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ChatGPT and ELT: Exploring Teachers' Voices

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Abstract

This study investigates the perceptions of English language teachers regarding the use of ChatGPT in English Language Teaching (ELT). The study aims to fill the research gap by exploring teachers' perspectives on the integration of ChatGPT as an instructional tool and its implications for ELT practices. Using a mixed methods approach, the study employed focus group discussions and an online survey to gather insights from a sample of 115 English language teachers in Metro Manila, Philippines. Findings revealed English language teachers' perspectives on the use of ChatGPT in ELT including potential use of ChatGPT in ELT (e.g., integration for vocabulary expansion and writing practice and enhancing language fluency and communication), potential benefits of ChatGPT to English language learners (e.g., translation and language comprehension support, conversational practice and language development, access to information and cultural understanding), and potential limitations of using ChatGPT in ELT (e.g., cheating and plagiarism, lack contextual understanding and nuance, reliability and accuracy of information). These findings shed light on teachers' perceptions of ChatGPT as a language teaching tool including ChatGPT's integration into ELT, use of ChatGPT in writing activities, use of ChatGPT in improving language skills, and other benefits of using ChatGPT, including teachers' concerns regarding the authenticity of AI-generated content and the potential impact on language learning outcomes. The findings of this research contribute to the existing literature on the integration of AI technology in ELT and offer practical recommendations for educators seeking to leverage the potential of ChatGPT in language teaching. By giving voice to teachers' perspectives, this study underscores the importance of considering teachers' perceptions and experiences when incorporating emerging technologies like ChatGPT into the ELT classroom. Ultimately, this research aims to foster a deeper understanding of the complex dynamics between AI technology and language teaching, paving the way for informed decision-making and effective implementation in the field of ELT.

Introduction

The field of English Language Teaching (ELT) has witnessed significant advancements with the emergence of technology (Basan & Sahin, 2022; Chan, 2021; Erben et al., 2009; Moorhouse & Yan, 2023; Rahmati et al., 2021; Rintaningrum, 2023). As educators strive to enhance language learning experiences and outcomes, there is

growing interest in exploring the potential of artificial intelligence (AI) and natural language processing (NLP) in language education (Alhalangy & AbdAlgane, 2023; Alqahtani et al., 2023; Holmes & Tuomi, 2022; Huang et al., 2023; Rizvi, 2023). One notable development in this area is ChatGPT, an AI language model developed by OpenAI. ChatGPT is designed to simulate human-like conversations and generate text-based responses based on user input. The integration of ChatGPT in ELT holds promise for transforming language learning and teaching practices. ChatGPT offers opportunities for personalized learning, interactive language practice, and increased accessibility (Kasneci et al., 2023; Su & Yang, 2023). By engaging learners in authentic and dynamic conversational interactions, ChatGPT can potentially enhance fluency, communication skills, and learner autonomy (Ray, 2023). However, the successful integration of ChatGPT in ELT depends on various factors, including teachers' perceptions and attitudes towards this technology (Tlili et al., 2023). Teachers play a crucial role in shaping instructional practices and determining the effectiveness of educational interventions. Understanding teachers' perspectives on the use of ChatGPT in ELT is essential for informed decision-making and effective implementation.

Several studies have explored the use of AI and NLP technologies in language education, providing insights into their potential benefits and challenges. For instance, Klimova and Seraj (2023) conducted a study on the use of chatbots in English as a Foreign Language (EFL) classrooms and found that chatbots can facilitate language learning by providing personalized feedback and engaging learners in meaningful interactions. Similarly, Godwin-Jones (2022) investigated the impact of NLP-based writing assistants on students' writing proficiency and reported positive outcomes in terms of improved writing skills and increased learner motivation. However, limited research specifically focuses on ChatGPT and its application in ELT.

ChatGPT: Definition and History in ELT

ChatGPT is an advanced language model developed by OpenAI. It is designed to simulate human-like conversations and generate contextually relevant responses. Built upon the Generative Pre-trained Transformer (GPT) architecture, ChatGPT utilizes deep learning techniques to understand and generate text based on the given prompts (Dwivedi et al., 2023). It has been trained on vast amounts of data from the internet, enabling it to produce coherent and coherent responses across a wide range of topics (Ray, 2023). ChatGPT has been used in various applications, including language learning, customer support, and creative writing, and its conversational capabilities and versatility make it a valuable tool for generating interactive and engaging dialogue with users (Qadir, 2023). A member of the GPT (Generative Pre-trained Transformer) family, ChatGPT has witnessed significant advancements and applications throughout its history. While the historical evolution of ChatGPT is indeed noteworthy, this section aims to provide a succinct overview of its development and emphasize its contemporary relevance within the context of the 3.5 version of the technology.

Historical Evolution

Originally introduced as GPT-1, the concept of pre-trained language models emerged as a breakthrough in natural language processing. Subsequent iterations, such as GPT-2 and GPT-3, brought forth larger models with

remarkable language generation capabilities. These versions, though remarkable in their own right, have paved the way for GPT-3.5, a more refined and sophisticated iteration within the GPT family. While the history of ChatGPT's evolution is intriguing, it is essential to recognize that its precedent evolvment is not the primary focus of this study. Instead, we pivot our attention towards the present usage of GPT-3.5 or more advanced versions and their applications in the field of English language teaching.

Contemporary Relevance

The GPT-3.5 model represents a pinnacle of natural language processing technology and serves as the basis for our examination of ChatGPT's role in English language teaching (ELT). Understanding the capabilities and limitations of this current iteration is instrumental in exploring its potential contributions to language education. This study, therefore, centers on the utilization of ChatGPT within the context of GPT-3.5 and its potential implications for English language learners and educators. In the following sections, we delve into the literature surrounding ChatGPT's applications in ELT, presenting insights and findings that guide our investigation into its role as a supplementary tool in language instruction. This contextualization within the current technological landscape allows us to explore the contemporary relevance of ChatGPT and its potential impact on English language education. The use of ChatGPT in English Language Teaching (ELT) has gained momentum since its introduction to the public in November, 2022, driven by advancements in artificial intelligence (AI) and natural language processing (NLP) technologies (De Angelis et al., 2023). While the specific history of ChatGPT in ELT is limited to a shorter timeframe, tracing its broader development provides valuable context:

2015-2016: Early Conversational Agents

The use of conversational agents in language education predates ChatGPT. In 2015, the virtual assistant "ELIZA" was developed, demonstrating the potential of chat-based interactions in language learning. ELIZA utilized simple pattern matching techniques to simulate conversations. This early development paved the way for more advanced conversational agents.

2018: Emergence of OpenAI's GPT

In 2018, OpenAI released the first iteration of the Generative Pre-trained Transformer (GPT) model, known as GPT-1. GPT-1 showcased the capabilities of large-scale language models by generating coherent and contextually relevant text. While not specifically designed for ELT, GPT-1 laid the foundation for subsequent developments in AI language models.

