Using ChatGPT in EFL Context: What Do EFL Teachers Think About It?

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Article Info

Abstract

The aim of this study was to reveal EFL teachers' attitudes, feelings, opinions, and experiences regarding ChatGPT in EFL classrooms. A case study design was employed in this qualitative study and it was conducted with 14 EFL teachers (9 females, 5 males) teaching English at different universities in Türkiye in the academic year of 2024-2025. The data were collected using a semi-structured interview form developed by the researchers and the collected qualitative data were analyzed using the thematic analysis method. The study revealed that attitudes, opinions, and experiences of the EFL teachers are covered under the themes of attitude, actual usage, language skills, benefits, disadvantages, challenges, and role of ChatGPT. Also, various sub-themes were identified under these themes. This study shows that ChatGPT can provide many benefits for EFL teaching/learning practices and it can lighten the workload of EFL teachers and provide students with more authentic, interactive, and personalized language learning opportunities. However, it has some potential drawbacks and challenges which indicate that ChatGPT comes with its own unique set of downsides in addition to its potential benefits regarding EFL learning environments.

Introduction

Artificial Intelligence (AI), which refers to the ability of systems or machines for carrying out tasks which typically necessitate human intelligence like reasoning, learning, or communication (Russell & Norvig, 2016), has experienced quick and extensive growth due to advancements in mathematics, logic, computer science, engineering, psychology, and neuroscience (Elbanna & Armstrong, 2024). As a result, AI has started to be used in many fields like education, health, security, art, and economy (Huang et al., 2022). AI has the potential to assist various people and organizations in the field of education including students, instructors, researchers, administrators, policymakers, designers, consultants, and evaluators (Lo, 2023). AI enhances education by offering tailored, adaptable, and engaging learning experiences. It provides immediate and valuable feedback, streamlines assessment procedures, and enhances education's overall effectiveness and productivity by promoting collaboration, communication, creativity, and innovation (Harry, 2023).

AI has also been a hot topic of discussion recently in the field of technology-enhanced language learning (Gao et al., 2024) and employing AI-assisted language learning tools may be seen as a subsector of intelligent computer-assisted language learning (ICALL) (Pokrivčáková, 2019). AI-powered intelligent chatbots like ChatGPT can be seen as intelligent conversational systems which can interact with humans through natural language processing (NLP) and deep learning techniques (Luo et al., 2022) and these chatbots have been widely used because they are able to provide human-like conversation practice and rich linguistic input, enhance language skills realistically and instantly, and enhance language learners' motivation and interest (Ebadi et al., 2023; Nurmayanti & Suryadi, 2023). Chatbots' ability to provide interactive learning environments for language learners and their characteristics of not being restricted by place and time make their use increasingly popular (Zhou et al., 2020) and a growing number of studies have investigated their effects in the education context (Ferrell & Ferrell, 2020).

ChatGPT can be seen as one of the most important AI-powered tools today. It is an AI-assisted chatbot released by OpenAI and is powered by a large language model (LLM) which can be seen as a kind of deep learning model capable of training on huge amounts of publicly available text data like books, articles, webpages, and blogs to generate human-like responses in conversations (Meyer et al., 2023; Teubner et al., 2023). ChatGPT, with its ability to imitate human conversation realistically, presents a modern, exciting, innovative, and engaging avenue for language classrooms (Barrot, 2023) and it can present novel opportunities for EFL teachers and learners (Son et al., 2023). It can generate grammatically correct sentences and words, supporting the development of cohesive and coherent written content while also understanding and appropriately responding to human questions (Cooper, 2023). Furthermore, ChatGPT offers feedback on various aspects of written texts, providing suggestions to correct grammatical errors and enhance writing quality, thus helping language learners improve their writing skills (Chen, 2023). Also, it can work as an assistant for educators and a learning peer for learners (Lo, 2023).

Therefore, we can say that AI-powered tools like ChatGPT have a high potential to improve EFL learning and teaching practices. ChatGPT may offer EFL learners a highly individualized learning experience, a chance of actively participate in their language learning process, help them progress at their own pace and get tailored and immediate feedback through this process, and foster learner engagement (Huang et al., 2023). This high potential

of ChatGPT in EFL classrooms can be grounded on Vygotsky's social constructivism which posits that learning is most effective within the zone of proximal development (ZPD) which means the gap between learners' current abilities and their potential growth with guidance (Fulton et al., 2021; Shabani et al., 2010; Vygotsky, 1978). It can be said that ChatGPT may work as a scaffold which helps EFL learners reach their ZPD and internalize their learning gradually thanks to its ability to offer individualized learning experience for EFL learners. In other words, learners may develop new ways of thinking and understanding through the process of internalization by interacting with AI-powered tools like ChatGPT. However, activity theory suggests that tensions and contradictions can emerge when a new tool such as ChatGPT is started to be employed in an existing system of activity (Engeström, 2001) which means EFL teachers, as main actors in EFL classrooms, might face several challenges while employing ChatGPT. Therefore, understanding the perceptions of EFL teachers regarding using ChatGPT in their classes and the challenges they faced while employing ChatGPT is important. Also, the Technology Acceptance Model (TAM) proposed by Fred Davis in 1989 may be useful to analyze the adoption of new technologies like ChatGPT in EFL settings. TAM offers a robust framework to predict individuals' adoption of new technologies based on the Attitude-Intention-Behavior relationship (Davis, 1989). Based on this theoretical framework, it can be said that the willingness and readiness of both teachers and students to engage with ChatGPT is highly effective on the success of integrating ChatGPT into EFL classrooms (Chan & Hu, 2023). Therefore, understanding the attitudes of EFL teachers and students towards ChatGPT is vital to ensure its productive utilization in EFL settings (Zulkarnain & Yunus, 2023).

Although ChatGPT can be seen as a relatively new concept for EFL education, previous studies have discussed its advantages and disadvantages for educational purposes (Cooper, 2023; Elbanna & Armstrong, 2024) including language learning/teaching context (Baskara & Mukarto, 2023; Hong, 2023; Kohnke et al., 2023). Also, some researchers (e.g., Abdullayeva & Musayeva, 2023; Su et al., 2023; Yan, 2023) conducted experimental studies to investigate the effectiveness of ChatGPT to improve various aspects of language learning like writing, grammar, reading, and vocabulary while some other studies compared the quality and quantity of feedback given by ChatGPT with feedback provided by a language teacher (e.g., Algaraady et al., 2023; Guo & Wang, 2024). There are also some studies aiming to uncover the attitudes, experiences, and intentions of EFL learners (e.g., Klimova et al., 2024; Xiao & Zhi, 2023; Werdiningsih et al., 2024) or teachers (e.g., Gao et al., 2024; Mohamed, 2024) towards using ChatGPT. However, despite the growing interest in integrating ChatGPT into EFL teaching and learning contexts, the number of these studies is scarce which calls for further research to investigate the attitudes and perceptions of EFL teachers regarding employing ChatGPT in EFL classrooms as well as to uncover the benefits and disadvantages of it, and the challenges faced by EFL teachers while employing it. Previous literature has mainly focused on quantitatively investigating the effectiveness of ChatGPT in EFL classrooms while most of the previous qualitative studies have focused on EFL learners' perspective (Farrokhnia et al., 2024; Gao et al., 2024). It can be said that it is evident that there is a significant gap which calls for further qualitative studies which may reveal the attitudes of EFL teachers as well as benefits, disadvantages, and challenges of it in EFL classrooms. Therefore, this study aimed to fill this gap by investigating the attitudes, feelings, opinions, and experiences of EFL teachers regarding ChatGPT in EFL classrooms.

Along with this aim, the following research question is formulated to investigate the attitudes, feelings, opinions,

and experiences of EFL teachers regarding ChatGPT in EFL classrooms.

What are the EFL teachers' attitudes, feelings, opinions, and experiences about ChatGPT in EFL classrooms?

