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Bridging the Divide: Saussurean Structure and Derridean Complexity in ChatGPT's Meaning-Making

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Abstract
This study explores the central question: how does generative AI, particularly ChatGPT, align with or diverge from traditional literary theories represented by Saussurean structuralism and Derridean deconstruction in its approach to meaning generation? The aim is to conduct a comprehensive dual-framework analysis of ChatGPT, utilizing insights from scholarly articles to assess how it reproduces structured linguistic patterns and handles the complexities of contextual and interpretive fluidity. The study reveals that while ChatGPT excels in tasks requiring structural adherence, such as grammar refinement and essay structuring, it struggles with capturing the nuanced interpretive tasks that require an understanding of cultural and contextual variability. Significantly, this paper emphasizes the implications of these findings for integrating AI into educational frameworks, advocating for strategies that enhance AI literacy and adapt AI tools to diverse learning environments. The study's insights contribute to the broader discourse on the role of AI in transforming knowledge production and interpretation, highlighting the need for nuanced integration that respects the complexities of human language and cultural diversity.

***Keywords**:* AI in education, artificial intelligence, ChatGPT, Derrida, educational technology, meaning-making, plagiarism, Saussure.

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Introduction

The notion of meaning has been a central focus of research in linguistics and literature, transitioning from structuralist frameworks that prioritize stable relationships between signs to poststructuralist critiques that question the stability of meaning. The emergence of artificial intelligence (AI), particularly ChatGPT, has introduced a new perspective to these discussions, instigating a critical reflection on the generation and interpretation of meaning in the era of machine learning. This paper investigates the intersections, reflections, and divergences of ChatGPT's approach to meaning-making with classical linguistic and literary theories through an analysis of recent scholarship, with a focus on the special issue on ChatGPT published by Arab World English Journal (AWEJ). It provides a nuanced perspective on the ramifications of AI for knowledge production and literary agency. To probabilistically generate text, ChatGPT synthesizes datasets based on statistical associations rather than authorial intention or cultural context, which "often relies on large but homogenized datasets" (Jie, 2024, p. 550). A set of inherent limitations arises due to this process, including its inability to engage with absent meanings or navigate contextual instability. Therefore, due to these natural constraints, ChatGPT struggles with the fluidity and diversity that are very vital in the human process of producing meaning, even if it excels in following predefined patterns.

This study investigates generative artificial intelligence (mainly ChatGPT) processing meaning using Saussurean structuralism and Derridean deconstruction. Saussure's structuralism emphasizes language as a system of signs, where meaning arises from the relationships between signs. His basic linguistic theory holds that every "signifier" (the form of a word) is connected to a "signified" (that is, the concept it signifies) (Saussure, 1983). He insisted that the interplay of signs inside a disciplined, rule-abiding system gives meaning. Derrida's deconstruction theory, on the other hand, holds a concept he calls difference, that meaning is always changing, therefore threatening the stability of interpretation (Derrida, 1976). In a sense, his theory challenges the stability of meaning, suggesting that meaning is always deferred and shaped by context. This paper explores many theoretical positions to understand how ChatGPT negotiates the contradiction between stable structures and the flux of meaning in interpretation. It explores how artificial intelligence alters our perspective of meaning in many different fields by connecting these models with ChatGPT's operating processes. Scholarly studies questioning ChatGPT's impact on language and writing education can be said to be mainly assessing if its outputs support or challenge the conventional wisdom of meaning-making. Moreover, this paper investigates the larger impact of artificial intelligence on literary agency, knowledge production, and creativity, offering a complete framework for understanding its altering ability in modern society. Combining both approaches provides new angles on the confluence of artificial intelligence-driven interpretive techniques and conventional literary ideas. This paper explores the generative artificial intelligence function in reevaluating the limits of language and literary theory using ChatGPT's emphasis on relational patterns matched with Saussure's structuralism and its constraints in handling the contextual variability stressed by Derrida.