2020: GPT-3 and Enhanced Conversational Capabilities

OpenAI launched GPT-3 in 2020, which represented a significant breakthrough in AI language models. GPT-3 had 175 billion parameters, allowing it to generate highly sophisticated and contextually appropriate responses. This advancement opened new possibilities for the use of AI language models in various domains, including ELT.

2021: Development of ChatGPT

Building upon the success of GPT-3, OpenAI introduced ChatGPT as a dedicated conversational agent. ChatGPT focused on simulating human-like conversations, enhancing its ability to provide interactive language practice. The model was trained using Reinforcement Learning from Human Feedback (RLHF) and demonstrated improved capabilities in generating conversational responses.

2021-Present: Exploration and Research in ELT

Since the release of ChatGPT, researchers and educators have begun exploring its potential in ELT. Studies have investigated its use in providing conversational practice, personalized feedback, and language support to learners. The applications align with communicative language teaching principles and aim to enhance learners' fluency, communication skills, and autonomy in language learning.

2022-Present

Advancements and Adaptations: In recent years, advancements and adaptations of ChatGPT have been developed to address specific needs in ELT. Some adaptations include fine-tuning ChatGPT on domain-specific language data to make it more relevant for language learning contexts. These adaptations aim to improve the accuracy and effectiveness of ChatGPT in supporting language learners. While the history of ChatGPT in ELT spans a relatively short timeframe, its rapid development and exploration demonstrate its potential as an innovative tool in language education (Lo, 2023). Ongoing research and advancements in AI and NLP technologies will likely shape the future of ChatGPT in ELT, paving the way for more sophisticated and effective applications that support language learning and teaching.

Literature Review

This section reviews and examines the potential applications and implications of ChatGPT in education. The studies presented explore various aspects of ChatGPT integration, including its impact on language learning outcomes, learner engagement, and interaction patterns.

SWOT Analysis of ChatGPT

In their literature review, Farrokhnia et al. (2023) extensively examined the impact of ChatGPT, an advanced AI language model, within the realm of education. Employing the SWOT analysis framework, the authors provided a comprehensive analysis of ChatGPT's strengths, weaknesses, opportunities, and threats in the educational context. They underscored ChatGPT's strengths, encompassing its capacity to generate plausible responses, its self-improvement capabilities, personalized learning support, and real-time information accessibility. However, they also critically assessed its weaknesses, which included a lack of profound understanding, challenges in evaluating response quality, susceptibility to biases, and limitations in fostering higher-order thinking skills.

Moreover, Farrokhnia et al. (2023) highlighted the potential threats that ChatGPT poses to education, including its limited contextual understanding, risks to academic integrity, potential perpetuation of discrimination, and the democratization of plagiarism. In response to these findings, the authors suggested strategies for educational institutions. These strategies encompassed adjusting curricula, implementing formative assessment methods, and fostering critical thinking skills to leverage ChatGPT's benefits while mitigating its threats. The review further emphasized the importance of empirical research to delve deeper into ChatGPT's applications and ethical implications, ultimately providing valuable insights for educators and institutions aiming to navigate the integration of AI technologies in education.

ChatGPT and Other Language Learning Technologies

To underscore the significance of ChatGPT in language learning, it is essential to juxtapose its features and potential contributions with existing Computer-Assisted Language Learning (CALL) tools and technology-enhanced learning assistants. This comparative analysis serves as a compass to navigate the landscape of language learning technologies and shed light on why the study of ChatGPT's impact holds paramount importance.

Educational Chatbots

In the realm of language learning, educational chatbots have emerged as valuable tools that engage learners in conversational interactions. These chatbots often follow predefined scripts and aim to provide language practice through dialogue. However, their responses tend to be rule-based and lack the fluidity and adaptability characteristic of ChatGPT. ChatGPT, powered by large language models, showcases the capability to generate responses that mimic human language patterns more closely, fostering a natural conversational flow. This distinction positions ChatGPT as a promising tool to enhance language learning through authentic interactions.

Non-generative AI Tools like Grammarly

Non-generative AI tools, exemplified by Grammarly, have been instrumental in assisting learners with language-related tasks, such as grammar correction and proofreading. While Grammarly excels in identifying and rectifying language errors, it primarily functions as a passive tool for language refinement. ChatGPT, on the other hand, operates actively, offering dynamic interactions that encompass various aspects of language, including vocabulary expansion, context comprehension, and conversational fluency. This active engagement distinguishes ChatGPT as a multifaceted language learning assistant that extends beyond mere error correction.

Enhancing Language Learning Outcomes

Several studies have investigated the effectiveness of ChatGPT in enhancing language learning outcomes. For example, Adiguzel et al. (2023) conducted a study in a university setting and found that students who interacted with ChatGPT exhibited significant improvements in their speaking and writing skills compared to a control group. The personalized feedback and conversational practice provided by ChatGPT were identified as key factors

contributing to these positive outcomes. Similarly, Baskara and Mukarto (2023) explored the use of ChatGPT in a higher education ELT context and reported improvements in students' vocabulary acquisition and reading comprehension. The interactive and responsive nature of ChatGPT allowed students to engage in meaningful language practice, leading to enhanced language proficiency.

In addition, Yan (2023) explored the use of ChatGPT in a one-week L2 writing practicum. Using a qualitative approach, the research examines how students interacted with ChatGPT and their reflections on its impact. The findings suggest that ChatGPT has potential benefits for L2 writing pedagogy, particularly in terms of efficiency, but participants expressed concerns about academic honesty and equity, prompting a reconsideration of plagiarism in the context of AI tools. The study emphasizes the need for further research and the development of guidelines for the proper use of ChatGPT in L2 learning. In a similar study, Mizumoto and Eguchi (2023) investigated ChatGPT's potential for automated essay scoring (AES) in foreign language teaching and learning. Utilizing the GPT-3 model, the research automatically scores a large set of essays and compares the results to benchmarks. The findings indicate that AES with GPT exhibits a certain level of accuracy and reliability, especially when incorporating linguistic features, suggesting its potential to transform writing evaluation methods in research and practice.

Promoting Learner Engagement

Engagement is a critical factor in language learning, and ChatGPT has the potential to promote learner engagement through dynamic and interactive conversations. Munoz et al. (2023) investigated the impact of ChatGPT on learner motivation and engagement in the learning process, indicating its potential to improve student learning outcomes. Similarly, Baskara (2023) explored the use of ChatGPT in a flipped classroom model and found that students' engagement and participation increased significantly. The conversational nature of ChatGPT facilitated active learning and promoted a student-I approach to language instruction.

Perceived Benefits, Concerns, and Challenges of Using ChatGPT in ELT

Teachers perceive several benefits associated with the use of ChatGPT in ELT. Hong (2023) conducted a survey among EFL teachers and identified benefits such as increased student engagement, personalized feedback, and enhanced language practice. Teachers appreciated the instant response capability of ChatGPT, which allowed for immediate feedback and support in language learning activities. Furthermore, Atlas (2023) explored 'teachers' perceptions of ChatGPT in a professional development context. The study revealed that teachers recognized ChatGPT as a valuable tool for promoting autonomous learning and providing individualized support to students with diverse language proficiency levels.