With this research question, this study intends to address an important gap by investigating the attitudes, opinions, and experiences of EFL teachers on employing ChatGPT in EFL classrooms and providing qualitative evidence regarding benefits, disadvantages, and challenges of it in EFL classrooms which is an insufficiently explored area in the literature. Even though previous literature has laid a theoretical foundation for the role and effectiveness of AI-driven tools like ChatGPT in language classrooms, the willingness and attitudes of EFL teachers are important to realize the potential of ChatGPT in EFL classrooms effectively (Chan & Hu, 2023; Zulkarnain & Yunus, 2023). Understanding the attitudes of EFL teachers is vital to develop effective EFL teaching strategies which leverage ChatGPT's benefits while mitigating its risks. Therefore, this study intends to significantly contribute to the ICALL literature and to expand it by delving into the qualitative aspects of EFL teachers' usage of ChatGPT and their opinions regarding this. By providing qualitative evidence regarding the complexities and subtleties which underlie EFL teachers' attitudes, feelings, opinions, and experiences, this study can work as a complementary to previous quantitative research to provide contribution to a comprehensive picture of the effectiveness of ChatGPT in EFL classrooms. The qualitative insights garnered from this study can significantly enrich ICALL literature, inform AI-assisted language learning practices, and offer insights into how ChatGPT can be integrated ethically and effectively into EFL classrooms. Also, this study intends to contribute to ongoing discussion about AI in language education by providing insights into the potential benefits and drawbacks of ChatGPT in EFL classrooms which may inform EFL teachers, researchers, and policymakers in their efforts to develop ethical and effective approaches to incorporating AI technologies into EFL education.

Literature Review

ChatGPT in EFL classrooms

Learning a foreign language is an essential skill that plays a crucial role in the social, cultural, and economic progress of individuals and societies in today's globalized world, which is characterized by rapid advancements in information technologies (Ivan, 2012). Utilizing technology in addition to traditional approaches can enhance the EFL learning process. AI chatbots are notable in this regard as a potent and pioneering tool for EFL acquisition (Dokukina & Gumanova, 2020). AI chatbots are sophisticated software systems that possess the ability to engage in seamless and lifelike conversations with humans. They can effectively respond to inquiries, generate written content, and provide feedback. These chatbots employ advanced techniques like NLP, deep learning, and artificial neural networks to achieve their capabilities (Maher et al., 2020). ChatGPT, as an AI chatbot, can engage with users using natural language. This model utilizes a fusion of language processing and machine learning technologies and can be employed in a multitude of applications (OpenAI, 2022). ChatGPT can enhance EFL learning by offering personalized instruction (Huang et al., 2022; Orhan et al., 2024), immediate feedback (Huang & Tan, 2023), and a motivating atmosphere (Ali et al., 2023; Aydın Yıldız et al., 2025; Caratiquit & Caratiquit, 2023). In other words, it can offer significant advantages in EFL classrooms.

Benefits of Using ChatGPT in EFL Teaching

ChatGPT is a language model that uses AI to aid in generating responses and ideas during interactive conversations. It has been trained using a huge amount of text material from online sources to ensure that its responses are coherent and contextually appropriate (Goar et al., 2023). By training with a substantial dataset, the model can gain a wide range of information, enabling it to provide responses that are responsive to the situation. This AI-driven model represents a significant achievement in the realm of EFL education and has the capacity to offer EFL learners a more efficient, tailored, and easily accessible learning experience (Utami & Winarni, 2023). The novel methodologies and technology capabilities of ChatGPT have the potential to revolutionize EFL teaching and learning. AI-supported solutions like ChatGPT enhance conventional teaching techniques by offering individualized and interactive language exercises (Rahman & Watanobe, 2023), promoting cultural comprehension (Silva & Janes, 2022), and facilitating and enhancing the study of EFL. ChatGPT possesses the ability to accommodate the diverse learning methods and requirements of students by providing a customized learning experience that aligns with their specific preferences (Murad et al., 2023). ChatGPT has the capability to cater to the distinct tastes and requirements of EFL learners and it can provide visual aids that can adjust to different learning approaches, including text-based interactions or comprehensive explanations (Alneyadi & Wardat, 2023). Additionally, it aids students in identifying areas for improvement by offering feedback on their performance.

Also, ChatGPT facilitates interactive interactions that allow EFL learners to enhance their language proficiency (Orhan & Cinar Yagci, 2026; Sysoyev & Filatov, 2023). Through engagement with ChatGPT, students can effectively imitate authentic situations, enabling them to develop proficiency in expressing themselves in the target language (Lin et al., 2023; Rospigliosi, 2023). ChatGPT provides numerous benefits for practicing target languages. Therefore, it can provide students with the chance to hone their language proficiency in a supportive setting, free from the apprehension of committing errors (Topsakal & Topsakal, 2023). Furthermore, by offering immediate feedback, it can assist learners in promptly recognizing and rectifying their mistakes (Castillo-González et al., 2022). ChatGPT can enhance students' language proficiency by exposing them to a diverse range of vocabulary and idiomatic expressions (Zhu et al., 2023).

Today, it is becoming more and more crucial for teachers to utilize contemporary technologies to enhance students' motivation. The previous studies indicate that employing conventional approaches, such as relying solely on textbooks, for teaching EFL can have an adverse impact on students' motivation (Ivanova et al., 2019). Conversely, interactive tools like ChatGPT can effectively captivate students in classroom settings by introducing a novel dimension to the language learning process (Song & Song, 2023). These tools enhance the appeal of learning by increasing the interactivity of linguistic resources (Rospigliosi, 2023; Zhu et al., 2023). Furthermore, for the purpose of maintaining students' motivation, it is imperative that ChatGPT is accessible at all times and in all locations for language acquisition, both within and outside the classroom. ChatGPT offers students the convenience of being available at all times, allowing them to engage in practice and study (Fryer & Carpenter, 2006). This enables students to strategize their learning process while effectively managing their own time and provides them with the opportunity to acquire knowledge without being limited by time and place.

Risks of Using ChatGPT in EFL Teaching/Learning

The progress in NLP and AI enables the utilization of novel technical instruments in the realm of EFL instruction. The literature broadly acknowledges that AI-supported technologies, like ChatGPT, equipped with NLP capabilities, enable students to enhance their language skills through dynamic and interactive exchanges. Nevertheless, it is crucial to thoroughly assess the possible advantages, as well as the potential drawbacks and challenges, linked to the utilization of these technologies in EFL instruction (Limna et al., 2023). Therefore, it is crucial to thoroughly analyze the potential negative consequences and disadvantages of these tools in EFL teaching/learning.

Although ChatGPT provides notable benefits for students in enhancing their language abilities, it is asserted that relying solely on AI-powered chatbots for comprehensive and authentic language learning experiences may be inadequate (Limna et al., 2023). Over-reliance on ChatGPT throughout the process of EFL learning may result in a decline in human interaction which can hinder the overall development of students' linguistic skills. Language acquisition necessitates not only the comprehension of grammatical rules and vocabulary but also the aptitude to implement them in practical situations (Krashen, 1982). Interpersonal communication is crucial for the accurate and efficient utilization of language (Limna et al., 2023). Additionally, incorporating ChatGPT into an educational environment could heighten the potential for academic dishonesty and diminish the development of critical thinking abilities (Rahman & Watanobe, 2023). Hence, a harmonious amalgamation of AI-facilitated language learning and human interaction can significantly enhance the efficacy and durability of language acquisition.

Also, ChatGPT has been found to struggle with accurately understanding certain nuances of a language, such as intricate phrase constructions, idiomatic expressions, and sarcasm; hence, it is advisable for students to acknowledge the limitations of ChatGPT and not solely depend on this model for the enhancement of their language proficiency (Zhu et al., 2023). It is important to note the challenges that ChatGPT faces in comprehending the context and subtleties of a language (Liang et al., 2024). It is recommended that learners utilize ChatGPT as a supplementary tool during their language acquisition journey and exercise caution regarding any misinterpretations of the model (Cinar Yagci et al., 2026). Furthermore, there have been reports indicating that ChatGPT has the capability to generate texts that are either erroneous or incomplete (Zhu et al., 2023). While incorporating ChatGPT into EFL instruction provides students with enhanced speaking practice and individualized feedback, it is crucial to be mindful of the ethical utilization of this AI model (Vaccino-Salvadore, 2023). Furthermore, there are concerns regarding some important matters such as privacy, academic integrity, and potential biases (Castro, 2023). Consequently, EFL teachers must evaluate the possible advantages provided by ChatGPT while also comprehending the risks linked to this technology.

Method

Research Design

A case study design which allows the situations or a situation occurring in a certain time period and place to be examined in depth in their own context (Creswell & Plano Clark, 2007), was employed in this study.

Participants

Participants were recruited to the study using a criterion sampling method which means recruiting participants according to specified criteria regarding the study aims (Patton, 2014). According to the pre-determined inclusion criteria, EFL teachers who have used ChatGPT in their EFL classes before and volunteered to participate in this study were included as participants of the study. Also, snowball sampling method was used while recruiting the participants for the study. In the snowball sampling method, the study starts with one or more participants and then continues on the basis of referrals from those participants until the desired sample size is reached (Creswell & Poth, 2017; Sharma, 2017). The data were collected from 14 EFL teachers (9 females, 5 males) teaching English at different universities in Türkiye in the academic year of 2024-2025. The mean age of the teachers was 36.28 (SD = 4.25) ranging from 29 to 43. Six of them (42.9%) have an MA degree while eight of them (57.1%) have a Ph.D. degree. Also, the mean teaching experience was 12.93 in years (SD=5.25) ranging from 5 and 21 years. Six (42.9%), six (42.9%) and two (14.3%) work as a lecturer, assistant professor, and associate professor, respectively.

