CHATGPT - LEARNING ACCELERATOR OR DEMOLISHER OF FOREIGN LANGUAGE TEACHING AND LEARNING? AN EMPIRICAL STUDY ON BUSINESS FRENCH

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Abstract: *Few inventions are as provocative and genuinely frightening as ChatGPT. Launched in 2022, ChatGPT is sparking lively debate and raising ethical, academic and professional questions across the board. The impact of artificial intelligence on the teaching and learning of foreign languages, as well as its use in professional settings, will undoubtedly be considerable. It is still difficult for non-specialists to understand clearly the extent to which the conversational robot could become a real competitor in the job market and, in time, replace humans. This is why we are proposing a simple and illustrative model for simulating professional activity, built around the issue of foreign languages in the professional environment. This model highlights the undeniable contrast between the expenditure of time and energy by human intelligence and artificial intelligence, respectively, in solving the same professional task. This impactful strategic approach, through the cinematic effect of its presentation, is capable of provoking significant awareness and stimulating reflection on the role of AI in the learning process of students or employees and their integration into the future labour market. The case study on business correspondence in French can be extrapolated to other foreign languages and can serve as a pretext for similar studies or training courses in other fields. The machine is clearly superior to humans in its ability to generate numerous correct versions extremely quickly in the resolution of professional tasks. From the perspective of various stakeholders - teachers and students, employees and employers, educational policy designers, and official decision-makers - we will show that artificial intelligence will force everyone to reconsider previous approaches and make radical changes. Artificial intelligence can represent a real opportunity for users who want to accelerate their foreign language learning and improve their linguistic proficiency. The machine's performance can also pose a threat to language teaching and learning as traditionally known. ChatGPT is like a sharp knife, capable of doing both good and harm depending on how it is used.*

Keywords: *ChatGPT, Artificial Intelligence, AI, foreign languages with specific objectives, business correspondence*

JEL Classification: *D83, Z19.*

1. Introduction

Crises of all kinds – wars, pandemics, or ecological disasters – have transformed habits of personal and professional communication, making people more isolated, autonomous, and introspective. Visible trends, exemplified by terms such as "slowbalisation" (Kandil et al.) or "de-globalization," in contrast to the well-established concept of "globalization," indicate a profound shift. Learners are increasingly inclined towards quick problem-solving strategies, accelerated learning, and avoiding time-consuming solutions. This exposes them to risks of which they may not be aware, as long as they completely rely on and become dependent on technologies.

Today, tools like Google Translate, DeepL, or Reverso accompany not only those working in the communication field but also language non-specialists in both personal and professional contexts. However, the latest generation of AI devices is quite different because they are forms of conversational artificial intelligence, seemingly replacing many tasks previously performed by humans. The White Paper (2020: 10) also drew attention to its potential negative effects since "like any new technology, the use of AI creates both opportunities and risks." Nevertheless, it remains "a tool that could enable the transformation of education to meet the needs of the future" (Tuomim, 2020: 4).

2. Literature review

ChatGPT is ushering in a wave of changes, necessitating a reassessment of current practices (Nikolic et al., 2023). The ethical issue is particularly pressing, and educational establishments are being called on to create clear policies to mitigate the disruptive effects of artificial intelligence and preserve academic integrity (Adeshola & Adepoju, 2023). Attempts to detect its usage, whether by students (Netto, 2023) or by teachers, represent a sensitive issue. All research underscores the potential of artificial intelligence while asserting that it cannot replace human expertise and intelligence (Osama et al., 2023). On the other hand, teachers must guide students in evaluating generated responses (Shoufan, 2023).

In the field of education, researchers believe that ChatGPT is a promising solution (Su et al., 2023) and recommend its integration into courses rather than accepting unsupervised use by students (Daun and Brings, 2023). They also suggest the most effective ways to integrate it into the classroom (Pokkakillath & Suleri, 2023). There are already numerous studies on the impact of ChatGPT in various fields such as medicine, economics, tourism, marketing, software engineering, education, etc.

Authors express concerns regarding the creation of medical content (Zuckerman et al., 2023), ChatGPT's performance in medical exams (Sedaghat, 2023), the drafting of medical scientific articles (Benichou, 2023), the use of ChatGPT for online health information in Turkish (Yıldız & Alper, 2023), as well as the assistance provided to health researchers and scientists from countries that do not have English as a native language, to communicate their scientific results to the international community (Osama et al., 2023).