Despite the potential benefits, teachers also express concerns and challenges related to the integration of ChatGPT in ELT. Lo (2023) conducted interviews with EFL teachers and identified concerns such as the reliability and accuracy of ChatGPT-generated responses, the risk of overdependence on technology, and the potential impact on teacher-student interactions. Additionally, Yu (2023) conducted a survey among teachers and found that some

teachers expressed concerns about the ethical implications of using ChatGPT, particularly regarding data privacy and the potential bias in the AI-generated responses.

The Merit of Investigating ChatGPT's Impact in ELT

With this comparative perspective, it becomes evident that ChatGPT represents a novel and dynamic addition to the language learning toolkit. Its generative capabilities and adaptability in diverse language contexts present unique advantages. Investigating ChatGPT's impact on language learning is not only timely but also essential to comprehending the evolving landscape of technology-enhanced language education. By exploring its potential benefits and limitations in comparison to existing technologies, educators and researchers can better appreciate the nuanced role ChatGPT can play in English language teaching. This study contributes to the ongoing discourse on the integration of advanced AI technologies in education and provides insights into optimizing their use for language learning purposes.

The application of ChatGPT in ELT can be effectively understood and analyzed within a conceptual framework that takes into account its potentials, expected outcomes, and concerns. This framework integrates three key dimensions: Technological Advancement, Pedagogical Impact, and Ethical Considerations:

1. **Technological Advancement:** This dimension encompasses the technological capabilities and advancements that ChatGPT represents. It includes considerations such as:
 - **Natural Language Processing (NLP):** ChatGPT's ability to understand and generate human-like text is a cornerstone of its potential. This includes its proficiency in grammar, vocabulary, and contextual understanding.
 - **Scalability and Accessibility:** The ease of access to ChatGPT through digital platforms and its potential to reach a wide range of learners globally, regardless of geographical or economic constraints.
 - **Data-Driven Learning:** The AI's capacity to provide personalized feedback based on a learner's specific language weaknesses and strengths through data-driven analysis.
2. **Pedagogical Impact:** This dimension delves into how ChatGPT influences language learning and teaching practices, encompassing:
 - **Enhanced Language Practice:** ChatGPT's potential to offer learners an environment for practical language use, promoting speaking, listening, reading, and writing skills in real-life contexts.
 - **Autonomous Learning:** The capacity of ChatGPT to support self-directed and independent learning, offering opportunities for learners to explore topics of interest and improve language skills outside the classroom.
 - **Differentiated Instruction:** The ability to tailor instruction to individual learner needs by providing targeted feedback and content, allowing teachers to address a wide range of abilities within a single classroom.
3. **Ethical Considerations:** This dimension is crucial in discussing the concerns related to ChatGPT's usage in ELT:

- **Academic Integrity:** Concerns about potential misuse, such as plagiarism and cheating, need to be addressed. Clear guidelines and policies should be in place to ensure academic honesty.
- **Privacy and Data Security:** The importance of safeguarding personal data when using ChatGPT, as well as educating learners about data privacy and security.
- **Equity and Inclusion:** The consideration of how ChatGPT can both bridge gaps in access to language learning resources and potentially exacerbate inequalities, especially among disadvantaged learners.

This theoretical framework serves as a lens through which the application of ChatGPT in ELT can be evaluated. It recognizes the technology's potentials to enhance language learning and teaching while emphasizing the importance of addressing ethical concerns to ensure a responsible and equitable integration of AI in education. Ultimately, it highlights the need for a balanced approach that harnesses the benefits of ChatGPT while mitigating potential risks in the ELT context.

ChatGPT and TPACK

Introduced by educational researchers Punya Mishra and Matthew Koehler in 2006, TPACK stands for Technological Pedagogical Content Knowledge. It is a framework used in education to understand and describe the types of knowledge that educators need to effectively integrate technology into their teaching practices. The TPACK framework consists of three primary types of knowledge:

1. **Technological Knowledge (TK):** This refers to knowledge about technology, including how it works, what it can do, and how to use it effectively. It encompasses a teacher's understanding of various tools, software, and hardware.
2. **Pedagogical Knowledge (PK):** This relates to knowledge about teaching and learning. It includes knowledge of teaching strategies, classroom management, assessment techniques, and understanding how students learn best.
3. **Content Knowledge (CK):** This is knowledge about the subject matter or content that is being taught. It involves having a deep understanding of the concepts, principles, and theories within a particular academic domain.

In addition to these three types of knowledge, TPACK also recognizes that effective teaching with technology requires the integration and intersection of these knowledge domains. Therefore, there are three additional areas of knowledge in the TPACK framework:

- **Technological Pedagogical Knowledge (TPK):** This is the knowledge of how to use technology in the context of teaching and learning. It involves knowing how to apply technological tools to specific pedagogical approaches effectively.
- **Technological Content Knowledge (TCK):** This is the understanding of how technology can be used to teach specific content. It involves knowing how to represent and present content using technology.
- **Pedagogical Content Knowledge (PCK):** This is the knowledge of how to teach specific content effectively. It includes understanding how to tailor teaching strategies to the particular content taught.

Effective teaching with technology, according to the TPACK framework, involves the intersection of all these knowledge areas. Educators need to balance and integrate their technological, pedagogical, and content knowledge to create meaningful and engaging learning experiences for their students. The TPACK framework has been influential in guiding teacher education programs and professional development efforts to help educators integrate technology effectively in the classroom.

The intersection of ChatGPT and TPACK provides a theoretical foundation for understanding the integration of artificial intelligence technology in educational contexts. ChatGPT, as a language model powered by AI, represents the technological component of the TPACK framework. It offers the potential to enhance language learning experiences by providing learners with opportunities for practice, accessibility to a wider range of learners, and improved language fluency and communication skills. However, the successful integration of ChatGPT in language teaching requires teachers to possess a certain level of technological proficiency, aligning with the technological knowledge component of TPACK. This proficiency enables teachers to navigate and effectively utilize the tool to support pedagogical goals and content objectives. At the heart of this framework lies the interplay between the technological, pedagogical, and content knowledge components. Teachers need to leverage their pedagogical knowledge to design meaningful and engaging learning experiences that leverage ChatGPT as a tool for language acquisition. By considering the unique affordances and limitations of ChatGPT, teachers can make informed decisions about when and how to integrate it into their instructional strategies, ensuring its alignment with pedagogical approaches and learning outcomes.

Furthermore, the content knowledge component of TPACK plays a vital role in the effective use of ChatGPT. Teachers must have a deep understanding of the language learning content to be addressed, enabling them to design relevant activities and provide meaningful feedback to learners. This content knowledge, combined with an understanding of the capabilities and limitations of ChatGPT, helps teachers guide learners in utilizing the tool to enhance their language proficiency.