Data Collection Tools

Semi-structured Interview Form

The data for this study were gathered using a semi-structured interview form created by the researchers. The form consists of two sections. The first section includes questions about the demographic profiles of EFL teachers, such as age, gender, academic qualifications, and teaching experience. The second section contains questions designed to elicit the EFL teachers' opinions and insights on using ChatGPT in EFL classes. The interview questions were reviewed by five experts to assess their relevance to the research objectives and the semi-structured interview technique. Based on their feedback, some minor adjustments were made, including corrections to spelling and wording. Subsequently, the form was tested with four non-participants who shared similar characteristics with the study's participants during the piloting phase. After this phase, the semi-structured interview form was finalized.

Data Collection

After receiving the ethical committee approval from the authors' affiliated university, the data were collected during the fall term of the 2024-2025 academic year. The researchers conducted semi-structured interviews in person at designated locations, such as the teachers' offices or classrooms, in Türkiye. The interviews were conducted in Turkish which is the mother language of the participants. Before the interviews began, the researchers thoroughly explained privacy and confidentiality issues to the teachers and informed them of their right to withdraw from the study at any time. With the interviewees' permission, the researchers recorded the sessions. In total, the interviews lasted approximately 11 hours, with each session ranging from 25 to 58 minutes, and the data collection process took about two months.

Data Analysis

The data collected through semi-structured interviews were analyzed using thematic analysis. This method

involves six steps: becoming familiar with the data, coding, generating themes, reviewing themes, defining and naming themes, and identifying exemplars (Braun & Clarke, 2006). The analysis of data from 14 EFL teachers began with verbatim transcription of the audio recordings, resulting in a 140-page document (69241 words). The researchers examined this document in detail and then completed the familiarization, coding, labeling, and theming procedures. After these procedures, the findings were interpreted. In order to support the findings, direct quotations from the interviews were included in the text. To ensure confidentiality and anonymity, participants were identified using an alphabetical and numerical coding system (M=Male, F=Female). For example, F4 stands for the fourth female participant and M3 stands for the third male participant.

Validity and Reliability

Credibility, reliability, confirmability, and transferability are essential criteria for addressing validity and reliability in qualitative research (Spencer & Ritchie, 2012). Establishing a trusting environment during qualitative interviews encourages participants to respond more honestly (Creswell, 2013). In this study, the researchers aimed to create a comfortable and relaxing environment for the interviews. Also, the planning and implementation phases of the study were organized with the help of four experts, which served as a peer debriefing method that boosted the study's credibility. Besides, to ensure credibility, the researchers employed a member-checking technique which means the EFL teachers reviewed and verified the transcriptions. Additionally, the collaboration method was used to increase the accuracy, authenticity, and objectivity of the analysis that means both researchers independently analyzed the qualitative data and then they compared the findings. The intercoder reliability was found to be 96%, which indicates strong reliability for the study. The researchers also provided detailed descriptions to ensure the study's repeatability and the raw data were retained for potential future revisions that increase the study's confirmability.

Results

The analysis of the qualitative data yielded seven themes, namely, attitude, actual usage, language skills, benefits, disadvantages, challenges, and role of ChatGPT (see Figure 1). As can be seen in Figure 2, under the attitude theme, a positive attitude and a more essential role in the future sub-themes were determined. Most of the EFL teachers have positive attitudes towards using ChatGPT in their classes. One teacher stated that "*I have positive attitudes towards ChatGPT. I use it in my classes and I support its usage in language learning classes*" (M1). Another teacher corroborated this sentiment by saying, "*ChatGPT has now become a tool that we encounter in every field. There is a lot of research being done on this subject in the field of education, and the results of these studies come to light every day. Based on my personal experience, I can say that it offers many opportunities in language learning classes and it should be used*" (F1). Also, a teacher said that "*I think ChatGPT and AI in general should definitely be used in education, especially in language classes*" (F8). Another teacher echoed similar things by stating, "*I think ChatGPT has great potential in language learning/teaching. It can be used as an educational tool and also as an evaluation tool*" (F9). A teacher echoed similar things by saying, "*I support the active usage of such tools like ChatGPT. […] I think that the use of such AI tools in language teaching/learning process is very important*" (F7). In a similar way, another teacher said that, "*AI is now inevitable and continues*

to develop itself. It is useful for enhancing language and research skills in language classes. I think that we should use it" (F2). Similarly, a teacher stated that, "*I definitely think ChatGPT can be used in foreign language classrooms both as a teaching material development and assessment tool*" (F3).
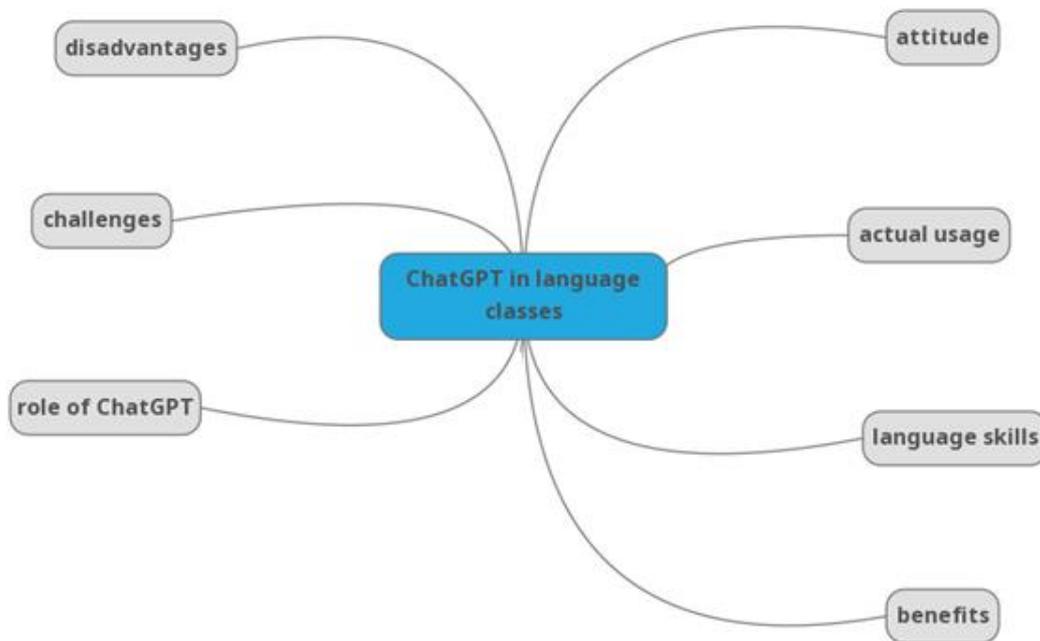

Figure 1. Seven Themes Found

Also, most of the teachers think that ChatGPT will have a more central role in language learning/teaching processes in the future. A teacher emphasized this by saying, "*I believe that the role of ChatGPT in education, especially in language teaching, will become even more important in the future. Integrating technology into educational processes provides a great advantage for both teachers and students, and I support this process*" (F4). In a similar way, a teacher said that "*I think it is important for ChatGPT to find a place in language education. Also, I believe it will play a more important role in the future*" (M4). Another teacher corroborated this sentiment by stating, "*We are still at the beginning of the integration of AI into education. Especially in the context of language learning, the potential of AI-powered tools like ChatGPT is remarkable. They will be used more in the future*" (M3).