Zhou et al. (2023) analysed the relationship between ChatGPT and marketing, while the potential implications of ChatGPT in tourism and hospitality were explored by

Carvalho and Ivanov (2023). Daun and Brings' (2023) article highlights the potential for improving software engineering education, and the contribution of Ran and Xu (2023) proposes an effective alternative solution for mapping.

In 1992, Boucher questioned the then-trendy field of artificial intelligence: "Is it a significant evolution that can interest educators, especially language teachers?" (Boucher, 1992: 9). After 2022, the field of language education proved particularly interesting in its relationship with ChatGPT. Current research explores the possibilities of chatbots in language teaching and learning (Kohnke et al., 2023), methods of teaching and assessing second and foreign languages (Ghafar, 2023), or the potential assistance for students in learning English (Bin-Hady et al., 2023). The potential advantages and disadvantages of using ChatGPT in language education (Ulla et al., 2023), as well as the positive and negative aspects of its use in translation education (Sahari et al., 2023), are highly concerning topics. Chiu (2023) and Vaccino-Salvadore (2023) appreciate that ChatGPT has opened new opportunities for language learning while emphasizing important ethical considerations.

Our study aims to contribute to the debate on the impact of ChatGPT on the learning and teaching of foreign languages. In this article, we propose a practical and suggestive model designed to give students a clear understanding of the risks and opportunities associated with ChatGPT in their academic training and integration into the job market. Our example is also relevant for employees and employers who are not yet familiar or only slightly acquainted with this phenomenon, helping them better grasp the potential and impact. The contrast between the expenditure of human time and energy inherent in a traditional learning approach and the superhuman performance of an intelligent machine can provide stakeholders with a precise picture of the intervention of generative AI in economic activities. The case study on business correspondence in French can be extrapolated to other foreign languages and even to other disciplines, thus serving as a pretext for similar studies in various fields.

3. The impact of artificial intelligence on the field of education

Few inventions are as provocative and genuinely frightening as ChatGPT. This tool, eagerly awaited by experts, came as a surprise to many and continues to surprise AI non-specialists in all fields. The ChatGPT robot conceives, formulates, and instantly delivers excellent versions of new texts in almost any language chosen by the user or in translation from one language to another. Appearing in November 2022, this instrument has demonstrated an extraordinary proliferation force in all domains, as it is highly efficient, free, and easily accessible to everyone.

Very quickly after its appearance, before many took notice, this tool tested educational policymakers and official decision-makers. To better understand the shock generated by the arrival of this robot, we chose to illustrate with a contradictory and transitional experience in American education shortly after the launch of ChatGPT. Within a few months, national policies underwent a radical shift, transitioning from rejection, prohibition, and exclusion of a perceived negative,

disruptive, and threatening element (Elsen-Rooney, 202; Shen-Berro, 2023) to acceptance, adaptation, and adoption.

David C. Banks, the chancellor of the public schools of the City of New York, announced a change in attitude towards AI during a festive public meeting, emphasizing the need to guide students in interacting with AI and highlighting the necessity for a more proactive approach to the future of society and employment.

"*After a cautious start, our approach to AI technology is evolving… We encourage all schools to engage students in activities exploring how artificial intelligence has already impacted their lives and the broader issues it presents to our society... We will also ensure our students are supported by AI's opportunities and prepared for the jobs of today and the future. Any of those opportunities will be built on technological innovations — both AI and innovations we do not yet know* (Banks, 2023).

ChatGPT raises important academic and professional questions in the field of education. Consequently, the impact of artificial intelligence in the field of language teaching and learning will undoubtedly be substantial. In this article, we will identify the risks and opportunities associated with the use of ChatGPT for languages with specific learning objectives. We propose an illustrative model that is clear enough for non-philology students who are still unaware of ChatGPT's strengths and capabilities, but who can quickly understand the following context. On the one hand, the robot helps them to produce predefined assignments for school assessments quickly and without much personal thought. On the other hand, this situation generates the real risk of replacing humans in the future job market, which is an extremely worrying prospect. Unwittingly, users are relying on an entity that will become a ruthless competitor with no right of appeal.