Literature Review

Particularly in its ability to imitate human language patterns while stressing the basic constraints integrated into generative artificial intelligence, ChatGPT's contribution to producing meaning has gained substantial scientific interest. ChatGPT synthesizes vast training data based on probabilistic modeling to predict text outputs "on heuristics rather than compositional

properties of a task" (Pavlick, 2023, p. 7). Using probabilistic information about how they mix, such modeling renders ChatGPT a system "for haphazardly stitching together sequences of linguistic forms it has observed in its vast training data, [...]: a stochastic parrot." (Bender et al., 2021, p. 617). This method conforms with the structuralist perspective of Ferdinand de Saussure, according to which signifier and signified interact to create meaning relative to a language system (Saussure, 1983). Following methodical relational patterns helps ChatGPT show strengths in addressing syntactic complexity, coherence, and maintaining grammatical accuracy. Particularly in academic writing and creative expression, these features make it a helpful tool in both educational and professional settings since they provide instantaneous and orderly linguistic support that would help in "reducing time and work, answering questions, giving feedback, writing cogent prose and verse, analyzing data, solving science and math problems," along with other tasks (Al-Zubaidi et al., 2024, p. 6). However, ChatGPT's outputs lack interpretive depth and intentionality, raising critical questions about its capacity to replicate human meaning-making processes. While it excels in tasks requiring linguistic precision, such as paraphrasing and summarization that "successfully passed the bar exam and various standardized tests" (Livberber, 2023, P. 12), its reliance on pre-existing data constrains its ability to generate contextually sensitive or culturally embedded meanings. Particularly in settings that are vague or culturally complex, lacking "the ability to encode abstract symbolic structure," for example, it finds it difficult to adapt to several interpretations or investigate alternative viewpoints (Pavlick, 2023, p. 3). These restrictions reveal flaws in line with structuralist ideas since they repeat relational patterns free of the subjective agency or contextual awareness supporting human communication. Focusing on the flow of meaning helps Jacques Derrida's concept of différence show how different ChatGPT is from human meaning-making. Derrida (1976) contends that interpretation and uncertainty always postpone and shape meaning. Usually opting for literal or dominant interpretations over interacting with the multiplicity of interpretations inherent in human language, ChatGPT's deterministic algorithms give coherence and convention top priority. This nature of ChatGPT limits the fundamental difference "between machine and human language learning" (Bommasani et al., 2021, p. 25). For instance, ChatGPT produces outputs reflecting probabilistic accuracy but lacking the relational complexity of human interpretation in response to metaphorical or ambiguous phrases, particularly in settings needing cultural sensitivity or creative depth. Its "limited ability to replace human logical thinking" is thus frequently highlighted by outputs that fail to allow nuanced, deferred meanings (Semrl et al., 2023, p. 2286).

Critical discourse analysis (CDA) provides another lens for examining ChatGPT's contributions and limitations in meaning generation. Michel Foucault and Norman Fairclough argue that language operates within systems of power, shaping societal norms and knowledge (Foucault, 1972; Fairclough, 1993). Research shows that ChatGPT's answers often mirror the prejudices ingrained in its training data, supporting dominant ideas and marginalizing alternative viewpoints that "are already influenced by market forces and dominant cultural narratives." (Jie, 2024, p. 550). ChatGPT's handling of politically sensitive issues like race and gender finally shapes how it reproduces stereotypical narratives and exclusionary discourses, posing major ethical questions regarding its role in supporting systematic inequalities. As Al-Zubaidi et al. (2024) warn, "Another terrifying ethical question is ChatGPT's potential to proliferate and reinforce bias and discrimination" (p. 10). Moreover, Syahrin and Akmal (2024) argue that "the dependence on algorithmic recommendations can thus hinder the development of a critical eye, thus hindering students' ability to judge the quality and bias of material" (p. 76). These results

imply that although ChatGPT improves current knowledge systems, it does so without critical interaction or the ability to question established power relations, sustaining prejudices.

Though ChatGPT presents some difficulties, its growing relevance in producing meaning presents excellent opportunities for innovation, especially in sectors including language education and creative ones. Its excellent value, especially in low-resource environments, where it supports essential language learning and improves textual quality, results from its excellent availability and capacity to democratize linguistic resources. As Guleria et al. (2024) observe, "Al may prove to be a useful tool, for example, for those people who find English writing difficult" (p. 1295). One should also consider its drawbacks, which consist of researchers' stunting of the learning process and critical thinking deficiency (Guleria et al., 2024). Scholars also underline the need for complete control to support inclusivity and justice since the natural reliance of the model on mainstream discourses reduces these benefits. Weidinger et al. (2021) advise that "it is important to carefully select and account for the biases present in the training data" (p. 12). ChatGPT's alignment with Saussurean structuralism's precision and break from Derridean fluidity reflects its sophisticated goal in meaning generation. Although its capacity to reproduce methodical language patterns clearly shows its strengths, its inability to interact with the subtleties and unpredictability of human meaning-making fully exposes the great need for critical analysis and responsible application in educational, occupational, and creative settings. These dynamics underline the more general consequences of generative artificial intelligence in changing knowledge, communication, and the literary agency idea of the modern era.