In this theoretical framework, the integration of ChatGPT and TPACK acknowledges the significance of technological proficiency in leveraging AI tools for language teaching. However, it also emphasizes the need for a balanced combination of pedagogical and content knowledge to ensure that the integration is purposeful, learner-centered, and aligned with educational objectives. By embracing the TPACK framework, teachers can effectively harness the potential of ChatGPT as a transformative tool in English language teaching, fostering engaging and meaningful language learning experiences.

Research Gap

The unique characteristics and capabilities of ChatGPT make it a distinct area of investigation. ChatGPT's ability to generate text-based responses in conversational contexts raises questions about authenticity, accuracy, and its potential influence on language learning outcomes. Additionally, the integration of ChatGPT requires considerations of pedagogical approaches, ethical implications, and teacher readiness. Therefore, there is a research gap regarding teachers' perceptions and attitudes towards using ChatGPT in ELT. Understanding how

teachers perceive ChatGPT, their expectations, concerns, and perceived benefits can provide valuable insights for the effective implementation of this technology. Investigating teachers' voices in the context of ChatGPT and ELT will contribute to the existing literature and inform the development of guidelines, training programs, and pedagogical frameworks.

Research Questions

This study aims to investigate English language teachers' perceptions of ChatGPT and its use in English language teaching. By exploring teachers' perspectives, we seek to gain a comprehensive understanding of the potential benefits, challenges, and implications of integrating ChatGPT into language classrooms, thus addressing the research gap in understanding teachers' perceptions and experiences with ChatGPT, contributing to the literature on AI integration in language education. The study aimed at addressing the following questions:

1. What are English language teachers' perceptions of ChatGPT in the context of English language teaching?
2. What are the perceived benefits of using ChatGPT in English language teaching?
3. What are the challenges and concerns associated with the use of ChatGPT in English language teaching?
4. How do teachers perceive their technological proficiency and knowledge related to ChatGPT?

Method

Research Design

This study employed a concurrent triangulation mixed method design, combining qualitative and quantitative methods, to explore the perceptions of English language teachers regarding the use of ChatGPT in English Language Teaching (ELT). Using mixed methods for this study can provide a better understanding of the research problems and complex phenomenon under investigation and yield more complete evidence (Creswell & Plano Clark, 2007).

Participants

The participants in this study were 115 English language teachers working in Metro Manila, Philippines. The participants were selected from a diverse range of educational settings, including public and private elementary schools, high schools, and colleges. The inclusion of teachers from different educational levels aimed to capture a comprehensive perspective on the use of ChatGPT in ELT.

Research Instruments

Two research instruments were used to collect data for this study: a survey questionnaire and focus group discussions (FGDs). The survey questionnaire was designed to gather quantitative data and assess the general perceptions of teachers towards ChatGPT in ELT. The FGDs, on the other hand, which were participated in by a total of eight teachers, aimed to elicit in-depth qualitative insights and experiences of teachers regarding their use

of ChatGPT in their language teaching practices.

Data Collection Procedure

Survey Administration: The online survey was distributed to the 115 participants via email, with clear instructions and a link to access the questionnaire. Participants were given a reasonable time frame to complete the survey, and responses were collected electronically.

Focus Group Discussions: Two FGDs were conducted, each comprising a small group of four teachers in each round. These discussions were moderated by the researcher to ensure focused and constructive conversations. Participants shared their experiences and thoughts on ChatGPT, and these sessions were audio-recorded and transcribed for analysis.

Data Analysis

For the qualitative data obtained from the FGD, a thematic analysis approach was employed. The FGD recording was transcribed and analyzed to identify common themes and patterns in teachers' perceptions, experiences, and challenges related to the use of ChatGPT in ELT, following Braun and Clarke's (2006) thematic analysis framework. The qualitative data analysis process involved coding, categorizing, and interpreting the data to derive meaningful themes and sub-themes. For the quantitative data obtained from the survey questionnaire, descriptive statistics were used to summarize and analyze the data to gain insights into the overall perceptions and attitudes of teachers towards ChatGPT in ELT.

Ethical Considerations

Informed consent was obtained from all participants prior to their involvement in the study. The participants were informed about the purpose of the research, their rights as participants, and the voluntary nature of their participation. Confidentiality and anonymity of 'the participants' responses were ensured by assigning unique identifiers to each participant during data collection and analysis. The research procedures and data handling processes adhered to the ethical guidelines and regulations of the research institution.

Results

This section presents the findings of the study and the corresponding discussion of such findings.

ChatGPT and English Language Teachers' Perception

When participants were asked about what they thought would be the potential use of ChatGPT in ELT, two themes emerged, as shown in Table 1:

Table 1. Potential Use of ChatGPT in ELT

Potential Use of ChatGPT in ELT	Description	Participants' Avowals
Integration for Vocabulary Expansion and Writing Practice	ChatGPT can be used by English language teachers as a tool to assist their students in expanding their vocabulary and practicing writing skills. It can provide definitions and examples of English terms and concepts, reducing the teacher's time spent on explanations and allowing for more engaging classroom activities.	<p><i>ChatGPT will be very helpful for students in terms of understanding basic concepts as it has the ability to define English terms/concepts. (P1)</i></p> <p><i>I think it can be used to assist learners in improving their writing skills with proper guidance on how to use it appropriately and correctly. (P5)</i></p>
Enhancing Language Fluency and Communication	ChatGPT can be integrated into English language teaching, particularly for adult learners who struggle to express their thoughts. It can simplify complex messages and aid in developing fluency in oral and written communication.	<p><i>ChatGPT can be integrated with English language teaching amongst adult learners. When adult learners find it hard to extend a thought, ChatGPT can simplify the message. I believe this could be useful especially with the less-privileged learners. (P10)</i></p> <p><i>ChatGPT can be effectively integrated into English language teaching, especially in the context of developing fluency in the language skills of the learners, may it be oral or written. (P2)</i></p>

The findings suggest that ChatGPT can be effectively integrated into English language teaching, providing benefits in vocabulary expansion, writing practice, fluency development, and communication improvement. It can serve as a valuable tool to support learners in understanding concepts, defining terms, and generating ideas, which corroborate with the findings of recent studies on ChatGPT (Baskara & Mukarto, 2023; Godwin-Jones, 2022). However, caution should be exercised, and teachers should provide clear guidelines and limitations to prevent overreliance on AI-generated content. Specific teaching contexts where ChatGPT can be particularly useful include adult language learners who struggle with expressing their thoughts, less-privileged learners who need simplified messages, and situations where fluency development is a priority. Additionally, ChatGPT can assist in

writing activities, providing samples of various text types and helping students with grammar and text generation. It is important to note that ChatGPT should be used alongside traditional teaching methods and should not replace the role of the teacher. Further research is needed to explore the long-term effects of integrating ChatGPT into English language teaching and to address concerns related to accuracy and reliability of information generated by AI. Additionally, exploring the specific strategies and pedagogical approaches that maximize the benefits of ChatGPT in different language learning contexts would provide valuable insights for educators. Meanwhile, three themes emerged when teachers were asked for any potential benefit of ChatGPT for English language learners who come from diverse linguistic and cultural backgrounds, including possible strategies or approaches that can be used to maximize the benefits of ChatGPT to these learners, as illustrated in Table 2:

Table 2. Potential Benefits of ChatGPT for English Language Learners (ELLs)

Potential Benefits of ChatGPT for ELLs	Description	Participants' Avowals
Translation and Language Comprehension Support	ChatGPT can assist ELLs in translating lessons and understanding complicated concepts by providing explanations in simple terms.	<p><i>Since ChatGPT is capable of creating coherent and grammatically correct sentences, this I believe is one benefit for English language learners in which English is not their primary language. Language translation will also be a great help. (P7)</i></p> <p><i>ChatGPT can assist students in translating lessons to their preferred language and help them in understanding complicated lessons by answering their questions using simple terms. (P9)</i></p>
Conversational Practice and Language Development	ChatGPT can facilitate conversational practice, allowing ELLs students to improve their conversational abilities, acquire vocabulary, and practice grammar and sentence structure.	<p><i>ChatGPT can hold a conversation. This can develop ESL/EFL students' conversational abilities in English. They can acquire new vocabulary and practice their English grammar and sentence structure by conversing with ChatGPT. (P3)</i></p> <p><i>ChatGPT can help English language learners' language</i></p>

Potential Benefits of ChatGPT for ELLs	Description	Participants' Avowals
Access to Information and Cultural Understanding	ChatGPT provides accessibility to information, benefiting ELLs regardless of their linguistic, cultural, and economic background.	<p><i>comprehension as it can explain the meaning of unfamiliar words or idioms. It can also help improve language comprehension by providing examples on how certain words and expressions can be used. (P7)</i></p> <p><i>The accessibility to information that ChatGPT offers enables students to obtain the information they need regardless of their linguistic, cultural, and economic background. (P3)</i></p> <p><i>Recently, I found out through a Facebook group that ChatGPT is also used by frequent travelers from different parts of the world. I think learners coming from diverse backgrounds can try utilizing this tool to learn more about each other's cultures, practices, and languages. (P2)</i></p>

The findings suggest that ChatGPT can bring several benefits to English language learners from diverse linguistic and cultural backgrounds. It can support translation and language comprehension, helping learners understand complex concepts and providing explanations in simpler terms. Additionally, ChatGPT can facilitate conversational practice and language development, allowing students to improve their speaking and writing skills, as also argued by Dwivedi (2023) and Lo (2023). Furthermore, it provides access to information, enabling learners to obtain the information they need regardless of their background. To maximize the benefits of ChatGPT for these learners, strategies and approaches can be implemented. These include integrating ChatGPT with teaching approaches like Community Language Learning (CLL) to encourage critical thinking and effective question formulation. Interaction and feedback can be emphasized to provide opportunities for learners to practice their language skills and receive guidance. Teachers should also promote the development of critical thinking skills so that learners can validate and evaluate the responses generated by ChatGPT. It is important to note that while ChatGPT can be a valuable tool, it should not replace the role of the teacher and the need for human interaction

in language learning. Teachers should guide learners in using ChatGPT effectively and teach them to critically evaluate the information they receive. Cultural sensitivity should also be promoted, and learners should be encouraged to explore and respect different linguistic and cultural backgrounds through the use of ChatGPT. Further research is needed to explore the specific benefits and challenges of integrating ChatGPT into English language learning for learners from diverse linguistic and cultural backgrounds. Additionally, investigating the impact of ChatGPT on learners' language proficiency, cultural competence, and overall learning outcomes would provide valuable insights for educators.

Participants were also surveyed about the extent of their agreement that ChatGPT can provide ELLs with opportunities to practice their English language skills outside of traditional classroom settings. Findings are shown in Figure 1:

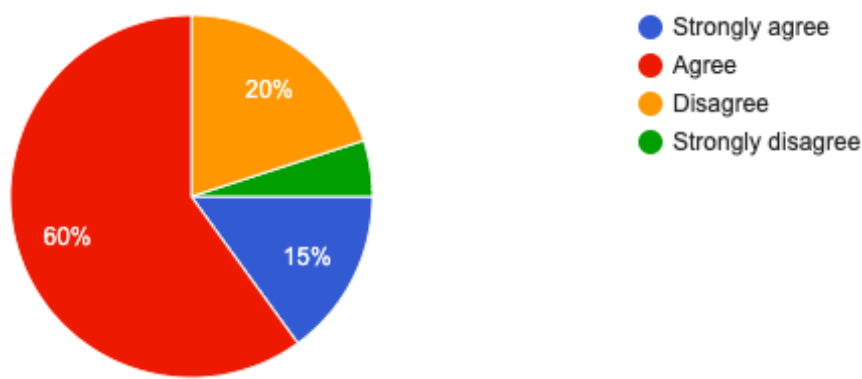


Figure 1. ChatGPT Provides ELLs Opportunities to Practice English outside Classroom

Based on the responses, it is evident that the majority of participants agree or strongly agree that ChatGPT can provide English language learners with opportunities to practice their language skills outside of traditional classroom settings. This indicates that many perceive ChatGPT as a beneficial tool for language practice beyond the classroom. The agreement could be attributed to the potential of ChatGPT to generate language output, provide feedback, and offer language support. Participants may recognize the value of utilizing technology to engage in language learning activities and improve their language skills autonomously. They may appreciate the convenience and accessibility of ChatGPT in enabling practice opportunities outside the confines of the classroom. However, it is worth noting that a considerable number of participants also disagreed or strongly disagreed with the statement. Their disagreement may stem from concerns related to the limitations of ChatGPT, such as its lack of contextual understanding or the potential for students to rely too heavily on the tool without developing critical thinking or authentic language production skills. Overall, the responses indicate a mixed perception of ChatGPT's efficacy in providing language practice outside traditional classroom settings, with a slight majority leaning towards agreement. It suggests that while ChatGPT can be a valuable resource for language learners, careful consideration must be given to its limitations and the need for a balanced approach to language learning that incorporates other activities and resources.