From the perspective of various stakeholders - teachers and students, employees and employers, educational policy designers, and official decision-makers - the artificial intelligence will force everyone to reconsider previous approaches and make radical changes.

4. Illustrative Model for the Human Intelligence vs. Artificial Intelligence Competition – Empirical Study on Foreign Languages

4.1. Didactic Strategy Based on the Contrast between Human Intelligence and Artificial Intelligence

Preliminaries: In March 2023, five months after the launch of ChatGPT, we addressed the issue of Artificial Intelligence with students. The attempt to initiate a discussion on this problematic topic encountered resistance, owing to the divergent reception of the phenomenon among students. We identified students who had never heard of AI or ChatGPT and students who had heard of it but had never tested it (obviously some of them had tested and used ChatGPT but did not admit it); at the same time, some students had tested and used ChatGPT and openly acknowledged it, though the admission was accompanied by smiles, hinting at a certain shame or guilt.

The warning discourse, cautioning about the danger of ChatGPT as a real competitor in the job market, did not seem to convince the students. Consequently, the teacher had to illustrate the situation with a concrete and evocative example.

Objective: The stated objective is to raise awareness among students about the impact of Artificial Intelligence technology on learning and the workplace. The teacher relies on the shock effect created by the contrast between, on one hand, the efforts and difficulties faced by human intelligence (at the individual and group levels) and, on the other hand, the extraordinary performance, speed, and efficiency achieved exclusively by artificial intelligence in managing an identical task. This powerful and impactful pedagogical strategy captures the attention and prompts reflection from students. It can also be utilized in training courses or introductory workshops on artificial intelligence.

Duration: 2 hours

Suggested Activity: This is a working group project, simulating a real work situation: writing a sales letter for a given product in a typical format, which had been previously introduced in another course. In our case, it involves the scenario where the director of a commercial company assigns the task to the team to write a short sales letter for a package of Pastilles de Vichy made available to them in a physical format (any other product or service can be used, following the same demonstrative paradigm). This provides students with an experience close to real professional scenarios, allowing them to focus on a defined task.

Target Audience: Group of students in economics (some of whom are already employed) with skills in foreign languages with business purposes. In our case, there are 10 final-year undergraduate students specializing in International Business and International Business in English, with an average proficiency level of A2-B1 in business French (their second studied foreign language).

Structure: The activity unfolds in two phases.
In the first phase (Step I), we worked with Human Intelligence for the design of the material in the native language (I.1) and the translation into French (I.2). In turn, the translation takes place in two ways: progressively with partial assistance from the machine (I.2.a), and entirely by the automatic translation engine (I.2.b).
In the second phase (Step II), the teacher entrusts the same task to Artificial Intelligence, without any intervention. The demonstration is all the more spectacular as it is projected on the wall, in front of the eyes of all participants.

Options: The task can be assigned to an individual, to groups of two or three people, or even to a larger group. In the latter case, it is likely that students taking the initiative will break into subgroups and work individually on their own versions. The working protocol remains unchanged.

Justification for the choice: The sales letter is, in business correspondence, the simplest, most flexible, and creative. In principle, it is the easiest to execute once its main sequences have been mastered (the theoretical elements and models were taught in a previous course).

4.2. Factors influencing stages I.1 and I.2 (priority to Human Intelligence)

I.1. Several factors can influence the success of an exercise of this type: scientific ignorance, lack of confidence in linguistic skills, discomfort related to teamwork, time constraints, reluctance to assume roles in the group, a deficit in motivation, emotional

factors, etc. To address these issues, an initial version of the letter in the native language has been requested.

The design of the native language version depends exclusively on the mastery of scientific information (such as the structure of the letter, vocabulary, and specific grammatical structures) and the synergy of the group.

The request to provide multiple different versions of the same document leads to a decrease in efficiency, even to effective blockages. In any case, the possibility of versions produced by human participants remains limited.

I.2.a. The transfer from the native language version to the foreign language (in this case, French) was carried out in a step-by-step approach, involving the search for each unknown word in machine translation engines such as DeepL or Google Translate, and the construction of verb forms using the Conjugator. It is a laborious process that requires more than an hour to achieve an acceptable version of the professional document. The teacher plays an active role and pursues objectives related to specialized vocabulary, grammatical structures, errors, oral and written communication, etc.

