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EFL Pedagogical Applications of ChatGPT: Opportunities and Threats

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Abstract

This study investigates EFL teachers' perceptions of ChatGPT as a tool for English language instruction, focusing on its perceived benefits, challenges, and pedagogical implications. Using a qualitative phenomenological approach, data were collected through semi-structured interviews with ten EFL teachers currently working in different language-related educational centers in Iran. Participants represented diverse educational contexts, including universities, public schools, and private language centers. Thematic analysis of the interview data revealed that while teachers generally expressed positive attitudes toward ChatGPT, recognizing its flexibility, time-saving capabilities, and potential to enhance students' writing skills and learner autonomy, they also voiced concerns regarding overreliance, inaccuracies, ethical challenges related to academic dishonesty, and limitations in supporting listening and speaking skills. The findings suggest that ChatGPT is viewed as a supplementary educational tool rather than a replacement for traditional pedagogy. Teachers emphasized the necessity of critical supervision, ethical guidelines, and professional development to ensure effective and responsible integration of AI technologies in EFL instruction. This study contributes to the growing body of research on AI integration in education, offering practical insights for teachers, policymakers, and researchers seeking to harness the potential of AI in language learning while mitigating its challenges.

Keywords: artificial intelligence, AI in education, ChatGPT, second language education, teacher perceptions

1. Introduction

The 21st century is witnessing profound transformations in education, driven largely by the rapid advancement of digital technologies. As the use of technology in teaching and learning continues to grow, it is imperative for educators to adapt and harness these tools effectively (Alam & Mohanty, 2023; Zou & Wang, 2024). Among the most impactful developments is the emergence of Artificial Intelligence (AI), which has sparked a wide range of reactions across educational sectors, from enthusiasm over its potential to concerns about its pedagogical and ethical implications. In the field of English as a Foreign Language (EFL) instruction, traditionally grounded in communicative and cognitive methodologies, AI is opening new dimensions of possibility while simultaneously posing significant challenges (Godwin-Jones, 2024).

A leading example of AI innovation in education is ChatGPT, a conversational agent developed by OpenAI that employs natural language processing to generate human-like text responses. Upon its release in late 2022, ChatGPT achieved unprecedented global uptake, reaching over 100 million users within two months (Teubner et al., 2023). Its ability to engage in interactive dialogue, answer queries, and generate diverse forms of written output has positioned it as a promising tool in educational contexts, including EFL teaching. Early adopters have used ChatGPT for language practice, content generation, writing support, and personalized feedback, suggesting its potential to enrich classroom instruction (Yu, 2024).

Despite growing interest in ChatGPT's technical capabilities, empirical research on its pedagogical application, particularly in EFL settings, remains limited. Much of the existing literature has emphasized the technological features of AI tools, often neglecting the perspectives of teachers who are critical to the effective integration of such technologies in practice (Ding et al., 2024). Teachers' perceptions and experiences shape how innovations are interpreted, adapted, and sustained in classrooms, making their insights vital for understanding both the opportunities and constraints posed by AI in education.

There is an urgent need to explore how EFL teachers perceive ChatGPT's affordances and limitations as a language learning tool. While initial studies suggest that AI technologies can enhance writing skills, critical thinking, and learner autonomy (Mohammadkarimi & Qadir, 2025; Mohebbi, 2025), challenges related to misinformation, overreliance, and academic integrity remain underexamined. Furthermore, most available research has focused on student perspectives or theoretical potentials, rather than on the lived experiences of educators managing AI integration in real teaching environments (Zawacki-Richter et al., 2019).

This study seeks to address this gap by investigating EFL teachers' perceptions of ChatGPT, focusing on both its perceived benefits and challenges within classroom contexts. By drawing on the experiences of teachers actively engaged in EFL instruction, the study aims to provide empirically grounded insights into how ChatGPT is being utilized, how it is shaping pedagogical practices, and what barriers or concerns teachers identify. Such an investigation is critical not only for informing future research but also for guiding professional development initiatives, curriculum design, and educational policy aimed at the responsible and effective integration of AI tools in language education. Accordingly, this study is guided by the following research questions:

1. What are pedagogical applications of ChatGPT for EFL?

2. What are the perceived benefits and challenges of integrating ChatGPT into EFL teaching practices?

The findings of this research contribute to the broader discourse on AI in education by highlighting the complex, nuanced realities of AI adoption from the teacher's perspective. They offer practical implications for optimizing ChatGPT's educational use while safeguarding against potential drawbacks, thus supporting the ongoing evolution of innovative, ethical, and effective EFL teaching practices.