ChatGPT's powers for meaning-making have significant consequences for education. Its strengths in grammar and generation of coherent text make it a valuable tool for language learners, especially in low-resource settings where traditional language support may be absent. Aljuaid (2024) observes that students value AI tools to prompt feedback, and their accessibility makes them valuable objects for them; hence, this would endanger the way "learners may place greater importance on expeditious corrections rather than developing a profound comprehension of language principles and cultivating critical thinking skills" (p. 40). EFL students have, for instance, shown how ChatGPT supports learner autonomy by using it to improve writing clarity and raise lexical variation. ChatGPT would help students hone their "independent learning practices as it could help design customized learning plans" (Lin, 2023, p. 160). However, its limitations, such as an inclination to support surface-level participation and reinforce dominant discourses, demand critical pedagogical approaches. Murad et al. (2023) counsel students to focus on "critical thinking, problem-solving, and communication skills" when evaluating their work (p. 24). Murad et al. further advise educators to find a balance between its use as a teaching tool and active initiatives to inspire originality and critical thinking so ChatGPT improves rather than replaces human creativity.

Research on ChatGPT has historically split Saussurean structuralism from Derridean deconstruction, neglecting their combined relevance to language problems of artificial intelligence. By showing how the model performs in grammatical and syntactic accuracy based on Saussure's principles but runs across challenges with Derrida's concept of *différence*, especially in handling linguistic fluidity and ambiguity in culturally complex or metaphorical environments by analyzing ChatGPT under both frameworks, this paper closes this gap. This combined analysis clarifies ChatGPT's operational limitations as well as its benefits and drawbacks. It also supports careful integration techniques in educational environments to foster both critical and creative thinking and addresses the moral and academic consequences of artificial intelligence tools. This

approach not only sharpens theoretical discussions but also offers practical guidance for improving AI applications in linguistics and education, promoting more advances in this field.

Methodology

This study uses a qualitative case study approach to analyze how ChatGPT generates meaning through the theoretical frameworks of Saussurean structuralism and Derridean deconstruction. The primary data includes articles from the April 2024 special issue of the *Arab World English Journal* (AWEJ), dedicated to ChatGPT. The review process for these articles systematically determined their alignment with Saussure's structuralist theory or Derrida's deconstructionist framework, focusing on discussing ChatGPT's meaning-making processes.

The methodology unfolds in three stages. The first stage, data collection, involved selecting articles based on their relevance to ChatGPT's applications in linguistic and educational contexts. The articles were then carefully examined for explicit or implicit references to key theoretical concepts, such as Saussure's relational meaning and Derrida's différance, and their application in analyzing ChatGPT's outputs.

The second stage, data categorization, focused on organizing the articles into theoretical categories. Categorization placed articles emphasizing ChatGPT's reliance on structured linguistic patterns and the systematic relationship between signifier and signified under Saussurean structuralism. Articles critiquing ChatGPT's limitations in handling ambiguity, fluidity, and relational instability fell under Derridean deconstruction. Those not aligning with either framework received a label of uncategorized, with justifications based on aspects such as productivity or ethical concerns.

The final stage, data analysis, required thematic analysis to synthesize findings from each category. This process identified patterns in how ChatGPT generates meaning, its strengths, and its limitations, illustrated by specific examples from the articles. The findings then entered broader discussions on AI's role in meaning-making, focusing on educational implications, ethics, and discourse analysis. This approach offers a nuanced understanding of how ChatGPT aligns with or diverges from foundational epistemological and philosophical theories.