Under the theme of actual usage, determined sub-themes were before the class and during the class (Figure 2). The majority of the EFL teachers stated that they use ChatGPT before their classes for planning, designing activities, or creating a syllabus for their lessons. A teacher said that "*I use it to plan my lessons. For example, ChatGPT created all of the 14 weeks of content for my class this year. […] I also use it to develop role-play scenarios tailored to students' interests and language levels. It* [ChatGPT] *can easily write scenarios and give functional phrases needed for these role-plays*" (M1). Also, a teacher mentioned that "*It* [ChatGPT] *supports me when preparing lesson plans and creating materials for my lessons. Sometimes I can have a hard time to find diverse examples for a specific topic. In that case, I ask ChatGPT to write sentences and it offers different examples quickly*" (F9). Another teacher echoed similar things by saying, "*I usually use it to plan my lessons. It*

is really helpful to create ideas for my lessons" (F1). Another teacher also stated that "*I use ChatGPT for developing materials to be used in my language classes*" (F2). In a similar way, a teacher said that, "*I use it* [ChatGPT] *to create a context for my vocabulary teaching activities. When I want to prepare a sample dialogue before my class, ChatGPT gives me sample dialogues and I choose among them. Then, I ask them* [the students] *to act them* [the dialogues] *out in class*" (M5). Similarly, a teacher said that, "*I use ChatGPT mostly as a tool to plan my lessons. It is especially helpful in finding lesson materials, developing exercises, or creating images*" (M2). Another teacher stated that, "*ChatGPT is especially useful for activity planning. It can adjust lesson plans in light of current information and in accordance with the target audience*" (F6).
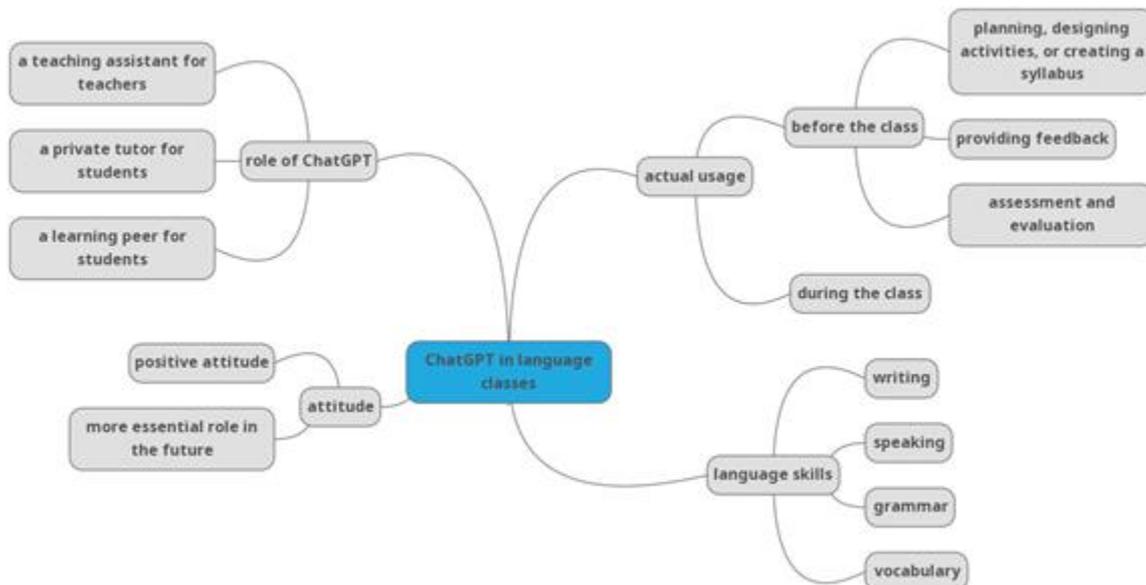

Figure 2. Sub-themes of the Attitude, Actual Usage, Language Skills, and Role of ChatGPT Themes

Most of the teachers also said that they use ChatGPT to provide feedback on their students' written texts or homework. A teacher said that "*In large classes or when there is a lot of homework, it can be difficult to provide feedback to every student immediately. However, with the help of ChatGPT, I can provide quick and detailed feedback on their homework*" (M2). Another teacher said that, "*It definitely helps me while providing feedback to my students' written texts*" (F5). In a similar way, a teacher said that "*ChatGPT is really helpful while providing feedback to my students' written texts*" (F9).

The teachers also stated that they get help from ChatGPT for assessment and evaluation. One teacher stated that "*I also use it* [ChatGPT] *for assessment. For example, my students write reflective reports and I have a rubric to evaluate them. I give the rubric to ChatGPT and ask it to evaluate the reports and it can do it quickly. It spares me a lot of time*" (M1). Also, a teacher said that "*It can also be useful in assessment and evaluation processes. Sometimes I ask ChatGPT to score an exam. Then, I compare my own score with the scores given by ChatGPT*" (F9). In a similar way, another teacher said that "*I also use ChatGPT to develop questions for my exams*" (F5). Another teacher echoed similar things by saying, "*It is also helpful for assessment. I get help from ChatGPT while developing my assessment questions*" (F1). Similarly, a teacher said that "*I use ChatGPT to develop assessment*

materials such as quizzes or multiple-choice tests" (F7).

On the contrary, some other teachers stated that they use ChatGPT during their classes. One teacher said that, "*I use this tool* [ChatGPT] *when I need to adapt a text to the level of the students or make a quick change to a material in class. I use ChatGPT to prepare alternative questions or make the text more understandable, especially when the lesson doesn't go as planned*" (F3). Another teacher said that, "*Sometimes in the middle of the lesson, I may need to create a new text suitable for the students' level or make changes. If the text is difficult, I use ChatGPT to simplify it or add new words immediately*" (M4). Another teacher echoed similar things by saying, "*I actively use it* [ChatGPT] *during my classes. I ask the students to use ChatGPT for brainstorming activities or searching an answer for a question. For example, when a question comes up about the Oscars during the class, instead of asking the children to search on Google, I ask them to ask their questions in English to ChatGPT and get the answer from there*" (F4). In a similar way, a teacher said that "*I use it during the class. I sometimes ask students to create texts with the help of ChatGPT, to get feedback from it, or to discuss something with it*" (F5).

Under the theme of language skills, there were four sub-themes, namely, writing, speaking, grammar, and vocabulary (Figure 2). Most of the teachers think that ChatGPT has the greatest effect on enhancing writing and speaking skills of students. A teacher said that, "*I think it* [ChatGPT] *has the greatest effect on enhancing writing skills. Based on my own experiences, I can say that it has a great effect on writing skills. After writing, I can say that it is effective to enhance speaking skills*" (F1). Another teacher echoed similar things by saying, "*I think ChatGPT is more effective to enhance writing and speaking skills as well as vocabulary*" (F2). In a similar way, a teacher said that, "*I think ChatGPT is very effective in language teaching, especially in developing vocabulary and speaking skills. In my business English classes, students often have difficulty finding partners to practice. At this point, ChatGPT can be a great partner for students*" (F3). Also, a teacher said that, "*I think it is most effective on teaching vocabulary and writing skills*" (F9). Similarly, another teacher stated that, "*I usually use it* [ChatGPT] *for enhancing writing skills.* […] *it* [ChatGPT] *is very useful, especially in writing lessons. It* [ChatGPT] *also helps students with vocabulary*" (F6). A different teacher also said that "*I think ChatGPT is very effective in language learning, especially in improving speaking and writing skills. ChatGPT functions like a pen pal for students; students can get feedback while practicing their writing, correct their mistakes, and develop better writing strategies*" (F4). In a similar way, a teacher said that "*I think ChatGPT contributes to the development of students' language skills. It provides great support, especially for writing and speaking skills*" (F7). Also, another teacher corroborated this sentiment by stating, "*I think it is most effective in grammar and writing*" (M5).

Also, another teacher emphasized the positive effect of ChatGPT on enhancing grammar and vocabulary by stating, "*ChatGPT can be very useful in teaching vocabulary and grammar skills*" (F5). Another teacher echoed similar things by saying, "*I think ChatGPT makes a significant contribution to improving students' language skills. This contribution can be especially evident in micro-skills such as vocabulary learning*" (M4). Similarly, a teacher stated that "*In my opinion, ChatGPT is more effective in teaching language skills, especially in micro-skills, that is, grammar and vocabulary. Because it can present grammar rules to students with different examples, and students can understand these structures better*" (M2). A teacher also said that "*I think ChatGPT is a very*