2. Literature Review

2.1 Artificial Intelligence in Education

The integration of Artificial Intelligence (AI) into educational contexts has accelerated rapidly, offering innovative pathways for personalized learning, formative assessment, and administrative efficiency (Behatia et al., 2024; Vashishth et al., 2024). AI systems are increasingly capable of adapting content delivery to individual learner needs,

thereby fostering more inclusive and differentiated learning environments (Shireesha & Jeevan, 2024). For instance, studies indicate that AI can provide extensive language materials and tailored practice opportunities, enhancing both personalized education and overall learning efficiency in foreign language teaching (Kovalenko & Baranivska, 2024; Mananay, 2024).

Additionally, AI systems have shown promise in transforming pedagogical approaches, prioritizing learner agency, collaboration, and creativity over mere task automation (Escalante et al., 2023; Pack & Maloney, 2024). The application of AI in language education is becoming increasingly sophisticated, encompassing automated essay scoring, intelligent tutoring systems, and AI-driven conversational agents, which collectively support a more engaging learning experience (Escalante et al., 2023; Sbardella & Pakula, 2024). In language education, AI applications range from automated essay scoring to intelligent tutoring systems and conversational agents. Scholars emphasize that AI's potential lies not merely in automating existing tasks but in reshaping pedagogical approaches to prioritize learner agency, collaboration, and creativity (Holmes et al., 2019; Mariyono & Nur Alif Hd, 2025).

Despite these opportunities, researchers also warn of ethical, practical, and pedagogical challenges associated with AI integration. Concerns include data privacy, algorithmic bias, transparency, and the need for critical digital literacy among both teachers and learners (Zawacki-Richter et al., 2019). It has been noted that while AI can significantly ease some pedagogical burdens, such as grading and providing feedback, reliance on AI also raises ethical dilemmas and questions about transparency in educational practices (González-Calatayud et al., 2021; Williams, 2023). This necessitates robust teacher training and ongoing evaluation to ensure the responsible utilization of AI within educational frameworks (Fraidan, 2025; Molenaar, 2022). Thus, while AI holds promise for enhancing education, its effective deployment requires careful design, teacher training, and ongoing evaluation.

2.2 AI and Language Learning: Opportunities and Challenges

In second language acquisition (SLA), AI has been applied to support vocabulary learning, writing development, speaking practice, and language assessment (AbuSahyon, et al., 2023; Huang et al., 2023). AI-powered platforms excel in delivering immediate, personalized feedback that tailors learning experiences to individual needs. They create interactive conversational experiences and simulate real-world language use scenarios, thus enhancing engagement and contextual learning (Popenici & Kerr, 2017). By automating repetitive tasks, AI significantly lightens the administrative burden on teachers, providing them the time to focus more on fostering higher-order pedagogical interactions, which is crucial for effective language instruction (Zhou & Hou, 2024). This facilitates not only learner autonomy but also enhances motivation, both of which are critical factors in successful language acquisition (Almelhes, 2023; Lin et al., 2023). AI's ability to offer on-demand support fosters learner autonomy and motivation, key factors in successful language acquisition (Mavidi, 2025).

However, challenges remain. Studies point to the risk of overreliance on AI, potential inaccuracies in language modeling, and the erosion of critical thinking skills if learners passively accept AI-generated content without evaluation (da Silva, 2024; Devaki, 2025; Ivanova et al., 2024; Javed, 2024). Moreover, the absence of emotional intelligence in AI systems limits their ability to provide nuanced, empathetic feedback crucial for language learning. Despite these advantages, there are notable challenges associated with the integration of AI into SLA practices. The limitations of AI systems in understanding and replicating emotional nuances raise further concerns about the depth of feedback students receive, which can hinder their language development if not supplemented by human interaction (Kannan & Munday, 2018). Thus, it becomes imperative to thoughtfully scaffold the pedagogical deployment of AI technologies, ensuring that they augment rather than replace essential human elements in language education (Wang et al., 2023).