The task of writing a second version of the letter can have a dual effect: either the group mobilizes and generates a new letter, partially or completely different from the previous one, or it encounters blockages due to a lack of inspiration and creativity.

The teacher can ask students, similar to a business leader with their employees, to draft several (three, four, etc.) letters on the same theme to obtain multiple versions. When this task is also time-limited (20 or 30 minutes), the reaction is vocal, and the group reluctantly accepts the possibility of conceiving multiple letters in the native language and gradually translating them into a foreign language within short deadlines and without the assistance of a machine translator.

I.2.b. When the text in the native language is input into machine translation engines, the text is entirely generated in the chosen language. At this stage, there is no significant disruptive factor that could come into play: the engine translates a given text; it does not generate it. Most students are accustomed to this process, as it is the most commonly used method for translation.

4.3. Factors influencing stage II (priority to Artificial Intelligence)

The element of surprise emerges in this stage of the demonstrative strategy. After an activity conducted gradually towards the goal announced at the beginning of the session, users can independently observe the striking contrast between their investment of effort, time, and energy on one hand, and the robot's performance on the other.

Following the initial activity, the teacher makes way for Artificial Intelligence, initiating a demonstrative session with ChatGPT. The same task is delegated to the machine: "Write in Romanian a sales letter for the product *Pastilles de Vichy*." The teacher requests a new version, and so on. Students observe how the machine generates about ten sales letters on the given theme in their native language within a few minutes. These texts are correct in terms of vocabulary, grammar, and the typical structure of sales letters (Table 1).

ChatGPT generates a sales letter in the requester's native language every 20 seconds. Students watch as a letter is generated and unfolds cursively before their eyes as if produced by a typewriter at an expert pace.

Table 1. Selection of 3 sales letters in Romanian,
generated in less than a minute (Phase II.1)

Letter 1 in Romanian (20 seconds)	Letter 2 in Romanian (20 seconds)	Letter 3 in Romanian (20 seconds)
Stimate client,	Stimate client,	Dragă client,
Suntem încântați să vă prezentăm pastilele de Vichy - o alegere excelentă pentru sănătatea și bunăstarea dumneavoastră.	Suntem încântați să vă prezentăm pastilele de Vichy, un produs de înaltă calitate, care vă va oferi o respirație proaspătă și plăcută. Dacă sunteți în căutarea unui produs eficient și de încredere pentru a îmbunătăți igiena orală, atunci pastilele de Vichy sunt alegerea perfectă pentru dumneavoastră.	Dacă sunteți în căutarea unui produs eficient și de încredere pentru a vă îmbunătăți igiena orală, atunci pastilele de Vichy sunt alegerea perfectă pentru dumneavoastră.