In addition, participants were also asked about the extent of their agreement that ChatGPT can make English language learning more accessible to a wider range of ELLs. Figure 2 summarizes their response:

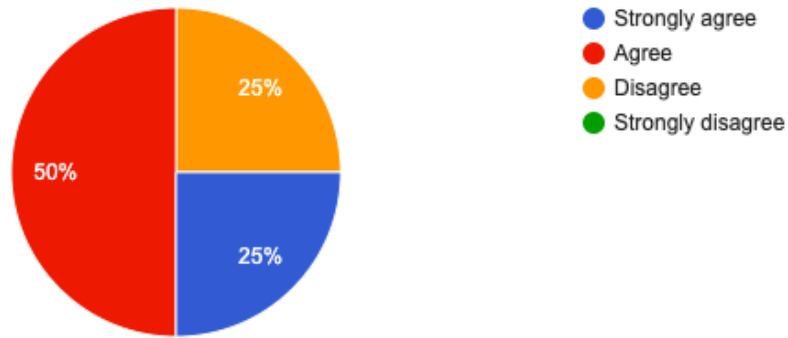


Figure 2. ChatGPT Makes English Language Learning Accessible to a Wide Range of Learners

Based on the responses, it is evident that there is a significant portion of participants who agree or strongly agree that using ChatGPT can make English language learning more accessible to a wider range of learners. This suggests that participants perceive ChatGPT as a tool that can help bridge the accessibility gap in language learning and provide opportunities for learners who may face barriers in traditional language learning settings. The agreement may stem from the fact that ChatGPT is easily accessible through digital devices with internet connectivity, allowing learners from diverse backgrounds to use the tool regardless of their geographical location, economic status, or availability of resources. Participants may appreciate the convenience and flexibility offered by ChatGPT in terms of accessing language learning support and materials. On the other hand, a notable number of participants disagreed or strongly disagreed with the statement. Their disagreement may arise from concerns related to the limitations and drawbacks of ChatGPT that we discussed earlier. They may argue that while ChatGPT can provide certain accessibility benefits, it may not fully address the complex needs of all learners or cater to specific learning preferences and styles. Overall, the responses indicate a mixed perception of ChatGPT's impact on the accessibility of English language learning, with a slight majority leaning towards agreement. It suggests that while ChatGPT has the potential to enhance accessibility for language learners, it should be seen as a complementary tool rather than a standalone solution. Careful consideration of individual learner needs, instructional design, and the integration of various resources and approaches are crucial to ensuring equitable and inclusive language learning opportunities.

Furthermore, teachers were also asked about the extent of their agreement that ChatGPT can improve ELLs' language fluency and ability to communicate more effectively in real-life situations. Figure 3 presents their response:

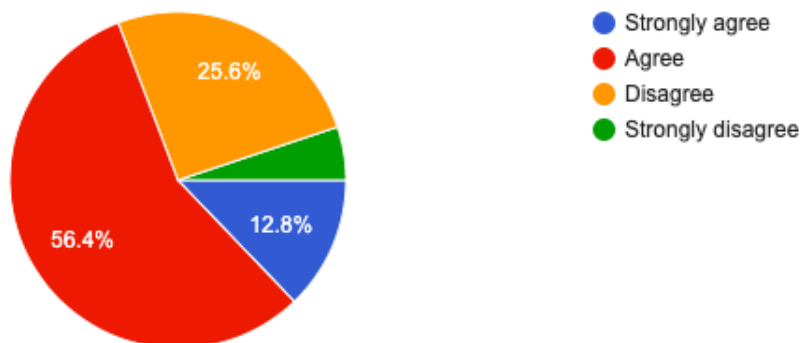


Figure 3. ChatGPT Improves ELLs' Language Fluency and Ability to Communicate Effectively

The responses indicate a generally positive perception of ChatGPT's potential to improve English language learners' language fluency and communication abilities in real-life situations. The majority of participants either agreed or strongly agreed with the statement. The agreement may stem from the belief that ChatGPT can provide learners with opportunities to practice their language skills, engage in conversation, and receive feedback. Participants may view ChatGPT as a valuable tool for language learners to develop their vocabulary, grammar, and overall language proficiency through interactive exchanges. On the other hand, a notable number of participants disagreed or strongly disagreed with the statement. Their disagreement may arise from concerns related to the limitations and drawbacks of ChatGPT that were highlighted earlier. They may argue that ChatGPT, being an AI language model, lacks the ability to understand context, nuances, and cultural aspects of language, which are vital for effective communication in real-life situations. Additionally, some participants may believe that human interaction and feedback are essential for developing language fluency and communication skills, and ChatGPT alone may not be sufficient. Overall, while the majority of participants see potential benefits in using ChatGPT to improve language fluency and communication skills, there are dissenting opinions. It highlights the importance of considering ChatGPT as a supplementary tool in English language teaching, alongside other approaches that provide authentic human interaction, real-life practice, and targeted feedback. Combining the strengths of technology with effective pedagogical strategies can maximize the benefits and support learners in developing their language fluency and communication abilities in diverse contexts.

Teachers were also asked about the potential limitations or drawbacks of using ChatGPT in ELT. Five themes emerged from the teachers' response, as shown in Table 3:

Table 3. Potential Limitations of Using ChatGPT in ELT

Potential Limitations of Using ChatGPT in ELT	Description	Participants' Avowals
Cheating and Plagiarism	Participants expressed concerns about the potential for students to cheat or plagiarize using ChatGPT, as it can generate outputs effortlessly without the necessary critical thinking or context.	<i>ChatGPT might be a factor for cheating. Since students can just come up with an output effortlessly. A lot of things must be considered such as the choice of words and the context. (P2)</i> <i>Dependency in ChatGPT alone will not promote personalized language learning and it doesn't help to develop critical thinking. (P9)</i>
Lack of Contextual Understanding and Nuance	Some participants mentioned that ChatGPT has limitations in understanding context and lacks	<i>The potential limitations or drawbacks of using ChatGPT in English language teaching is that</i>

Potential Limitations of Using ChatGPT in ELT	Description	Participants' Avowals
	emotional intelligence.	<p><i>it lacks emotional intelligence and it also has limitations in understanding context. (P1)</i></p> <p><i>While ChatGPT is proficient in language processing, it can struggle to grasp the subtle nuances of human communication. (P5)</i></p>
Reliability and Accuracy of Information	Participants raised concerns about the reliability and accuracy of information provided by ChatGPT, mentioning instances where the generated text was out of context or not verifiable.	<p><i>There are times when ChatGPT gets the wrong answers. Although it has accuracy, there are times when the generated text is out of context or not related to the topic. (P3)</i></p> <p><i>Information provided by ChatGPT must always be counterchecked and verified. There are instances that the sources and authors it provides are nonexistent in Google and other databases. (P8)</i></p>
Privacy and Data Security	Some participants mentioned the need to address privacy and data security concerns when using ChatGPT, emphasizing the importance of keeping personal information confidential.	<p><i>The users' personal info should be taken care of and kept confidential. (P6)</i></p> <p><i>It's critical that English teachers take an active role in informing learners on the risks related to the use of ChatGPT. Entering very personal information may lead to potential risks since the treatment of User Data is not clear. (P9)</i></p>
Dependency and Limitation on Creative Thinking	Participants expressed concerns that excessive reliance on	<i>Dependency in ChatGPT alone will not promote personalized</i>