2.3 The Rise of ChatGPT and Its Implications for Language Education

ChatGPT, developed by OpenAI, represents a significant advancement in the field of conversational AI. Its ability to generate coherent, contextually appropriate, and grammatically accurate language responses makes it an attractive tool for language learning and instruction (Schmidt & Strasser, 2022). ChatGPT has been rapidly adopted by educators and learners alike, with early studies highlighting its usefulness in brainstorming, text generation, grammar correction, and conversational practice (Nouara & Dehbia, 2023). In EFL contexts, ChatGPT has been used to support a variety of learning tasks, including drafting essays, preparing for language proficiency exams, and generating dialogue

examples (Xiao & Zhi, 2023; Young & Shishido, 2023). Its instant, adaptive feedback allows learners to engage in extensive practice beyond classroom hours, potentially addressing issues of limited exposure to target language input.

However, significant concerns have emerged regarding the accuracy and reliability of ChatGPT's outputs. Several studies report that ChatGPT may produce factually inaccurate or oversimplified responses, leading to misconceptions if not carefully moderated (Kotsis, 2024b; Xiong, 2024) and relying solely on automated feedback (Kim, 2023; Weidener & Fischer, 2023). These inaccuracies necessitate vigilant moderation by educators to ensure that students receive accurate and meaningful information from AI interactions. Additionally, ethical considerations surrounding the usage of ChatGPT cannot be overlooked. Issues like originality, plagiarism, and academic integrity are paramount in educational contexts, especially where students are assessed on written work generated with the aid of such AI tools (Mahligawati et al., 2023; Weidener & Fischer, 2023). The responsibility of educators thus extends beyond integrating AI technologies; it encompasses guiding students in understanding the ethical implications and appropriate usage of these tools (Lee et al., 2021; Luan et al., 2020).

2.4 Teachers' Perceptions of AI and ChatGPT in Education

Teacher perceptions play a pivotal role in the adoption and effective use of educational technologies (Teo, 2011). Research on teacher attitudes toward AI suggests that while many educators recognize the potential benefits of AI tools, they also express skepticism due to perceived complexity, lack of training, and concerns over the pedagogical fit (Kim & Kim, 2022; Nazaretsky et al., 2022). In the specific context of ChatGPT, preliminary studies show mixed reactions. The use of AI tools such as ChatGPT in EFL classes has a twofold impact, as recognized by educators and emphasized in pertinent research. EFL educators have commended ChatGPT for its capacity to augment student inventiveness and refine writing proficiency. A case study revealed that educators at Van Lang University regarded ChatGPT as advantageous for enhancing motivation and proficiency in writing assignments, as evidenced by a mean score reflecting a predominantly positive response to its educational use (Nguyen, 2023).

Similarly, another study showed that an EFL teacher successfully modified her tactics over time with ChatGPT, highlighting the tool's flexibility to support diverse teaching methodologies and digital capabilities essential in contemporary education (Octavio et al., 2024). Importantly, many teachers emphasized the necessity of developing AI literacy among learners. A study by Halaweh (2023) emphasized that educators while integrating ChatGPT into classrooms, must prioritize the development of strategies for responsible implementation to provide students with essential discernment and analytical abilities about AI outputs. This corresponds with Abouammoh et al. (2023) who asserted that transparency in AI tools is vital for cultivating trust and enhancing critical evaluation skills; they advocate for advancements in AI systems to facilitate users' ability to readily verify the credibility of the information presented.

Teachers in Bangladesh and the Philippines have highlighted that ChatGPT can facilitate vocabulary expansion, writing practice, and language fluency, offering translation and language comprehension support to learners (Islam & Mumu, 2024; Mabuan, 2024). Similarly, in Kazakhstan, teachers appreciated ChatGPT's ability to generate creative lesson ideas and enhance student engagement (Dilzhan, 2024). In Nepal, ChatGPT was recognized for providing personalized learning experiences that could enrich classroom instruction and better address individual student needs (Acharya & Bansyat, 2024). Recent studies in Saudi Arabia and the United Arab Emirates (UAE) have revealed that teachers recognize ChatGPT as a crucial instrument for improving classroom efficiency and engagement. These observations underscore the increasing acknowledgement of AI tools in educational settings, notably in their capacity to facilitate language acquisition. Athanassopoulos et al. (2023) examined the application of ChatGPT as an educational resource in multilingual and multicultural classrooms, highlighting its potential to enhance foreign language writing and communication abilities.