Findings

This study employs a theoretical framework that integrates three interconnected approaches to meaning generation: Saussurean structuralism, Derridean deconstruction, and the operational principles of artificial intelligence, specifically large language models (LLMs) like ChatGPT. By synthesizing these perspectives, the study examines how ChatGPT generates meaning, identifying its alignment with structured literary theories and its divergence from the contextual fluidity inherent in human-centered meaning-making. Through analyzing scholarly articles, the study highlights the dual nature of ChatGPT's capabilities, emphasizing its strengths in replicating relational linguistic patterns and its limitations in engaging with interpretive depth and cultural nuances.

ChatGPT's generative process starkly contrasts with human-authored text, which draws its shape from intentionality, creativity, and cultural embeddedness. While humans navigate meaning dynamically, ChatGPT generates text probabilistically, relying entirely on patterns encoded in its training data. For example, while ChatGPT can replicate stylistic elements in creative writing tasks, it frequently lacks the emotional depth and character-driven narratives that characterize human-authored work, which has an impact on "the development of an individual writing style"

(Borkovska et al. 2024, p. 65). Such an aspect reflects the lack of representation of subjective experiences that renders ChatGPT incapable of interpreting "cultural heritage values in the essays they generate" (Ali, 2024, p. 114). Moreover, findings from Ahmed and Mahmood (2024) illustrate how ChatGPT's reliance on training data aligns with dominant ideological discourses. For example, responses to politically sensitive topics, such as capitalism and communism, revealed a bias toward capitalist ideologies while neglecting alternative perspectives. This tendency reflects Foucault's notion of discourse as a tool of power, where language perpetuates societal norms and marginalizes dissenting voices.

Ferdinand de Saussure's structuralist framework posits that meaning arises from the relational dynamics between the **signifier** (form) and the **signified** (concept), governed by a linguistic system where differences between signs create meaning (Saussure, 1983). ChatGPT mirrors this principle by constructing meaning through probabilistic modeling, identifying patterns within its training data, and generating outputs that adhere to syntactic and grammatical norms. Several articles demonstrate how ChatGPT aligns with structuralist principles. Since the methodical interaction of linguistic elements defines the grammar and coherence of academic writing, Mudawy (2024) underlines how well ChatGPT supports English learners as foreign language learners (EFL). Pitychoutis (2024) also shows how relevant ChatGPT is in essay structure and logical and coherent content arrangement.

Furthermore, Avsheniuk et al. (2024) observe that ChatGPT helps students to organize syntax and build vocabulary, supporting the structural approach to language. Extending on these results, Aldawsari (2024) and Alosaimi & Alawad (2024) highlight ChatGPT's strength in vocabulary development and syntax organization, rendering it a helpful tool in structured language-learning activities. But ChatGPT's reliance on statistical correlations runs free of historical or cultural background defining human language use. Its limited ability to transcend encoded data and interact with more general experiential settings limits its use to simply structuralist alignments, even if it essentially reflects relational patterns. Jacques Derrida's deconstructionist framework challenges the stability of linguistic structures, introducing concepts like *différance* to describe the dual processes of deferral (postponing meaning) and differentiation (creating meaning through relational distinctions). According to Derrida, meaning is never fully present; it is shaped by contextual interplay and influenced by the 'trace' of absent meanings (Derrida, 1976).

The literature review presented in a previous section reveals that Saussure's relational theory posits a stable link between the signifier and the signified within a system. This theoretical perspective is seen in ChatGPT's ability to generate grammatically correct and coherent text based on statistical trends. Studies, such as those by Mudawy (2024), Pitychoutis (2024), Avsheniuk et al. (2024), Aldawsari (2024), and Alosaimi & Alawad (2024), affirm that ChatGPT promotes language acquisition via structured patterns, notably improving grammatical and lexical diversity. The AI's ability to generate clear and logical words aligns with Saussure's notion of language as a system of signals governed by rules and structures. ChatGPT's reliance on pre-existing data and statistical models allows it to produce text derived from the relational patterns it has assimilated, mirroring Saussure's emphasis on the differentiating of signs within a system. These qualities augment ChatGPT's effectiveness in tasks requiring structured, rule-based language creation, such as essay arrangement and vocabulary improvement.

