compare questions with new partners. Ask them to list {x} top questions.
- Start ChatGPT and add prompt 1.
- Inform pupils they will test the interviewee.

Show youngsters the computer screen and ask questions.

- Enter and await replies.
- Encourage students to ask follow-up questions to clarify the response.
- After questions, have students discuss/write a summary of their learning. (Peachey, 2023, p. 31-32).

4.3. ChatGPT in Language Education

The application of chatbots in education has been examined since the early 1970s (Huang et al., 2022). Furthermore, these have been examined for their potential utility in language acquisition and pedagogy. They concur with other scholars that AI-driven chatbots can provide linguistic exposure and everyday conversational practice (Huang et al., 2022), and they can stimulate the enthusiasm of language learners (Kohnke, 2022). Kohnke et al. (2023) assert that "rich input is essential for successful second language acquisition" (p. 538). Moreover, artificial intelligence-powered chatbots can perform initial assessments and deliver prompt feedback (Huang et al., 2022; Kuhail et al., 2023). Both traits are fundamental elements of an effective language acquisition process (Kohnke et al., 2023).

The utilization of ChatGPT has allowed students to easily compose professional-based essays that are both rigorous and logically organized. Consequently, foreign language instructors will need to reassess their teaching methods, particularly their assessment procedures (IPL, 2024). Teachers will be required to reassess their instructional strategies. Nevertheless, it is a valuable resource for students to obtain reliable responses to their general questions based on concepts in a brief period of time, and it may also help students improve their writing skills if it is well-supported by their professors (Kasneci et al., 2023). A list of prospective educational applications of ChatGPT was provided by Firat (2023). These include the following: real-time feedback on task performance; convenient and flexible learning, as students can access it at any time and from any location; the enhancement of the use of open educational resources or self-reflection on one's own progress; and personalized learning, which is feasible due to the fact that each student may have unique needs, and ChatGPT is capable of effortlessly accommodating these needs.

Hong (2023) claims that ChatGPT can change this method by increasing instructor expertise, enabling more tailored and participative learning that focuses on students' lives and interests. Due to its conversational abilities, Hong believes ChatGPT can deliver targeted, interactive learning. He believes ChatGPT can "transform the long-stagnant teaching and assessment methodologies in higher education" (p. 38) in foreign language instruction. Students can use ChatGPT prompts to build projects based on their interests and backgrounds. Hong claims that ChatGPT's collection of online data provides unlimited access to knowledge not dominated by one educational body. According to Tseng and Warschauer (2023), ChatGPT's freeing potential requires its use to achieve humanizing goals rather than just information gathering.

However, according to Kamali et al., (2024) the results showed that educational ecology has micro, meso, and macro challenges and opportunities with ChatGPT in language classroom.

- At the micro level, governments may encourage curricular frameworks to integrate AI and critical thinking.
- At the meso-level, initiatives may prioritize teacher training to maximize ChatGPT benefits and reduce technological resistance.

Governments may support equitable AI access and culturally relevant AI research at the macro level. These ideas ensure that AI is used in language training efficiently and appropriately, in line with evolving pedagogical needs and technological advances (Kamali et al., 2024).

5. CONCLUSION

Today, language classroom management without technology is impossible question for its receptive and productive skills. As electronic learning is facilitated by digital resources and media and the electronic delivery of a learning, training, or teaching system (Kostaki & Karayianni, 2021). E-learning is web-based engagement that caters to students' learning styles and helps them connect with the learning process regardless of time or location. Due to the COVID-19 pandemic, educational institutions must switch from 100% face-to-face sessions to online or mixed learning. According to Pei Zhao and Sara Sintonen et al. (2015), colleges, universities, and other higher education institutions are competing to offer online courses in a growing cyber education market.

Milmo (2023) reports that ChatGPT has over 100 million users in the first two months after its launch, demonstrating its popularity. OpenAI (2022) claims that ChatGPT can respond to a wide range of topics and cues after being trained on a massive data set of human conversations. It can accurately translate, write marketing copy, summarize reports and news, and code. It can comprehend and respond accurately to long texts (Elbanna and Armstrong, 2023; Lee, 2023). In 2023, POLITEHNICA University of Bucharest studied academic coding experience. Over 55% of students learned about code generation tools in the last six months of the survey, and 31% in the past year. Over 40% of students reported using generative AI for homework and labs. One-third of students surveyed believe generative AI generates correct, compilable code with good or perfect accuracy. A third of respondents say these instruments are unreliable, while 13% say they are completely inaccurate. Finally, 42% of students think generative AI has helped them with programming assignments, while 40% think it hasn't assistent in the classroom. Consequently, ChatGPT has crucial role in language classroom management which needs to be explored more in its facts and figures.

In language education, it has its own significance as compare to other AI tools. ChapGPT which is abbreviation of Chat Generative Pre-Trained Transformer (ChatGPT) is really concern with every sector of life.

The role of language classroom management revolves around ChapGPT which is uncertain not only for teachers but also for students. Thus, it still needs more explicit and implicit polices where it will be determined its disposition in language education and how it should be utilized in the language classroom management.

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