effective tool, especially in teaching grammar and vocabulary skills because students can instantly correct grammar mistakes and learn new words by interacting with ChatGPT" (M3). Another teacher echoed similar things by saying, "[…], *I also use it* [ChatGPT] *in teaching vocabulary and grammar. I think it is very effective to enhance these micro-skills*" (F8).
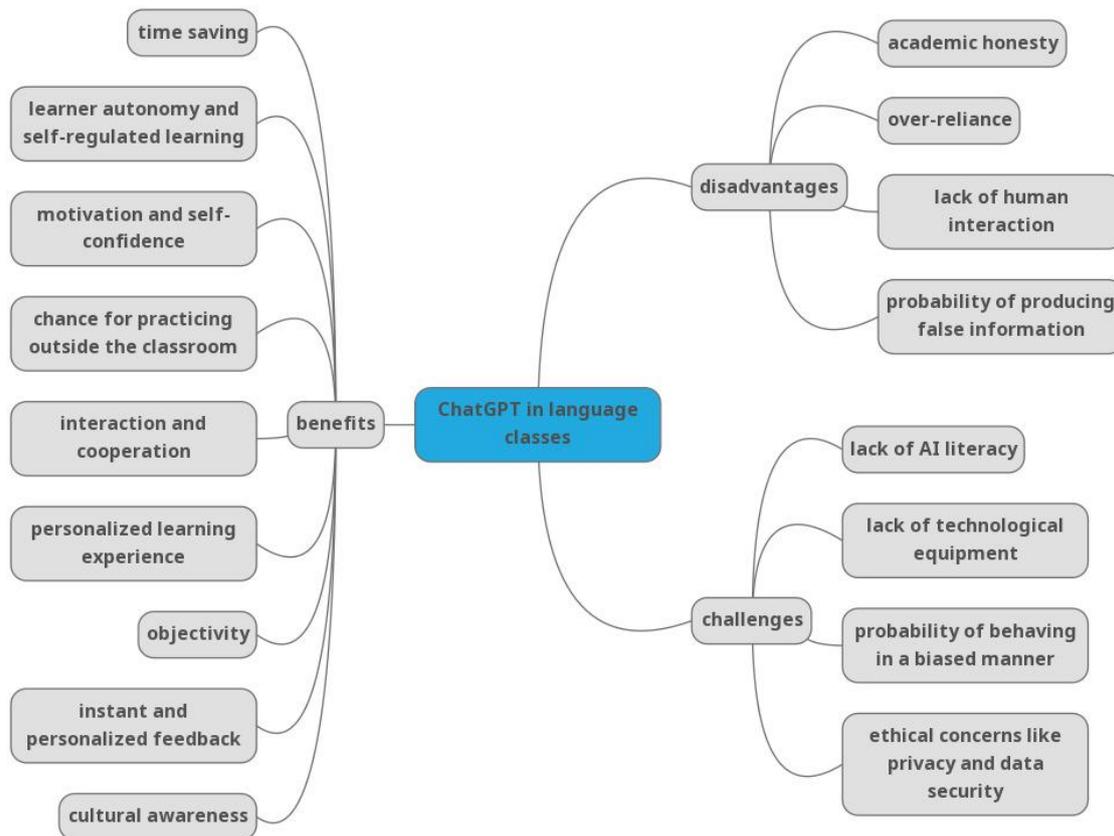

Figure 3. Sub-themes of the Benefits, Disadvantages, and Challenges Themes

Under the theme of benefits, there were nine sub-themes, namely, time-saving, learner autonomy and self-regulated learning, motivation and self-confidence, a chance for practicing outside the classroom, interaction and cooperation, personalized learning experience, objectivity, instant and personalized feedback, and cultural awareness (Figure 3). Most of the teachers said that the most important benefit of using ChatGPT is time-saving. One teacher emphasized this benefit of time-saving, saying, "*As a language teacher, I can say that it* [ChatGPT] *is a time saver for me. This is the most important benefit of it. It helps me with everything related to my class*" (M1). Another teacher corroborated this sentiment by saying, "*The biggest advantage of ChatGPT for me is that it saves time. I believe that the materials it produces could have been produced by any of my colleagues, but ChatGPT makes the process much faster and more practical*" (F3). Also, a teacher said that "*ChatGPT can create very high-quality materials quickly which saves me time. It produces clear and understandable texts that accurately reflect the words and sentence structures used in daily life*" (M4). Another teacher echoed similar things by saying, "*ChatGPT saves me time. I can get help from ChatGPT while preparing exercises and questions for students*" (M2).

The teachers also said that ChatGPT is effective to enhance learner autonomy and self-regulated learning skills which are important for language learning. A teacher said that "*I think its* [ChatGPT's] *most important advantage is that it makes students independent from the teacher. They can ask anything to ChatGPT and get a quick answer*" (M1). Another teacher echoed similar things by stating "*I think ChatGPT can contribute to students' learner autonomy skills. Especially as a tool that supports individual learning, it allows students to manage their own learning processes. This allows them to play a more active role in the learning process*" (F1). Another teacher corroborated this sentiment by saying "*I definitely think ChatGPT supports learner autonomy. Students can control their own learning process, realize their mistakes, and understand their strengths or weaknesses*" (F6). Similarly, another teacher said that "*In terms of learner autonomy, ChatGPT allows students to better manage their own learning process. Students take responsibility for their individual learning by realizing where they have problems and in which areas they need to improve. ChatGPT can function as a guide in this process, especially helping students find resources and orient themselves according to their own goals.*" (F2). In a similar way, another teacher said that, "*I think it definitely contributes to enhancing learner autonomy. ChatGPT helps students become more autonomous learners in their language learning process. Also, it encourages students to learn independently by providing them with quick and effective answers to their questions*" (F4). Another teacher echoed similar things by stating "*Students can manage their language learning process more independently by using ChatGPT. Especially knowing that there is a tool where they can always get feedback makes them feel more confident in the learning process which increases learner autonomy*" (M3).

The teachers also think that ChatGPT can improve language learners' motivation and self-confidence. One teacher stated that "*I think the feedback and learning experience provided by ChatGPT allows students to realize their success and be more motivated in their learning process. Students can increase their self-confidence when they give correct answers or correct their mistakes with ChatGPT*" (F1). Also, another teacher said that, "*ChatGPT definitely adds joy to the lessons. Using it in the class really excites them* [the students]. *It really makes a huge contribution in terms of motivation.* [...] *I think ChatGPT makes a significant contribution to increasing students' self-confidence. Students can easily ask ChatGPT questions that they cannot ask in class*" (F5). Another teacher echoed similar things by stating "*ChatGPT is accessible at any time and can provide instant feedback to students. This instant feedback allows students to quickly notice and correct their mistakes. This makes them more eager and motivated in their learning process*" (M3). In a similar way, a teacher said that "*I can say that ChatGPT can play a role in supporting students' self-confidence*" (F2). Another teacher also stated that, "*Students can practice with ChatGPT without fear of making mistakes or experiencing anxiety, which enhances their self-confidence*" (M2).

The teachers mentioned the chance for practicing outside the classroom as another benefit of ChatGPT for language learners. One teacher emphasized this benefit, saying, "*This may be the most important benefit of ChatGPT because the time we spend in classes is very limited. Language learning should be intensive and continuous. If you do not extend learning outside the classroom, that is, if the language does not become a part of your life, you will not be successful. ChatGPT can help you with this. You can always practice your language skills with ChatGPT wherever or whenever you want*" (M1). Similarly, a teacher stated that "*I think ChatGPT can increase students' motivation to learn and practice languages outside of class. Students' language learning*

process should not be limited to the classroom; it should continue outside the classroom. At this point, ChatGPT can be a tool for students to practice the language" (F5). Another teacher corroborated this sentiment by saying "*I think ChatGPT can increase students' motivation to learn and practice languages outside the classroom. Especially in terms of improving their language skills, students can use ChatGPT in various ways*" (F2). In a similar way, a teacher stated that, "*I think ChatGPT definitely increases students' motivation to learn and practice language skills outside of class as well as it offers opportunities for students to practice*" (F4). Another teacher echoed similar things by saying, "*I think ChatGPT can increase students' motivation to learn and practice languages outside the classroom. ChatGPT offers students ample practice opportunities, especially when used outside of class*" (M5).

Most of the teachers also said that ChatGPT can enhance the interaction and cooperation among students in the class which is an important advantage. A teacher said that, "*I think ChatGPT can increase collaboration and interaction among students in the classroom, but for this, the teacher needs to plan the lesson correctly*" (F4). Another teacher corroborated this sentiment by saying, "*I think ChatGPT encourages group work and increases interaction in the classroom. Especially in activities such as creating dialogues, using such tools naturally increases collaboration*" (F9). On the other hand, some other teachers think that ChatGPT does not contribute to enhancing the interaction and cooperation in the class. A teacher emphasized this by saying "*ChatGPT does not encourage cooperation among students when used alone. When students are left alone, they tend to turn to ChatGPT more and avoid communicating with their peers. However, if you are doing a group activity in class and you tell the groups that they can use ChatGPT, this changes*" (F8). In a similar way, another teacher said that "*I do not think it contributes to the interaction and cooperation because students often use their computers or mobiles individually. They each use their own devices instead of working together, so collaboration is not encouraged. […] However, when we do group work in class and include ChatGPT in these activities, cooperation can be achieved*" (M5).