In contrast, Derridean deconstruction focuses on the fluidity and instability of meaning, helping to clarify the restrictions of ChatGPT, including obstacles faced by culturally inherent

meaning in language. Research by Al-Zubaidi et al. (2024), Syahrin and Akmal (2024), Bouzar et al. (2024), Ahmed & Mahmood (2024), Alosaimi & Alawad (2024), and Aldawsari (2024) shows how ChatGPT's reliance on biased data makes its responses unable to deal with hidden meanings. For example, Ahmed and Mahmood (2024) reveal that ChatGPT's reactions to cultural idioms or metaphorical language often default to conventional interpretations, neglecting the layered or symbolic meanings central to human language. Such limitation is emphasized further by Aldawsari (2024), who showcased the flaws of ChatGPT in reading metaphors and idioms or culturally sensitive language, which calls for a more complex understanding of meaning, a quality Derrida would argue is essential for meaningful interpretation. Alosaimi & Alawad (2024) present more proof of its deviation from Derridean standards by showing the impact of not having an actual engagement with human culture and obtaining subjective perception clouds the meaning-making process.

LLMs like ChatGPT represent a computational approach to meaning-making that parallels human linguistic practices in some ways but diverges significantly in others. Predicting statistically likely word sequences "by reading the internet repeatedly and predicting each word in turn," ChatGPT generates coherent, contextually appropriate text (Pavlick, 2023, p. 3). Saussurean relationality results from the model's trends and variances in the data establishing meaning. But ChatGPT's use of probabilistic modeling throws challenges in negotiating the complexity and multiplicity of human meaning-making. The studies scattered over the papers show how these limitations are ethical and pragmatic challenges. Bouzar et al. (2024) underline ChatGPT's amplification of prejudices in their training data, raising questions about systematic inequalities as it "lacks understanding of context, critical thinking, and ethical decision-making and can accidentally propagate society biases" (Bouzar et al., 2024, p.217). Regarding racial or gender concerns, for example, responses sometimes mirror stereotyped narratives rather than inclusive points of view. Ahmed and Mahmood (2024) demonstrate in similarly politically sensitive interactions how ChatGPT supports dominant ideological narratives, particularly. These biases highlight the need for critical oversight in applying ChatGPT to educational and professional contexts.

To limit the risks associated with ChatGPT's use in classrooms or among students, advising teachers to monitor its use by setting guidelines and clear parameters upon which its use is acceptable inside the classroom is advisable. For example, given its strengths in grammatical precision, ChatGPT can be a helpful tool for writing practice; however, it should be supplemented with critical thinking exercises to ensure that students gain a deeper mastery of language principles. Offering classes on AI literacy can help students critically evaluate AI-generated content and identify any model biases, according to Syahrin and Akmal (2024). Following Saussurean structuralism helps ChatGPT excel in tasks benefiting from systematic links inside language. It struggles to satisfy the standards set by Derridean deconstruction, but it works better in settings where interpretation, inventiveness, and cultural sensitivity are absolutely vital. The dual-framework approach applied in this work highlights the need for harmonious integration of artificial intelligence in learning environments and critical monitoring. Though they perceive ChatGPT's potential in supporting language acquisition, teachers must be cognizant of its inability to answer the instability and plurality defining human meaning-making. Including artificial intelligence literacy in courses would enable professors to guide students towards using AI as a complement rather than a replacement for critical thinking and creative interaction with language.

Discussion

ChatGPT and the Operationalization of Meaning

ChatGPT's approach to meaning generation partially adheres to Ferdinand de Saussure's structuralist principles, particularly its reliance on relational patterns to construct coherence. According to Saussure's theory of the linguistic sign, meaning emerges from the arbitrary relationship between the **signifier** (word form) and the **signified** (concept), structured within a system of differences (Saussure, 1916/1983). ChatGPT operationalizes meaning in a manner akin to this relational dynamic by identifying patterns in its training data and generating responses that depend on the positioning of linguistic signs relative to one another. For instance, using separable phrasal verbs in context reveals its methodical grasp of syntactic and semantic connections (Mudawy, 2024). However, ChatGPT relies solely on statistical correlations, unlike human users who actively generate meaning using historical and cultural settings. With "96% of the training corpus in English" (Cao et al., 2023, p. 3), ChatGPT's outputs are limited to the patterns encoded in its training data, restricting its capacity to replicate the depth and variability of human meaning-making.