Potential Limitations of Using ChatGPT in ELT	Description	Participants' Avowals
	ChatGPT could limit students' creative thinking and impede their ability to construct their own ideas.	<i>language learning and it doesn't help to develop critical thinking.</i> (P4) <i>AI dependence. With ChatGPT, we might get too attached to it and become dependent that we limit or no longer use our creative minds in search of knowledge.</i> (P3)

The findings highlight several potential limitations or drawbacks of using ChatGPT in English language teaching. These include concerns about cheating and plagiarism, as students can easily generate outputs without critical thinking or contextual understanding, as delineated by Farrokhnia et al. (2023) and Rahman and Watanobe (2023). The reliability and accuracy of information provided by ChatGPT are also raised as concerns, with instances where the generated text may be out of context or lack verifiability. Privacy and data security are important considerations, emphasizing the need to protect users' personal information. Additionally, there are concerns about dependency on ChatGPT, which could limit students' creative thinking and hinder their ability to construct their own ideas. To address these limitations and drawbacks, it is crucial for teachers to set clear guidelines and expectations regarding the appropriate use of ChatGPT and the importance of critical thinking and authenticity in language learning. Teachers should educate students about the risks of cheating and plagiarism and emphasize the need to validate and verify information obtained from ChatGPT. It is also important to balance the use of ChatGPT with other learning activities that promote creative thinking and independent idea generation. Regarding privacy and data security, it is essential to ensure that users' personal information is handled confidentially and in accordance with data protection regulations. Providers of AI tools like ChatGPT should be transparent about their data handling practices and take appropriate measures to protect user privacy. While ChatGPT has its limitations, it can still be a valuable tool in English language teaching when used appropriately and in conjunction with other instructional strategies. It can serve as a resource for generating ideas, providing language support, and promoting engagement. Teachers should guide students in using ChatGPT as a supplement to their language learning journey, encouraging critical thinking, and facilitating meaningful interactions both with the tool and with their peers.

Finally, the participants were also asked about the extent of their agreement that using ChatGPT for ELT requires teachers to have a certain level of technological proficiency and knowledge. Figure 4 summarizes their response. The majority of participants either agreed or strongly agreed with the statement, indicating that they believe using ChatGPT for English language teaching requires teachers to have a certain level of technological proficiency and knowledge. The agreement may stem from the understanding that ChatGPT is an AI-powered tool that requires teachers to navigate and utilize its features effectively. Teachers need to have a good grasp of the technological aspects, such as how to access and use the tool, understand its limitations, and effectively integrate it into their teaching practices, as stipulated by the TPACK framework (Koehler & Mishra, 2006; Mishra & Koehler, 2009).

Technological proficiency and knowledge enable teachers to guide students in using ChatGPT appropriately, interpreting its outputs, and providing additional support or feedback as needed. On the other hand, a smaller number of participants disagreed with the statement. Their disagreement might suggest that they perceive ChatGPT as user-friendly and intuitive, requiring minimal technological proficiency. They may believe that teachers can quickly learn to use the tool without extensive prior knowledge or expertise. Overall, the majority of participants recognize the importance of teachers having a certain level of technological proficiency and knowledge when using ChatGPT for English language teaching. It highlights the need for teachers to receive training, professional development, and ongoing support to effectively incorporate technology into their teaching practices. With the right level of technological proficiency, teachers can harness the benefits of ChatGPT and maximize its potential as a supplementary tool in language instruction.

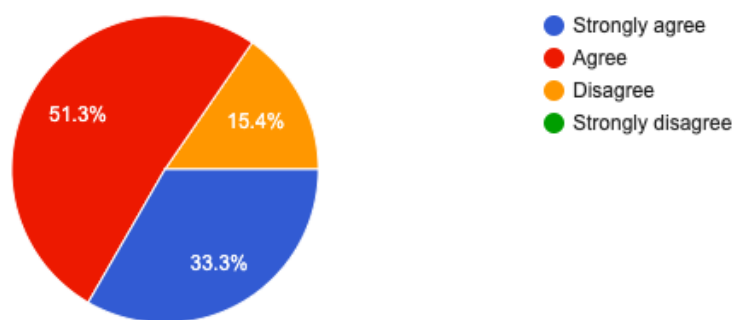


Figure 4. Using ChatGPT for ELT Requires Technological Proficiency and Knowledge

When analyzing the responses to the survey question regarding the level of technological proficiency and knowledge required to use ChatGPT for English language teaching, we can relate it to the TPACK framework. TPACK refers to the knowledge and understanding that teachers possess when effectively integrating technology into their pedagogical practices while considering the subject matter or content. In this context, the agreement or disagreement expressed by participants reflects their perception of the technological aspect of the TPACK framework. Participants who agreed or strongly agreed with the statement likely recognize the importance of teachers having technological proficiency to effectively use ChatGPT. This aligns with the technological knowledge component of TPACK, as teachers need to understand how to navigate and utilize the tool efficiently. On the other hand, participants who disagreed with the statement may have a different perspective on the level of technological proficiency required. They might perceive ChatGPT as user-friendly and intuitive, implying that minimal technological knowledge is needed. However, it is worth noting that even in such cases, teachers still need some level of technological knowledge to fully harness the potential of ChatGPT for language teaching, ensuring its integration aligns with pedagogical objectives and content. The integration of ChatGPT into English language teaching also involves the pedagogical and content knowledge components of TPACK. Teachers must understand how to effectively incorporate the tool into their instructional strategies (pedagogical knowledge) and have a deep understanding of the language learning content that needs to be addressed (content knowledge). By considering the TPACK framework, we can understand that teachers' proficiency in technology is crucial for utilizing ChatGPT effectively, but it is just one aspect. The TPACK framework emphasizes the need for teachers to possess a balanced combination of technological, pedagogical, and content knowledge to make informed decisions about integrating technology into their teaching practices.

Discussion

The findings of this study shed light on English language teachers' perceptions of ChatGPT and its potential implications for English language teaching (ELT). Two prominent themes emerged regarding the potential use of ChatGPT in ELT: Integration for Vocabulary Expansion and Writing Practice, and Enhancing Language Fluency and Communication. These themes highlight the multifaceted roles that ChatGPT can play in supporting language learners. Participants recognized the tool's capacity to provide definitions, explanations, and writing guidance, thus aiding vocabulary growth and writing skill development. Additionally, they saw its potential in enhancing language fluency and communication, particularly for adult learners and those who face challenges expressing their thoughts. These findings align with recent studies highlighting ChatGPT's potential as a language learning assistant (Baskara & Mukarto, 2023; Godwin-Jones, 2022). However, it is essential for educators to establish clear guidelines to prevent overreliance on AI-generated content, emphasizing that ChatGPT should complement, not replace, the teacher's role.