While the theoretical potentials of ChatGPT in language learning have been widely discussed, empirical studies focusing on real-world classroom experiences remain scarce. Most available research centers either on technological evaluations or on student self-reports, leaving a significant gap concerning teachers' lived experiences in integrating ChatGPT into instructional practices. In particular, little is known about how EFL teachers perceive the practical benefits and challenges of using ChatGPT, what strategies they employ to mitigate its limitations, and how their perceptions evolve with experience. Addressing these gaps is crucial, as teachers are not passive recipients of technological change but active agents shaping how new tools are interpreted, adapted, and normalized within educational ecosystems. This study therefore aims to contribute to the field by foregrounding EFL teachers' voices in

discussions about the pedagogical use of ChatGPT, providing insights that are vital for sustainable, ethical, and effective AI integration in language education.

3. Methodology

3.1 Research Design

This study employed a qualitative research design to investigate the experiences and perceptions of EFL teachers regarding the use of ChatGPT in English language teaching. A qualitative approach was chosen for its strength in capturing the richness, depth, and complexity of participants' real-world experiences with emerging AI technologies. The study adopted a phenomenological approach, aiming to understand how English teachers perceive, interpret, and experience the use of ChatGPT in their classrooms. Phenomenology was deemed appropriate to explore participants' subjective experiences, meanings, and emotions related to AI-assisted teaching practices.

3.2 Participants

Participants were selected through purposive sampling, focusing on those who had direct experience integrating ChatGPT into their language instruction. This ensured that the data collected was relevant and reflective of practical application, not merely theoretical awareness. A total of 10 EFL teachers, all EFL teachers across different language-related centers in Iran, took part in the study. They represented a range of educational settings, including public schools, private language centers, and universities, offering a diverse pool of perspectives. Ethical standards were strictly adhered to throughout the research process. Participants were fully informed about the study's objectives, assured of anonymity, and advised of their right to withdraw at any stage. All data were securely stored and anonymized to protect participant confidentiality.

Table 1. Demographic information of participants

Participant	Age	Gender	Teaching Experience	Institution Type
P1	26	Female	3 years	University
P2	29	Male	5 years	Private Language Center
P3	31	Female	7 years	Language Center
P4	24	Female	2 years	Public School
P5	35	Male	10 years	University
P6	27	Female	4 years	Private Language Center
P7	30	Male	8 years	Public School
P8	25	Female	2.5 years	Private School
P9	28	Female	6 years	University
P10	32	Male	9 years	Private University

3.3 Data Collection

Data were collected through semi-structured interviews based on an interview guide. Interviews lasted between 20 to 40 minutes and were conducted either in-person or via Microsoft Teams, depending on participant preference and availability. The fluid nature of the semi-structured interviews allowed participants the freedom to elaborate on their personal experiences while ensuring that key topics—such as perceptions, usage, benefits, and challenges of ChatGPT—were systematically addressed. Interview items originated from a review of the relevant literature and were refined based on the research objectives. To ensure items validity a pilot interview (with non-participant teachers) was conducted prior to the study which resulted in replacing/adding/removing some items by expert reviews. Each

interview was audio-recorded with participants' consent and transcribed verbatim to preserve the authenticity of responses.

3.4 Data Analysis

The interview data were analyzed using thematic analysis, following the framework proposed by Braun and Clarke (2006). Initially, the researcher engaged in a thorough familiarization process by reading and rereading the transcripts to gain an in-depth understanding of the content. This was followed by the systematic generation of initial codes, which captured significant features of the data relevant to the research questions. Both inductive and deductive approaches to coding were employed: inductive coding allowed themes to emerge organically from the participants' narratives, while deductive coding ensured alignment with the study's predetermined research focus. After coding, the researcher examined the relationships between codes and organized them into preliminary themes. These candidate themes were subsequently reviewed and refined through an iterative process to ensure internal coherence and consistency with the dataset as a whole. Each theme was then clearly defined and named, capturing the essence of the participants' experiences and perceptions.

The steps are schematized in Figure 1 (Braun & Clarke, 2006; 2013). To facilitate the management, organization, and systematic analysis of the qualitative data, NVivo 14 software was utilized. This software assisted in visualizing patterns across the data and maintaining a transparent analytic trail. Ultimately, a detailed narrative report was produced, presenting the final themes with supporting evidence from the participants' responses to ensure rigor, credibility, and depth in the findings.