Pastilele de Vichy sunt fabricate din ingrediente naturale, oferindu-vă o modalitate sigură și eficientă de a vă menține sănătatea orală. Formula unică a pastilelor noastre vă va ajuta să vă mențineți respirația proaspătă și să preveniți formarea plăcii bacteriene și a cariilor dentare.	Pastilele noastre sunt fabricate cu ingrediente de cea mai înaltă calitate, care au fost selectate cu grijă pentru a oferi cea mai bună experiență pentru dvs. Fiecare pastilă este îmbogățită cu ingrediente naturale și minerale esențiale, pentru a ajuta la menținerea sănătății și frumuseții dinților și gingiilor.	Vă prezentăm pastilele noastre de înaltă calitate, care vă vor oferi o respirație proaspătă și plăcută în orice moment al zilei. Fabricate cu ingrediente de cea mai înaltă calitate, pastilele noastre conțin minerale esențiale și ingrediente naturale, pentru a vă ajuta să mențineți sănătatea și frumusețea dinților și gingiilor.
Pastilele de Vichy sunt disponibile în diferite arome, inclusiv mentă, eucalipt și portocală, astfel încât să puteți alege aroma preferată. Aceste pastile sunt perfecte pentru utilizare zilnică, acasă sau în mișcare, deoarece sunt ambalate în cutii mici și ușor de transportat.
Produsele noastre sunt fabricate cu grijă în Franța, utilizând cele mai bune ingrediente disponibile și respectând cele mai riguroase standarde de calitate. Suntem mândri să putem oferi produse de înaltă calitate la prețuri accesibile, astfel încât să puteți să vă bucurați de beneficiile pastilelor de Vichy fără a cheltui o avere.	Pastilele de Vichy sunt ideale pentru a fi folosite acasă, în timpul călătoriilor sau la birou. Acestea vin într-un ambalaj convenabil și ușor de transportat, astfel încât să puteți avea întotdeauna o pastilă la îndemână.
În plus față de beneficiile pentru igiena orală, pastilele noastre sunt disponibile într-o varietate de arome delicioase, care vă vor ajuta să vă bucurați de o respirație proaspătă și plăcută pe tot parcursul zilei.	De ce să alegeți pastilele de Vichy? Pentru că acestea sunt disponibile într-o varietate de arome delicioase, care vă vor ajuta să vă bucurați de o respirație proaspătă și plăcută în orice moment al zilei. Pastilele noastre vin într-un ambalaj convenabil și ușor de transportat, astfel încât să puteți avea întotdeauna o pastilă la îndemână.
Și nu uitați, pastilele de Vichy nu sunt doar pentru igiena orală. Acestea sunt ideale și pentru a reduce senzația de gură uscată și pentru a vă ajuta să mențineți hidratarea. De asemenea, pastilele noastre sunt perfecte pentru a fi folosite în timpul călătoriilor, la birou sau acasă.
În concluzie, pastilele de Vichy sunt o alegere excelentă pentru cei care își doresc o igienă orală excelentă și o respirație proaspătă. Suntem convinși că veți fi încântați de calitatea și gustul pastilelor	Vă invităm să încercați pastilele de Vichy și suntem siguri că veți fi mulțumiți de calitatea produsului nostru. Nu mai stați pe gânduri și comandați acum, pentru a vă bucura de o respirație	Suntem convinși că veți fi mulțumiți de calitatea produsului nostru și vă invităm să încercați pastilele de Vichy astăzi. Nu mai așteptați și comandați acum pentru a vă bucura de o