Regarding the potential benefits of ChatGPT for English language learners from diverse linguistic and cultural backgrounds, three themes emerged: Translation and Language Comprehension Support, Conversational Practice and Language Development, and Access to Information and Cultural Understanding. These themes underscore the tool's potential in addressing language comprehension challenges, offering conversational practice, and providing access to information. Participants recognized ChatGPT's role in translating lessons, simplifying complex concepts, and fostering cross-cultural understanding. This aligns with the findings of Dwivedi (2023) and Lo (2023), which emphasize ChatGPT's contributions to language development. To maximize these benefits, educators can adopt strategies like integrating ChatGPT with pedagogical approaches that encourage critical thinking and interaction while promoting cultural sensitivity among learners.

Regarding opportunities for English language learners to practice language skills outside traditional classroom settings, participants exhibited a mixed perception of ChatGPT's efficacy. While a majority agreed that ChatGPT offers opportunities for extra practice, a substantial number disagreed. This divergence likely reflects concerns about ChatGPT's limitations, including its potential to foster dependency or hinder critical thinking (Farrokhnia et al., 2023). These findings emphasize the need for a balanced approach to language learning that combines ChatGPT with other activities and resources to ensure comprehensive skill development.

Concerning ChatGPT's role in making English language learning more accessible, the majority of participants believed that it could indeed enhance accessibility. They saw ChatGPT as a tool capable of breaking down geographical, economic, and resource-related barriers. Nevertheless, a significant number disagreed, expressing concerns about its limitations in meeting diverse learners' needs. These findings underscore the importance of viewing ChatGPT as a supplementary tool that should be integrated strategically to ensure equitable and inclusive language learning opportunities.

The perceived impact of ChatGPT on language fluency and communication skills garnered mixed responses. While a substantial number agreed that ChatGPT could improve fluency and communication, some participants

disagreed, citing concerns about the tool's limitations, particularly in understanding context and cultural nuances. This discrepancy highlights the need for a balanced approach, with ChatGPT serving as a supplementary tool to enhance language skills alongside human interaction and authentic communication.

Participants also shared their concerns about potential limitations or drawbacks of ChatGPT in ELT. Five key themes emerged: Cheating and Plagiarism, Lack of Contextual Understanding and Nuance, Reliability and Accuracy of Information, Privacy and Data Security, and Dependency and Limitation on Creative Thinking. These themes underline critical issues that educators should address when integrating ChatGPT into ELT. To mitigate cheating and plagiarism, teachers must educate students about the responsible use of AI tools and emphasize the importance of independent critical thinking. Concerns about ChatGPT's contextual understanding and reliability of information highlight the need for learners to validate and verify AI-generated content. Privacy and data security concerns underscore the importance of safeguarding users' personal information and promoting responsible data handling practices. Lastly, fears of dependency on ChatGPT and limitations on creative thinking emphasize the need for a balanced approach to language learning that incorporates diverse instructional strategies.

In alignment with the TPACK framework (Technological Pedagogical Content Knowledge), participants recognized the importance of teachers having a certain level of technological proficiency and knowledge when using ChatGPT for ELT. This technological knowledge component of TPACK reflects the need for teachers to navigate and utilize ChatGPT effectively. However, it is crucial to understand that ChatGPT integration into ELT encompasses not only technological but also pedagogical and content knowledge. Teachers must design pedagogically sound activities that align with learning objectives while integrating ChatGPT. Additionally, they need content knowledge to address specific language learning content and goals. Therefore, effective ChatGPT integration necessitates a balanced combination of technological, pedagogical, and content knowledge within the TPACK framework.

Overall, the findings suggest that ChatGPT holds significant promise as a supplementary tool in English language teaching, with the potential to support vocabulary expansion, writing practice, language fluency, and communication skills. However, educators must be vigilant in addressing concerns related to its limitations, including cheating, lack of contextual understanding, and privacy issues. To maximize the benefits of ChatGPT, it should be integrated thoughtfully into pedagogical approaches, promoting critical thinking, interaction, and cultural sensitivity among learners. Moreover, it should be used alongside traditional teaching methods to ensure comprehensive language development. By recognizing the nuanced role of ChatGPT within the TPACK framework, educators can harness its potential to enhance language learning while preserving the essential aspects of effective teaching and learning. Further research is needed to explore long-term effects and best practices for ChatGPT integration in diverse ELT contexts.

Conclusion

This study explored the perceptions of English language teachers regarding the integration of ChatGPT in language teaching. The findings revealed that teachers generally hold positive attitudes towards ChatGPT,

recognizing its potential to enhance personalized learning experiences, increase accessibility, and improve language instruction. However, concerns regarding the role of technology in the classroom and ethical considerations were also identified. The study highlighted the importance of teachers' technological proficiency and knowledge in successfully integrating ChatGPT into their teaching practices.

The findings of this study have several implications for English language teaching practitioners and educational policymakers. Firstly, it is essential to provide teachers with professional development programs that focus on enhancing their technological proficiency and knowledge. By equipping teachers with the necessary skills and understanding of ChatGPT, they can confidently and effectively integrate this AI technology into their language teaching practices. Training programs should address concerns and provide guidelines for maintaining a balance between technology and human interaction in the classroom. Furthermore, educational policymakers should consider the implications of ChatGPT integration in curriculum development and pedagogical practices. Guidelines and ethical frameworks need to be established to ensure responsible and ethical use of ChatGPT. Data privacy and protection should be prioritized, and transparency in the collection and use of learner data should be emphasized.

While this study provides valuable insights into teachers' perceptions of ChatGPT, there are several avenues for future research in this area. Firstly, further investigation is needed to explore the long-term impact of ChatGPT integration on language learners' outcomes, such as language proficiency, communicative competence, and motivation. Longitudinal studies can shed light on the sustained benefits of using ChatGPT in language teaching and learning. Additionally, more research is required to understand the specific training needs of teachers in relation to ChatGPT integration. Identifying the specific technological skills and knowledge gaps that teachers face can inform the development of targeted professional development programs. These programs can provide teachers with the necessary training and support to effectively integrate ChatGPT in their teaching practices. Furthermore, studies focusing on different learner populations, such as young learners, adult learners, or learners with specific learning needs, can provide insights into the effectiveness and suitability of ChatGPT for diverse groups. Understanding how ChatGPT can be adapted to meet the unique needs of various learners can contribute to more inclusive and personalized language teaching practices. Finally, research can explore the potential of ChatGPT as a tool for formative assessment and feedback. Investigating the effectiveness of ChatGPT in providing timely and targeted feedback to learners can inform the development of assessment practices that align with current pedagogical approaches.

In conclusion, this study has provided valuable insights into the perceptions of English language teachers regarding ChatGPT integration. The findings emphasize the importance of teachers' technological proficiency and knowledge and highlight the need for professional development programs and ethical guidelines. Future research in this area can further contribute to our understanding of the impact of ChatGPT on language teaching and learning, inform teacher training practices, and explore its potential for assessment purposes. By addressing these research directions, we can harness the benefits of ChatGPT while addressing the concerns and challenges associated with its integration in English language teaching.

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