ChatGPT's use of statistical modeling fits with structuralist theory, but it is clearer how it differs from Jacques Derrida's deconstructionist view. Derrida's concept of *différence* underlines how the interaction of contextual and relational nuances and signs, shapes and always postpones meaning (Derrida, 1976). The postponed character of meaning brings ambiguity and multiplicity, which are elements ChatGPT cannot fully replicate. Although the AI's reliance on pre-existing data might mimic the 'trace' in a limited sense, where past patterns influence present outputs, it cannot engage with the deferred and fluid nature of meaning central to Derrida's framework. Ahmed and Mahmood (2024), for instance, discovered that ChatGPT's responses to politically charged terms, such as 'capitalism' and 'communism,' reflected prejudices ingrained in its training data, favoring dominant capitalist ideas while neglecting alternative viewpoints. This rigidity reveals a fundamental limitation in how ChatGPT operationalizes meaning: rather than interpretive flexibility; its answers are shaped by ingrained patterns.

The incapacity of ChatGPT to interact with latent meanings again exposes another vital departure from Derrida's approach. Human meaning-making depends on understanding symbolic references, idioms, and metaphors based on the interaction of explicit and implicit meanings. For instance, the metaphor 'time is a thief' suggests an implicit meaning (the ambiguous, nonliteral quality of time) that clarifies understanding. Treating such statements as predetermined language patterns, ChatGPT offers literal interpretations or surface-level analysis without addressing their relational and delayed repercussions. Bender et al. (2021) note, "The comprehension of the implicit meaning is an illusion arising from our singular human understanding of language (independent of the model)" (p. 616). Their study observes that "the training data never included discussing ideas with a listener, nor does the machine have the ability to do" (p. 616). Especially in settings requiring metaphorical or creative thinking, ChatGPT's capacity to provide responses reflecting the flexibility and richness of human meaning-making is limited by this dependence on past textual patterns.

ChatGPT conforms to computational logic by depending on relational patterns, so limiting its adherence to Derrida's idea of *différence*. Though it creates text by projecting statistically plausible word sequences, its outputs cannot dynamically 'defer' meaning or allow ambiguity. Studies reveal that this rigidity sometimes shows up in creative works including fan writing or storytelling, when ChatGPT copies conventional narrative patterns without the ambiguity or

interpretive richness usual of Derridean meaning-making (Stanko, 2024). ChatGPT often defaults to dominant patterns in tasks requiring cultural sensitivity or interpretive creativity, reinforcing systematic prejudices that "occasionally generate inaccurate or nonsensical responses" rather than investigating neglected or alternative viewpoints (Aldawsari, 2024, p. 240).

Despite these limitations, ChatGPT's alignment with structuralist principles highlights its strengths in specific applications. ChatGPT excels in tasks that demand grammatical precision, lexical sophistication, and coherence by identifying and reproducing linguistic patterns. For instance, studies show that ChatGPT performs well in generating contextually appropriate vocabulary and constructing structured essays (Mudawy, 2024; Al-Zubaidi et al., Jaafari & Touzani, 2024; Kucuk, 2024; Avsheniuk et al., 2024). But its divergence from human language use, which often lends meaning to emotional and contextual complexity, is highlighted by its incapacity to move beyond these relational patterns and interact with more general cultural or experienced dimensions. Stanko (2024) observes ChatGPT's shortcomings that are embodied in its lack of "creativity, originality, and emotional depth human authors can bring to their writing" (p. 165). Furthermore, Borkovska et al. (2024) emphasize the disadvantages of the ongoing use of ChatGPT, notably "on the development of soft skills" and "the lack of emotional interaction" (p. 64).

ChatGPT creates value that is different from deconstructionist ideas by merging structuralist ideas with computational technologies. Its power resides in its capacity to run inside known limitations and consistent, systematic relations inside language systems. Still, its dependence on pre-trained data, statistical correlations, and established patterns limits its ability to depict the fluidity, instability, and variety of meanings Derrida stresses. These limitations highlight the need for human supervision, especially in conditions demanding sophisticated knowledge, inventiveness, or cultural sensitivity. Aljuaid (2024) highlights the importance of teachers' supervision "in fostering critical thinking and creativity" (p. 33). A remark echoed by Kucuk's (2024) advice that stresses the importance of student's use of it under supervision to ensure the accuracy of sources from which knowledge is received. ChatGPT has great promise, but its integration should be under control to enhance rather than replace human meaning-making.