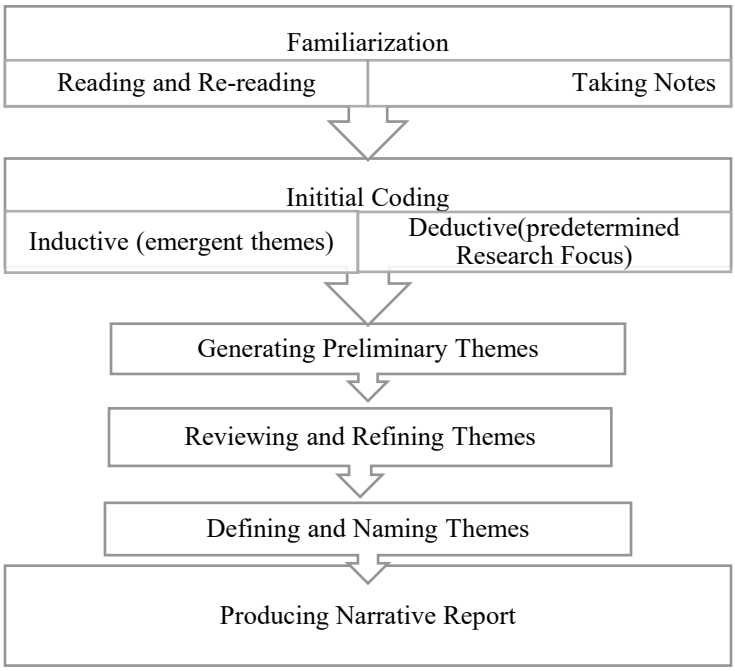

Figure 1. Coding and theming steps

4. Results

This section presents the findings derived from the thematic analysis of the interview data, aiming to address the study's two research questions: (1) *What are EFL teachers' perceptions of ChatGPT as a language learning tool?* and (2) *What are the perceived benefits and challenges of integrating ChatGPT into EFL teaching practices?* Through a careful process of coding and theme development, two major themes emerged. The first theme explores how EFL

teachers perceive the role and potential of ChatGPT in supporting language learning, highlighting their views on its advantages, limitations, and overall effectiveness in the educational process. The second theme examines the perceived benefits and challenges encountered by teachers when attempting to integrate ChatGPT into their classroom practices. Together, these themes offer rich insights into the practical realities, opportunities, and complexities of incorporating AI-driven technologies like ChatGPT into EFL education.

4.1 EFL Teachers' Perceptions of ChatGPT as a Language Learning Tool

4.1.1 Understanding and Awareness of ChatGPT

Participants exhibited varying levels of familiarity with ChatGPT's capabilities. Some participants, such as P1, described their experience as limited, noting, *"I often use ChatGPT for quick grammar explanations, but I still feel like I am only touching the surface. I wish I had more training."* In contrast, others, like P8, indicated a growing awareness over time, explaining, *"Initially, I used it only for sentence corrections, but now I explore it for lesson plans and even for student writing prompts."* Interestingly, P6 initially misunderstood ChatGPT's functionality, stating, *"At first, I thought it was like Google Translate. I didn't realize you could actually have a dialogue with it to brainstorm ideas."*

Overall, participants recognized that while ChatGPT holds considerable potential, systematic training, and institutional support are necessary to fully harness its capabilities within the classroom context.

4.1.2 Attitudes towards ChatGPT

The majority of participants expressed positive attitudes towards ChatGPT, citing its responsiveness, flexibility, and creativity. As P3 observed, *"It's like having a teaching partner available anytime. I can throw ideas around and get responses instantly."* Similarly, P9 emphasized the adaptability of ChatGPT, stating, *"Whether it's vocabulary, writing tasks, or quiz ideas, ChatGPT adjusts itself to whatever I need."*

However, not all perceptions were uncritical. Some participants exercised caution regarding its reliability. P5, for example, explained, *"Although it's impressive, I am always careful. It sometimes sounds convincing but delivers wrong information."* This careful optimism suggests that while ChatGPT is valued as an innovative tool, teachers are mindful of its limitations and the need for critical evaluation of AI-generated content.