The teachers also stated that ChatGPT allows teachers to offer personalized learning experience for each student. One teacher said that "*I can provide personalized learning content for each student thanks to ChatGPT which is an important advantage for me. For example, I can develop language exercises based on the students' level or the content of the subject which makes lessons more targeted and effective*" (F3). In a similar way, another teacher said that, "*The personalized learning experience provided by ChatGPT allows students to work more autonomously. It can create materials that suit their own needs and language levels*" (F4). Another teacher echoed similar things by stating, "*I think ChatGPT allows you to respond to students' individual needs more quickly and effectively. ChatGPT can provide content that suits each student's individual learning pace and style, making the teacher's job easier*" (M2). Similarly, a different teacher stated that, "*ChatGPT personalizes students' language learning processes and provides them with instant feedback, which accelerates their learning process*" (M3). Another teacher corroborated this sentiment by stating, "*Each student has a different learning pace and method in language learning. The biggest advantage of ChatGPT in language learning is that it can offer personalized learning experience*" (F8).

Also, the teachers mentioned objectivity as a benefit of ChatGPT during assessment and evaluation practices. One

teacher mentioned that "*While I am grading an exam paper, I may sometimes make mistakes. Also, I get tired and this may affect my grades. However, ChatGPT is different. It does not get tired or behave emotionally. It is always objective and grade the exam papers according to the rubric that you provided*" (M1). Another teacher echoed similar things by stating, "*ChatGPT can also be used to score students' exam papers. I think that it can evaluate their exams objectively using the rubric I provided to it*" (F9).

Another teacher also mentioned the ability of providing instant and personalized feedback as one of the most important advantages of ChatGPT by saying, *"For example, in my writing classes, it takes a lot of time to give feedback to all of my students. However, it is really quick and easy with ChatGPT. It can provide instant and personalized feedback for each of my students very quickly*" (M4). In a similar way, a teacher stated that "*It can offer personalized and instant feedback to students on their writing which helps them understand and correct their mistakes*" (F8). Another teacher corroborated this sentiment by saying, "*The ability of ChatGPT to provide instant feedback on students' written work or vocabulary work lightens the load on me as a teacher. ChatGPT acts as an effective assistant for basic grammar and vocabulary work while I can focus on higher-order skills like more complex language structures and creative thinking*" (M3).

Teachers also stated the possibility of enhancing learners' cultural awareness as another advantage of ChatGPT in language classes. A teacher said that, "*I think ChatGPT can increase students' cultural awareness. ChatGPT helps them learn the cultural elements of a target language like festivals, traditions, cuisine, etc.*" (F5). A teacher echoed similar things by saying, "*I definitely think that ChatGPT increases cultural awareness of students. By using this tool, students can also learn about the culture of a new language while learning it.*" (F9). In a similar way, another teacher stated that, "*Students can also better understand the cultural dimensions of the language and increase their cultural awareness by asking explanations regarding the expressions they do not understand from ChatGPT*" (F2). Another teacher corroborated this sentiment by saying, "*I think ChatGPT can increase cultural awareness. To increase cultural awareness, providing students with the opportunity to embody cultural elements in texts through pictures or videos can add a different dimension to their learning process. ChatGPT can help students explore different perspectives in such tasks*" (M2). In a similar way, a teacher stated that "*I think that using ChatGPT in foreign language classes can increase students' cultural awareness because ChatGPT not only provides students with the opportunity to improve their language skills but also provides them with the opportunity to learn cultural elements*" (M3).

The sub-themes under the theme of disadvantages were academic honesty, over-reliance, lack of human interaction, and the probability of producing false information (Figure 3). The majority of the teachers mentioned ethical problems, i.e. academic honesty, as one of the most important disadvantages encountered while using ChatGPT in language classes. One teacher emphasized this disadvantage, saying, "*I think ethical problems is the most important one. It is really hard to understand if the homework was done by the students or it was written by ChatGPT*" (M1). A different teacher said that, "*When we assign homework to the students, they might have the homework done entirely by ChatGPT. This raises an ethical issue because the students bring in ready-made content with almost no effort. Teachers must be very careful about this*" (F5). Another teacher corroborated this by stating, "*It might be advantageous for students to get help from ChatGPT while doing homework; however,*

getting ChatGPT done the whole homework is not ethical. This has become a worldwide debate" (F2). In a similar way, a teacher said that, "*If ChatGPT is not properly controlled and used carefully, it may encourage students to cheat. Therefore, we should plan very carefully so that students do not just copy and paste from ChatGPT*" (F4). A different teacher echoed similar things by stating, "*I can say that plagiarism and cheating are two important problems while using ChatGPT. It is very difficult to understand if the homework was done by the students or if it was done by ChatGPT. This problem is not only valid in Türkiye, but has become an ethical problem encountered all over the world*" (M2). Similarly, a teacher stated that "*By using ChatGPT alone, a student may present a solution from an AI on a written assignment or grammar exercise instead of producing an original product, which can cause ethical and assessment problems*" (M3).

They also mentioned over-reliance as another disadvantage of ChatGPT. One teacher said that "*It* [ChatGPT] *also makes students mentally lazy. I even feel it myself. As a teacher, I think I research less. When I have a question, I immediately ask it to ChatGPT. Compared to before, I started to do it a lot*" (M1). Another teacher corroborated this sentiment by saying "*I think that we have to be careful while using ChatGPT because we can become over-reliant on it. If students ask everything to ChatGPT and do all of their homework with it, it becomes an obstacle that hinders students' productivity and thinking processes*" (F2). Also, a teacher said that "*Students may become over-reliant on it. They tend to turn to ready-made solutions too easily. It can cause students to act without thinking and become lazy in their language learning process*" (F5). Similarly, a teacher said that "*Students may over-rely on ChatGPT. When students start asking ChatGPT every question or grammar problem, they may miss out on developing their own thinking and problem-solving processes. This can undermine students' ability to learn independently in the long run and make them dependent on AI*" (M3). Another teacher echoed similar things by saying "*The fast and easy access to information provided by ChatGPT may harm some learning processes. Being able to access information very quickly and effortlessly may prevent students from fully operating their mental processes. Therefore, while the practicality provided by AI may seem like a great advantage in the short term, in the long run, it may become difficult for students to truly internalize the information*" (F3). Also, a teacher echoed similar things by saying "*Students may become too dependent on ChatGPT and reduce their own efforts in the language learning process*" (F7).

The teachers also mentioned the lack of human interaction as a disadvantage of ChatGPT. A teacher emphasized this by saying, "*Language is a living social entity and develops through interaction between individuals. Students should develop their social skills by interacting with real people during the language learning process. Therefore, too much reliance on technologies such as ChatGPT can negatively impact students' social language use and limit their social interaction*" (M2). Another teacher corroborated this sentiment by saying, "*If you use it* [ChatGPT] *a lot, the students tend to get bored because they need human interaction more which ChatGPT lacks*" (F5). In a similar way, a teacher stated that, "*Interaction and collaboration in class are very important in language learning. I think students should develop their language skills by working in groups, exchanging ideas with each other, and through social interactions. However, since ChatGPT supports individual learning processes, students may interact less with their peers in class and miss out on such collaborative learning opportunities which may sabotage collaborative language learning processes*" (M3).

The teachers also said that ChatGPT can sometimes produce false information and this is one of the most important disadvantages of ChatGPT. A teacher said that, "*Some of the information provided by ChatGPT might not be accurate. Students may accept answers from ChatGPT without questioning them, which may negatively affect the process of obtaining accurate information*" (F1). Another teacher echoed similar things by saying, "*ChatGPT's answers are not always 100% accurate and reliable. This may increase the risk of students learning incorrect information*" (M5). A teacher also said that "*The biggest disadvantage can be coming across misinformation. ChatGPT can sometimes provide incomplete or incorrect information*" (F2). In a similar way, a teacher said that "*ChatGPT can sometimes give wrong answers and this can mislead students*" (F6). In a similar way, a teacher mentioned that "*ChatGPT has a potential for misinformation. This is a serious problem because it can sometimes give false or fabricated references. Also, it can sometimes completely misrepresent a name or event*" (F3). Another teacher echoed similar things by stating, "*Although ChatGPT is a powerful tool, it can sometimes produce false information, grammatically incorrect sentences, or out-of-context answers*" (M3).