Pedagogical and Ethical Implications of ChatGPT in Meaning-Making

The integration of ChatGPT into educational contexts has redefined teaching and learning practices, offering innovative opportunities while presenting notable challenges. Several studies reflect its transformative potential in fostering learner autonomy, supporting linguistic development, and enhancing academic writing (Pitychoutis, 2024; Syahrin & Akmal, 2024; Mugableh, 2024; Pavlenko & Syzenko, 2024; Moussa & Belhiah, 2024; Dong, 2024). Mudawy (2024) discusses how ChatGPT proves to be a valuable tool for EFL learners, particularly in enhancing their grammatical accuracy and writing coherence. The AI tool allows students to create drafts, obtain immediate feedback, and make revisions independently, encouraging them to take greater responsibility for their learning journey. As Mudawy highlights, it also helps "researchers and scientists organize their materials and write and proofread first drafts" (p. 172). Furthermore, ChatGPT's "efficiency and automation of repetitive tasks" aims to "accelerate the writing process. (p. 180). Avsheniuk et al. (2024) also emphasize the model's effectiveness in vocabulary acquisition and sentence structure organization. By creating personalized language exercises, ChatGPT allows learners to independently explore sentence patterns and strengthen their linguistic skills, minimizing their dependency on instructors. The qualitative analysis in their study, which

examined ChatGPT's impact on English language learning, highlighted advancements in reading comprehension, vocabulary, and grammar. Moreover, students noted that "activities like conversational practice and vocabulary expansion with ChatGPT improved their decision-making abilities (p. 218). These findings correspond with Guleria et al. (2023), who highlight ChatGPT's value in areas with limited resources, where conventional linguistic support may not be available.

ChatGPT offers significant possibilities in scholarly and creative writing environments, beyond merely language acquisition. Pitychoutis (2024) notes that ChatGPT improves intelligibility using logical ideas and succinct outlines, helping students structure their papers. This technique may notably help students who struggle to put demanding ideas into logical reasoning. Pitychoutis notes ChatGPT "has been shown to assist learners in producing superior argumentative writing, so illustrating the significant capacity of AI chatbots in supporting particular writing tasks" (p. 202). Still, Aljuaid (2024) and Mugableh (2024) warn that depending too much on artificial intelligence for writing projects could discourage critical thinking and creativity. Aljuaid (2024) notes, "Overreliance might result in a deterioration of students' cognitive abilities related to analytical reasoning and a diminution of the individual's originality in written expression" (p. 40). Similarly, Mugableh (2024) notes issues including plagiarism and over-reliance on ChatGPT with little effort from the students. Their studies reveal that students who utilize ChatGPT to draft essays usually value producing polished outputs above the intellectual activities of concept synthesis and critical analysis. This dependence runs the risk of lowering intellectual rigor, emphasizing the necessity of integrating ChatGPT within educational frameworks in a balanced way to guarantee reflective learning.

Despite its potential, ChatGPT's limitations in addressing linguistic diversity present challenges in multicultural and multilingual classrooms. Alosaimi & Alawad (2024) explore ChatGPT's effectiveness in teaching Modern Standard Arabic (MSA) but note its struggles with regional dialects and culturally specific idiomatic expressions. Along with Alosaimi & Alawad (2024), Aldawsari (2024) draws attention to a significant ChatGPT flaw: its inclination to resort to literal translations or conventional rules, often ignoring the cultural nuances buried in local language variants. Preference in the training data or misrepresented information could lead the AI model to "occasionally generate inaccurate or nonsensical responses" (p. 240). For instance, when tasked with explaining Arabic idiomatic phrases, ChatGPT frequently fails to grasp their symbolic meanings, limiting its usefulness in culturally rich educational contexts. These findings highlight the need for tailoring artificial intelligence systems to improve inclusiveness and suitability for language variation. Alosaimi & Alawad (2024) reflect on such flow, suggesting that "this AI tool still needs more training and development" (p. 248).