noastre și vă invităm să le încercați.	proaspătă și plăcută în orice moment al zilei!	respirație proaspătă și plăcută în orice moment al zilei!
Cu sinceritate, Echipa de vânzări Vichy.	Cu stimă, Echipa de vânzări Vichy.	Cu stimă, Echipa de vânzări Vichy.

The instruction is repeated, but this time changing the language: "Write in French a sales letter for the product Pastilles de Vichy". The teacher and students effectively disappear from this content generation process, which is designed by the robot directly in the chosen language. The effect is immediate and surprising. As in the first phase of the activity, based on native language, the teacher requests new versions one after another. Students observe how the machine generates about ten sales letters in a few minutes, without any human involvement. Both students and the teacher agree that all versions are correct and adhere to the typical style of a sales letter in French (Table 2).

Table 2. Selection of 3 sales letters in French,
generated in less than a minute (Phase II.2)

Letter 1 in French (20 seconds)	Letter 2 in French (20 seconds)	Letter 3 in French (20 seconds)
Chère client(e),	Chère client(e),	Chère cliente,
Si vous êtes à la recherche d'un produit efficace et fiable pour améliorer votre hygiène bucco-dentaire, alors les Pastilles de Vichy sont le choix parfait pour vous.	Si vous êtes à la recherche d'un produit efficace et fiable pour améliorer votre hygiène bucco-dentaire, les pastilles de Vichy sont le choix parfait pour vous.	Si vous cherchez un produit efficace et fiable pour améliorer votre hygiène bucco-dentaire, alors les pastilles de Vichy sont le choix parfait pour vous.
Nos pastilles de haute qualité contiennent des ingrédients naturels soigneusement sélectionnés pour offrir la meilleure expérience possible à votre bouche. Chaque pastille contient des minéraux essentiels pour vous aider à maintenir une haleine fraîche et agréable tout au long de la journée.	Nos pastilles de haute qualité sont fabriquées avec des ingrédients soigneusement sélectionnés pour offrir la meilleure expérience pour la santé et la beauté de vos dents et gencives. Chaque pastille contient des minéraux essentiels et des ingrédients naturels pour vous aider à maintenir une haleine fraîche et agréable tout au long de la journée.	Nous sommes fiers de vous présenter nos pastilles de haute qualité, qui vous offriront une haleine fraîche et agréable à tout moment de la journée. Fabriquées avec des ingrédients de la plus haute qualité, nos pastilles contiennent des minéraux essentiels et des ingrédients naturels pour vous aider à maintenir la santé et la beauté de vos dents et de vos gencives.
Mais ce n'est pas tout. Les Pastilles de Vichy sont également idéales pour réduire la sensation de bouche sèche et pour vous aider à rester hydraté(e), même pendant les journées les plus chargées. L'emballage pratique et facile à transporter rend nos pastilles parfaites pour être emportées avec vous partout où vous allez - à la maison, au	Mais nos pastilles ne sont pas seulement efficaces, elles sont également disponibles dans une variété d'arômes délicieux qui vous aideront à profiter d'une haleine fraîche et agréable tout au long de la journée. De plus, leur emballage pratique et facile	Pourquoi choisir les pastilles de Vichy? Parce qu'elles sont disponibles dans une variété de saveurs délicieuses qui vous aideront à profiter d'une haleine fraîche et agréable tout au long de la journée. Nos pastilles sont également disponibles dans un emballage pratique et facile à transporter, afin que vous puissiez toujours avoir une pastille à portée de main.

Letter 1 in French (20 seconds)	Letter 2 in French (20 seconds)	Letter 3 in French (20 seconds)
bureau ou pendant vos voyages. Pourquoi choisir les Pastilles de Vichy ? Parce qu'elles ne sont pas seulement efficaces, mais aussi disponibles dans une variété de saveurs délicieuses qui vous aideront à profiter d'une haleine fraîche et agréable tout au long de la journée. Avec nos pastilles, vous n'avez pas besoin de sacrifier votre goût préféré pour maintenir une hygiène bucco-dentaire optimale. Nous sommes convaincus que vous serez satisfait(e) de la qualité de notre produit et nous vous invitons à essayer les Pastilles de Vichy dès maintenant. Commandez dès aujourd'hui et profitez d'une haleine fraîche et agréable à tout moment de la journée ! Cordialement, L'équipe de vente Vichy.	à transporter les rend parfaites pour les emmener partout avec vous - à la maison, au bureau ou en voyage. Et ce n'est pas tout - les pastilles de Vichy sont également idéales pour réduire la sensation de bouche sèche et vous aider à maintenir une bonne hydratation, même les jours les plus chargés. Nous sommes convaincus que vous serez satisfait(e) de la qualité de notre produit et nous vous invitons à essayer les pastilles de Vichy dès aujourd'hui. Commandez dès maintenant et profitez d'une haleine fraîche et agréable tout au long de la journée ! Cordialement, L'équipe de vente de Vichy.	Et n'oubliez pas, les pastilles de Vichy ne sont pas seulement pour l'hygiène bucco-dentaire. Elles sont également idéales pour réduire la sensation de bouche sèche et vous aider à maintenir votre hydratation. De plus, nos pastilles sont parfaites pour être utilisées pendant les voyages, au bureau ou à la maison. Nous sommes convaincus que vous serez satisfait(e) de la qualité de notre produit et nous vous invitons à essayer nos pastilles de Vichy dès aujourd'hui. N'attendez plus et commandez maintenant pour profiter d'une haleine fraîche et agréable à tout moment de la journée ! Cordialement, L'équipe de vente de Vichy.

5. Results and Discussions

The contrast between the expenditure of human time and energy in the first step and the minimal intervention in the second step gives students a clear idea of what the intervention of generative AI entails in solving a problem or specific task in the economic context. The almost cinematic effect guaranteed by the ChatGPT interface can have a double impact on the subjects: either they only see the immediate benefit of a tool capable of correctly and quickly solving specific tasks, developing ideas, providing suggestions, and making accurate translations, or they suddenly become aware of the danger that AI represents for their future.