Under the theme of challenges, lack of AI literacy, lack of technological equipment, probability of behaving in a biased manner, and ethical concerns like privacy and data security were determined as sub-themes (Figure 3). Most of the teachers think that the most important challenge that works as a barrier against the effective usage of ChatGPT in language classes is the lack of AI literacy. A teacher emphasized that "*The biggest challenge was that students didn't know how to use ChatGPT at first. Many students had never heard of the tool before and some even mispronounced or misspelled its name. It took some time to get over this*" (F4). Similarly, another teacher said that "*Some students may have never worked with AI before. Sometimes they may even be bad at using phones or computers*" (M4). Another teacher corroborated this sentiment by saying "*Many of our students do not have basic knowledge regarding ChatGPT. They do not know how to use it. There should be lessons like AI literacy for university students*" (M1). In a similar way, a teacher said that "*Most of the students do not know how to use ChatGPT effectively. We need to teach them this. It may take some time for students to use ChatGPT effectively*" (M3). Another teacher echoed similar things by stating, "*One of the most important problems may be that students do not have enough knowledge about ChatGPT*" (F8).

Also, the teachers stated that the lack of technological equipment can be seen as another challenge that can hinder the effective usage of ChatGPT in language classes. A teacher emphasized this by saying, "*After all, ChatGPT is a machine and a system that works with electricity, which means that technical problems can occur. For example, situations such as internet disconnection or power outages can completely disrupt the flow of the lesson. Such technical problems can put us in a difficult situation if we come unplanned and we may have to think about what to do for a few seconds*" (M2). A different teacher echoed similar things by saying, "*While using ChatGPT in class, we may encounter some technical issues, especially in crowded classes*" (F6). Similarly, another teacher mentioned that "*One of the biggest challenges is whether the necessary technological equipment of each school is suitable for using such tools. There may be some problems, especially regarding internet access*" (F5). Another teacher corroborated this sentiment by saying, "*Not all students have access to the internet or appropriate devices in the classroom or at home, which can prevent ChatGPT from being used effectively*" (M5).

Another teacher also mentioned that ChatGPT can sometimes behave in a biased manner which is another

challenge that teachers should be careful. A teacher emphasized that by saying "*ChatGPT can sometimes include some controversial topics in the materials or exercises it developed. For example, it can produce content on religious, political, or sensitive social issues, which can cause a controversial situation in the classroom. It is possible to encounter unexpected statements, especially on sensitive issues such as homosexuality, political issues, or religious values. This is an important challenge and teachers should review and check the materials or exercises provided by ChatGPT beforehand to overcome this challenge*" (F3). In a similar way, another teacher said that, "*It is important to check whether the contents produced by ChatGPT are suitable for students and whether they contain any religious, political, or ethically objectionable elements. If there are controversial topics such as alcohol or drugs among the contents given, they should be changed. Therefore, teachers should be very careful*" (F4). Another teacher echoed similar things by stating, "*Another challenge is that ChatGPT sometimes offers very standard and biased expressions in language use. This can hinder creativity in language learning. Individuals learning a language can get stuck in certain patterns and lose their creativity. This can negatively affect students' development in the long run*" (F7).

Teachers also mentioned some ethical concerns like privacy and data security as challenge that may hinder the potential of ChatGPT in language classrooms. A teacher said that "*One of the most important ethical concerns is privacy and data security. It is necessary to be careful about how students' personal information is processed and stored. I have concerns about this issue and therefore I warn my students to use ChatGPT responsibly*" (F9). Another teacher echoed similar things by saying "*Using ChatGPT can also lead to problems such as privacy and data security. It is difficult to predict where and how our data will be stored and used*" (M3). In a similar way, a teacher stated that "*Another issue could be data security and privacy. Students or teachers may have concerns regarding their personal information while using ChatGPT*" (F8).

Under the theme of the role of ChatGPT, determined sub-themes were a teaching assistant for teachers, a private tutor for students, and a learning peer for students (Figure 2). Most of the teachers describe ChatGPT's role as a teaching assistant for teachers and a private tutor and a learning peer for students in language classes. One teacher said that "*I would describe ChatGPT's role in the classroom as an assistant to the teacher rather than an alternative of him/her. I don't think it is a technology that can replace the teacher. For students, ChatGPT can be a tool that supports their individual learning. It can be useful, especially at home, in processes such as acquiring cultural information or researching topics they are curious about*" (F1). Another teacher corroborated this sentiment by stating "*In my opinion, ChatGPT can only be defined as an assistive technology. It functions as software that can assist both students and teachers in language learning/teaching. I don't think it will completely replace the teacher*" (F2). In a similar way, another teacher said that, "*I think ChatGPT can best be described as an assistant. Because teaching is no longer just a matter of transferring knowledge, but also of taking on the role of guiding the student's learning process. ChatGPT can greatly help both teachers and students in this sense*" (F3). A different teacher echoed similar things by saying, "*I think ChatGPT is like a helper or an assistant for the teacher. It works as a time-saving tool and a guide where the student also gets support. It opens a door for students and makes their work easier*" (F4). Another teacher stated that, "*We can see ChatGPT in different roles in the classroom for both students and teachers. It can be considered as a learning companion for students and an assistant for the teacher*" (M2). Similarly, a teacher said that "*I see it* [ChatGPT] *as a technology that functions*

as an assistant for the teacher and a learning peer for the student" (M3). Another teacher said that "*ChatGPT definitely acts as an assistant to the teacher in the classroom. Also, it works like a private tutor for the students*" (M5).

Discussion

This study aimed to investigate the attitudes, feelings, opinions, and experiences of EFL teachers regarding employing ChatGPT for their EFL teaching practices. A case study design was meticulously employed for an in-depth investigation of EFL teachers' attitudes, feelings, opinions, and experiences regarding ChatGPT. This study revealed that EFL teachers have positive attitudes towards using ChatGPT for their EFL teaching practices and they also think that ChatGPT will have a more essential role in language learning/teaching in the future. In his systematic review study, Law (2024) concluded that, among 36 included studies, 28 studies express a positive attitude towards using ChatGPT in EFL teaching and learning while four studies exhibit a mixed attitude and three strive to present a balanced perspective. Also, Widianingtyas et al. (2023) concluded that EFL teachers see ChatGPT as a useful tool in language teaching. This result which is confirmed by the previous literature shows us that Turkish EFL teachers have positive attitudes and are willing to employ ChatGPT for their EFL teaching practices like their counterparts from different countries.

It was also found that most of the teacher use ChatGPT before their lessons for planning, designing activities, and creating a syllabus for their lessons, to provide feedback for their students, and for assessment and evaluation practices. Some of the teachers also mentioned that they use ChatGPT during the lessons to make quick changes to the material or exercises. However, it can be said that ChatGPT is mostly used before the lessons by EFL teachers. In their study aiming to investigate the views of teachers on ChatGPT, Su and Yang (2023) concluded that teachers mostly use ChatGPT for lesson planning which echoes the results of this study. It can be said that EFL teachers mostly prefer using ChatGPT before their classes for lesson planning, creating materials, and assessment and evaluation practices. ChatGPT offers great convenience to teachers in developing personalized materials and providing instant feedback to their students (Meniado, 2023) and supports them in developing lesson plans (Berg & Plessis, 2023). As ChatGPT is capable of training on huge amounts of publicly available text data (Meyer et al., 2023), it can gain a wide range of information, enabling it to provide teachers with effective lesson plans, creative ideas, and tailored materials for the specific needs of EFL students (Teubner et al., 2023). Therefore, this result can be explained by the capability of ChatGPT. Also, AI-powered technologies like ChatGPT are potentially promising for assessment and evaluation practices in the EFL context (Stevenson & Phakiti, 2014). The convenience and efficiency of these tools make them possibly effective assessment tools (Bucol & Sangkawong, 2024) and they can deliver immediate feedback and instant grading on learners' writings and performance (Wilson & Roscoe, 2020). However, it is undeniable that these tools have inherent limitations such as failing to provide accurate scores, struggling to accurately assess aspects like rhetorical proficiency, critical thinking, or creativity (Hockly, 2019), and not being able to fully replicate the human raters' nuanced scoring capability (Qian et al., 2020). This study also showed that despite its inherent limitations, some of the EFL teachers use ChatGPT for their assessment and evaluation practices which can be seen as an important result.

This study showed that teachers think that ChatGPT has the greatest effect on enhancing the writing and speaking skills of students as well as their grammar and vocabulary knowledge. In their systematic review study, Huang et al. (2022) revealed that chatbots like ChatGPT are used a lot by teachers to support primary language skills like writing, and speaking with vocabulary and grammar as popular learning topics. The potential of ChatGPT in language classrooms to enhance teaching methodologies and to increase language learners' language acquisition has been widely investigated and recognized by applied linguistics researchers (Huang et al., 2023) and this potential is particularly evident in writing and speaking instruction because ChatGPT can provide automated and instant feedback regarding the different aspects of learners' speaking and writing skills like grammar and vocabulary (Chen, 2023). In other words, learners can find a chance of practicing their speaking and writing skills and receiving immediate feedback anytime and anyplace thanks to ChatGPT. Therefore, the capability of providing instant feedback of ChatGPT can be shown as a possible explanation for this result.