Ethical issues compromise ChatGPT's fit in educational settings even further, especially those involving plagiarism and over-dependence. Together with Pavlenko & Syzenko (2024), Syahrin and Akmal (2024) stress the risk ChatGPT provides in pushing a passive learning style whereby students put speed top significance over more extended analytical participation. They note how "it has also begged questions regarding its possible effects on basic academic skills including research, material selection, content judgment, and writing skills" (p. 74). The ethical consequences of plagiarism are also highlighted by Kamal & Khaidzir (2024), who point out that students may pass off essays created by artificial intelligence as their own, avoiding the intellectual effort that academic tasks are supposed to promote (p. 324). Aljuaid (2024) also raises questions regarding indirect plagiarism, emphasizing how ChatGPT's reliance on prior data might provide outputs that closely mirror current work (p. 38). These difficulties highlight the need for well-

defined guidelines for the application of artificial intelligence in educational environments, thereby guaranteeing the existence of academic integrity.

Given ChatGPT's reliance on pre-trained data, major problems with bias and the support of dominant narratives arise. Ahmed & Mahmood (2024) investigate how the responses of the model to politically sensitive topics, like capitalism and communism, often fit mainstream capitalist concepts, limiting critical or alternative viewpoints. They argue that the socio-political and ideological discursive settings of bourgeois power strengthen ChatGPT's replies, in which "the hidden meanings that emerge from deconstructing language elements are uncovered by returning to original texts that have been marginalized or even suppressed" (p. 194). In the same sense, Weidinger et al. (2021) stress ChatGPT's predisposition to reinforce Western-centric narratives while neglecting non-dominant cultural points of view. For instance, ChatGPT usually gives Western authors priority in creating samples of global literary traditions, therefore reducing the contributions made by non-Western civilizations. Such preconceptions can influence pupils' perspectives of challenging issues, thereby perpetuating systematic inequality. As Weidinger et al. (2021) note, the training data used for AI models such as ChatGPT "often model speech that fails to reflect the language of marginalized, excluded, or less frequently recorded groups" (p. 11).

To address these issues, several articles offer strategies for appropriately incorporating ChatGPT into teaching approaches (Jen & Salam, 2024; Shikun et al., 2024; Ivanytska et al., 2024). Stanko (2024) stresses the need to teach students to interact with AI-generated content actively, therefore assisting them to recognize underlying prejudices and dispute the presumptions of the replies. Assignments, where students compare ChatGPT's outputs against those of human authors, could allow teachers to motivate careful discussions on the distinctions. Jen & Salam (2024), observing an age disparity in recent research on ChatGPT, note that younger students (such as "young children and secondary school students") have received less attention, while higher education has received the majority of the focus (p. 96). Shikun et al. (2024) emphasize that the integration of the AI model in education could be enhanced by expanding the topics students search for using ChatGPT to "encourage them to participate in the conversation" (p. 302). Similarly, highlighting the importance of "open digital educational resources, remote technologies training" (p. 315). Ivanytska et al. (2024) underline the psychological and physical hazards of artificial intelligence include internet addiction, too much screen time, and possible data leaks. These problems draw attention to the importance of regulating artificial intelligence use such that it supports balanced and healthy educational opportunities (p. 310).

The papers collectively demonstrate the dual function of ChatGPT as an ethical challenge and a transformative pedagogical instrument. While its strengths in promoting learner autonomy, supporting language acquisition, and enhancing writing skills make it a valuable resource for students and educators, its limitations in fostering critical thinking, cultural inclusivity, and ethical integrity necessitate careful integration into educational frameworks. ChatGPT can improve learning while maintaining the intellectual and ethical basis of education by matching its advantages with methods to reduce its hazards.

Conclusion

Integrating generative AI tools like ChatGPT into educational and professional contexts redefines how educators and professionals generate and interpret meaning, showcasing their dual role as facilitators of structured learning and disruptors of interpretive complexity. Through Saussurean structuralism and Derridean deconstruction, this paper has shown ChatGPT's strengths

in tasks like grammar refinement and essay structuring while revealing its limitations in addressing contextual fluidity and cultural nuance.

Teachers and institutions should encourage AI literacy, teaching students how to assess ChatGPT outputs and interact with content in a reflective and critical way, thereby using the tool responsibly. Clear ethical guidelines are essential to address challenges like plagiarism and bias, ensuring AI complements human creativity rather than replacing it. Additionally, diversifying AI training data can enhance its inclusivity, enabling better engagement with idiomatic expressions and marginalized discourses. ChatGPT offers transformative opportunities, but its integration requires caution and critical oversight. ChatGPT can improve education and professional practice by motivating careful use and addressing its constraints, hence retaining creativity, uniqueness, and inclusiveness in the changing AI scene.

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