The moment of phase II of the activity centred on the team project can be an excellent resource for the teacher's activity. The teachers are confronted with a series of texts which can be used from a didactic point of view. They can create their own grammar, vocabulary, and communication exercises, or request them from the machine. Despite the interest in the subject, we do not develop here the theme of the potential of ChatGPT for language teaching. The role of the teacher or a

professional in the field is important because, without expertise, most students cannot assess the level of correction of the generated texts. Additionally, from the perspective of academic assessment, it should be taken into consideration that the AI often generates versions with identical or very similar paragraphs, which can be detected by the teacher when checking homework.

In summary, the model revealing the opposition between human intelligence and artificial intelligence is represented in Table 3.

Table 3. Author's proposal for a Model revealing
the opposition between human intelligence and artificial intelligence

	Steps	This activity
I. Human Intelligence (1h30 min)	I. 1. Designing a text on a given theme, in the mother tongue	• Assumes teamwork skills on a group project
	I.2.a. Progressive translation of this text into a foreign language, done "manually," in the following context: • Individual language skills • Accepted tools: automatic translation engines (e.g., Google Translate or DeepL) and online dictionaries and conjugators (e.g., larousse.fr) • Strict instruction: prohibition from asking the machine to translate phrases longer than 2 lexical units.	• Involves all the individual blocks and emotions of group members • Assumes mastery of strategies specific to teamwork • Requires a significant amount of time • Increases the time invested
	I.2.b. Translation of a pre-existing text in the mother tongue by a form of artificial intelligence such as automatic translators (e.g., Google Translate or DeepL)	• Cannot be carried out in the absence of step I.1 (preliminary work of drafting a text in the native language, on a given theme) • Requires very little time
II. Artificial Intelligence (2- 3 minutes)	II. ChatGPT's Involvement in Task Resolution Content generations: several versions are generated before the students' eyes, who see numerous texts appear in real-time, all of which are absolutely correct. II.1. In their native language II.2. In the chosen foreign language	• Does not require the design of the text in the native language. • Requires very few time. • Solves the task correctly. • Solves a task repetitively, generating an unlimited number of different, correct, and competitive versions.

The discussion around this illustrative model of the impact of ChatGPT on the teaching/learning of foreign languages for current and future employees can be approached from several points of view:

Teachers may consider ChatGPT as an aid in designing teaching materials adapted to authentic professional situations or as a challenge for the evaluation of student assessments.

Students have the choice to use it either as a tool used dishonestly for school exams or as a facilitating instrument for their honest information and documentation. This model can provide them with a clear vision of the superhuman competition they will face in the future, radically changing the workplace as we have known it so far. At the time of hiring, they will necessarily have to demonstrate the ability to master AI, at a professional level.

Employers may perceive ChatGPT as an opportunity to minimize labour costs and optimize their economic activity, regardless of the sector.

Employees must adapt to the changes that will occur in the job market. They will need to improve themselves to master machines or consider retraining.

At the national and international levels, official decision-makers, institutions, organizations, or governments must agree on a legislative framework that takes into account all implications, especially in terms of ethics, control, or financing.

6. Conclusions

The model we have designed is based on a key element: the contrast between the capabilities of human intelligence and the potential of AI to solve the same professional task. Highlighting, through an accessible and cinematic illustrative model, the superhuman abilities of ChatGPT to manage professional tasks previously carried out by human intelligence is simply an attempt to provoke a shock effect. This emotional impact is triggering a major awareness of the implications of the use of AI in the training of students and in their future career paths.

Students now reluctantly acknowledge that they use ChatGPT, often because the way they use it is not the most ethical, i.e. they no longer invest themselves in solving assignments and ask the machine to provide them with ready-made versions (the same situation is possible in the professional sector, with work-related tasks). When the user instantly receives the solution and the worked-out answer, it is human nature to be satisfied with ready-made versions and save personal effort. But by surrendering to intelligent machines, students and professionals give up their right and obligation to develop their cognitive and emotional capacities. And yet, in the future, they will have an advantage in mastering AI, just like the other skills on the European CV.

The future belongs to artificial intelligence, which will play an increasingly important role in their daily and professional lives and will become a real and frightening competitor.

Our study concludes that artificial intelligence is like a sharp knife, capable of doing good or harm depending on how it is used. One thing is certain: there is a clear need for specific training in handling artificial intelligence, tailored to students - but also to teachers and professionals in all fields - so that they acquire the ability to manage artificial intelligence and avoid becoming an extension of it.

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