It was revealed that most of the teachers think that the most important benefit of using ChatGPT is its time-saving nature. They think that they can save a lot of time thanks to ChatGPT. Previous literature indicated that ChatGPT reduces teachers' workload and saves time for them (Farrokhnia et al., 2024; Tlili et al., 2023). They also think that ChatGPT is effective in enhancing their students' learner autonomy and self-regulated learning skills as well as their motivation, self-confidence, and cultural awareness. Teachers mentioned that ChatGPT provides a chance for the students to practice their language skills outside the classroom which is another benefit of ChatGPT for language learners. This study also revealed that the teachers think that ChatGPT can offer a personalized learning experience for each student and provide instant and personalized feedback. Huang et al. (2022), in their systematic review study, concluded that chatbots like ChatGPT can provide a personalized language learning experience and allow learners to practice the target language at any time and any place. In their systematic review study seeking to synthesize studies of ChatGPT for L2 learning, Yang and Li (2024) concluded that reducing teachers' workload, facilitating autonomous learning, increasing L2 practice, improving perceptions and attitudes, providing an interactive and engaging learning environment are some of the benefits of employing ChatGPT in EFL classrooms. Previous studies emphasized the ability of ChatGPT to facilitate interactive and personalized learning environments (Law, 2024; Lee & Lee, 2021) and increase learning motivations, interest, and engagement (Guo et al., 2023; Mohamed, 2024). Therefore, it can be said that this study revealed several important benefits of ChatGPT for EFL contexts which were also confirmed by previous research.

It was also found that most of the teachers think that ChatGPT can enhance the interaction and cooperation among students in the class although some of the teachers think the opposite. The teachers mentioned that ChatGPT is effective to enhance interaction and cooperation among students if only it is used along with group work activities. This can be seen as an important result because it shows that ChatGPT is only effective to enhance interaction and cooperation among students when it is used with group work activities. This study also revealed several disadvantages of ChatGPT. The EFL teachers mentioned academic dishonesty, over-reliance, lack of human interaction, and probability of producing false information as disadvantages of using ChatGPT in language classrooms. In their study aiming to examine the beliefs of EFL university teachers regarding the integration of ChatGPT in their EFL classes, Gao et al. (2024) concluded that Chinese EFL university teachers have several concerns regarding employing ChatGPT in their classes such as academic integrity, over-reliance, and authenticity

of information. In a similar way, Yang and Li (2024) resulted that plagiarism, inaccurate or inappropriate responses, and learners' over-reliance on ChatGPT are disadvantages of ChatGPT. In his recent qualitative study, Yan (2023) concluded that EFL learners have concerns with ChatGPT's danger to academic honesty in the EFL context because some learners might directly copy ChatGPT-generated texts for their assignments. Also, Law (2024) concluded that plagiarism is one of the most important disadvantages of using ChatGPT. Therefore, it can be said that the convenience offered by ChatGPT can lead to some ethical issues like cheating and plagiarism (Cotton et al., 2023). Seo et al. (2021) also mentioned that the potential of over-reliance on ChatGPT is an important disadvantage of it. The quick solutions offered by ChatGPT may cause students to become overly reliant on this tool; and hence, this dependency may hinder the development of students' critical thinking and problem-solving skills, as frequently emphasized in the literature (Dai et al., 2020). Although it helps students produce more grammatically accurate and polished texts resulting in higher confidence and better language acquisition, the over-reliance on ChatGPT might lead to laziness, homogenized writing styles, and a loss of creativity (Werdiningsih et al., 2024). In other words, over-reliance on AI tools like ChatGPT may result in written texts that are technically and linguistically proficient but devoid of the unique qualities reflecting the learners' experiences and background (Dai et al., 2020). We can say that this study revealed similar disadvantages regarding the usage of ChatGPT in the EFL context and echoed the results of previous literature which shows that ChatGPT has similar disadvantages with different cultures from different parts of the world. Therefore, EFL teachers should be aware of these disadvantages while employing ChatGPT in their EFL teaching practices.

This study also revealed that lack of AI literacy, lack of technological equipment, probability of behaving in biased manner, and ethical concerns like privacy and data security are described as the challenges that work as a barrier against the effective usage of ChatGPT in language classes. Previous research has indicated that ChatGPT poses challenges such as ethical concerns related to data security and privacy, and the risk of behaving in a biased manner (Marzuki et al., 2023; Nguyen et al., 2023; Tlili et al., 2023). In their systematic review study, Yang and Li (2024) concluded that technical issues and learners' unfamiliarity with ChatGPT, privacy issues, and language biases are important challenges. Su and Yang (2023) also echoed similar things regarding hardware issues in their study. In a similar way, Gao et al. (2024) concluded that EFL teachers think that the possibility of privacy leakage is one of the most noteworthy challenges of employing ChatGPT in the EFL context. It can be said that this study revealed similar challenges with previous research.

It was revealed that the teachers describe the role of ChatGPT in language classes as a teaching assistant for teachers while a private tutor and a learning peer for students. In their systematic review study, Werdiningsih et al. (2024) concluded that EFL learners describe the role of ChatGPT as a valuable learning assistant. In a similar way, numerous studies have described the role of ChatGPT as a virtual tutor, a teacher's assistant, and a learning companion (Law, 2024). Similarly, in their qualitative study, Xiao & Zhi (2023) concluded that EFL learners think that ChatGPT functions as a personal tutor or learning partner. This result which was confirmed by previous research shows that ChatGPT holds the potential to act as a learning peer or a private tutor for EFL learners especially in large classrooms where it is difficult to access the teacher as well as an assistant for EFL teachers particularly for those who have a lot of students.

Conclusion

This study provides an in-depth analysis of EFL teachers' experiences and views on the use of ChatGPT and comprehensively examines the contributions of this technology to EFL teaching/learning processes. The results show that EFL teachers generally find ChatGPT effective as a teaching assistant in EFL classrooms and as a personalized learning support for students. ChatGPT saves teachers' time and provides individualized feedback to students, contributing to the development of their learning autonomy and self-management skills. These results are in line with the results of previous studies and confirm that ChatGPT is a powerful tool in EFL classrooms. The results of the study also revealed that ChatGPT supports the development of writing, speaking, grammar, and vocabulary skills in particular. In addition to several benefits, this study also revealed some disadvantages and challenges regarding the usage of ChatGPT. EFL teachers should be aware of the potential disadvantages and challenges of ChatGPT and take a balanced approach while incorporating ChatGPT into their EFL practices. Rather than allowing it to replace students' own thinking and creativity, teachers should encourage its use as a supplement (Lavrenteva & Orland-Barak, 2022). By combining AI's capabilities with human guidance and individual effort, students can develop linguistic skills while preserving the uniqueness and depth of their personal voices. This approach can leverage AI's advantages while minimizing its potential drawbacks, leading to a more effective and enriching learning experience for EFL students.

Overall, this study shows that ChatGPT is an innovative AI-powered tool that can provide many benefits for EFL teaching/learning practices. It can lighten the workload of EFL teachers and provide students with more authentic, interactive, and personalized language learning opportunities. However, it has some potential drawbacks and challenges for the EFL context. These disadvantages and challenges indicate that ChatGPT comes with its own unique set of downsides in addition to its potential benefits regarding EFL learning environments.

Limitations and Implications

Although this study reveals EFL teachers' experiences and perceptions of using ChatGPT for their EFL teaching practices, it has some limitations. First, the study is based only on interviews with a specific group of EFL teachers in Türkiye. This may limit the generalizability of the results to other contexts or different language teaching settings. In future research, working with larger and more diverse groups of participants and including teachers from different countries and educational systems would contribute to a more comprehensive cross-cultural understanding of the results. Secondly, the study is based on a qualitative data collection method, namely semi-structured interviews. This method may involve biases arising from the subjectivity of the participants. Although the thematic results provided in-depth insights, future research could add a broader perspective and validation to the results by using mixed-method approaches or adding quantitative measurement tools. In this way, comparisons can be made between different teaching contexts and statistical support can be provided for the themes obtained. Another limitation is that the study did not directly observe classroom practices or student outcomes. Future studies could examine the impact of ChatGPT on students' language skills, motivation, and learning autonomy by observing in real classroom settings or using experimental designs. Furthermore, understanding students' views on this technology can provide an enriching dimension to evaluate the impact of AI tools on learning from

students' perspective.

Statements and Declarations

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