4.1.3 Perceived Effectiveness

Participants generally agreed that ChatGPT was particularly effective in enhancing students' writing, creativity, and critical thinking skills. P2 reflected on this impact, stating, *"When students brainstorm with ChatGPT, they become more confident to structure their essays logically."* Similarly, P7 noted, *"It stimulates students' imagination. They see different ways to express ideas, which is crucial for language learning."*

Moreover, some teachers highlighted how ChatGPT fostered greater learner autonomy. As P10 described, *"Students started exploring grammar rules by themselves through ChatGPT rather than relying solely on me."* Nevertheless, participants also acknowledged that ChatGPT's contributions to speaking and listening skills remained limited, indicating a partial, rather than comprehensive, support for language learning.

4.2 Benefits and Challenges of Implementing ChatGPT in EFL Teaching

4.2.1 Benefits

4.2.1.1 Generating Lesson Ideas

One of the most widely appreciated benefits was ChatGPT's ability to generate creative and diverse lesson ideas. P4 shared her experience, stating, *"When I need fresh activities for speaking classes, ChatGPT gives me several options I wouldn't think of on my own."* Likewise, P8 mentioned, *"Even when I was tired, I could quickly type a topic like 'shopping vocabulary' and get activities instantly."* The tool's capacity to serve as a brainstorming partner significantly enhanced teachers' ability to deliver varied and engaging lessons.

4.2.1.2 Time-Saving

ChatGPT was also valued for its time efficiency. P5 explained, *"It used to take me an evening to design a writing task. Now, with ChatGPT, I can do it within half an hour."* Similarly, P9 noted, *"It's a real help during exam seasons when*

planning time is very limited." Such time savings were particularly crucial for teachers managing large workloads or multiple classes.

4.2.1.3 Enhancing Student Engagement

Another important benefit highlighted by participants was the enhancement of student engagement. P10 remarked, *"Students felt empowered when ChatGPT responded directly to their queries, making the classroom more interactive."* P1 added, *"They enjoyed experimenting with it, especially for vocabulary games and creative writing."* Thus, ChatGPT was seen as a tool not only for the teacher's efficiency but also for increasing student motivation and active participation.

4.2.2 Challenges

4.2.2.1 Overreliance and Reduced Critical Thinking

While ChatGPT brought many advantages, several participants expressed concerns about students becoming overly reliant on it. P5 reflected, *"Instead of struggling with complex tasks, students sometimes take shortcuts by copying ChatGPT responses."* Similarly, P2 warned, *"Creativity may decline if students stop thinking independently."* These concerns highlight the importance of guiding students to use ChatGPT as a support tool rather than a crutch.

4.2.2.2 Inaccuracy and Misinformation

Inaccuracy was another key concern. P6 recounted an instance where, *"One student used a definition from ChatGPT that was misleading. We had to correct it in class."* P7 further observed, *"Sometimes the answers seem correct at first glance, but they miss important nuances."* These findings suggest that teachers need to supervise and cross-verify ChatGPT's outputs to prevent the dissemination of incorrect information.

4.2.2.3 Ethical Concerns

Academic honesty emerged as a major issue. P3 expressed frustration, noting, *"I caught a few students submitting essays that were 100% AI-generated."* Similarly, P9 added, *"We now have to teach students about ethical use of AI, not just grammar and writing."* Participants agreed that integrating AI ethics into curriculum planning is necessary to promote responsible use.

4.3 Lack of Speaking and Listening Features

Finally, teachers cited the lack of multimedia and speaking/listening functionalities as a limitation. P2 pointed out, *"It can't replace conversation practice or pronunciation training,"* while P8 emphasized, *"For complete language learning, we still need listening tasks, dialogues, and real interaction."* This limitation underscores that while ChatGPT can be a valuable educational tool, it should be complemented with other methods and resources.

The findings reveal a generally positive outlook among EFL teachers regarding ChatGPT's potential for supporting English language teaching. However, participants also emphasized significant challenges, including overreliance, inaccuracies, ethical concerns, and limitations in developing oral communication skills. Overall, teachers advocate for thoughtful, guided integration of ChatGPT, supported by professional development and ethical standards, to maximize its benefits while mitigating its risks.

5. Discussion

This study examined the experiences and perceptions of EFL teachers concerning the utilization of ChatGPT as a language instruction tool. The findings provide significant insights into the integration of ChatGPT within EFL contexts, the advantages seen by teachers, and the problems they face. Educators conveyed positive results concerning ChatGPT's functionalities, especially in streamlining lesson preparation and improving student involvement. Nonetheless, the degree of familiarity with AI tools among educators varied considerably, supporting assertions about the essential role of digital competence in promoting AI integration in educational environments, i.e., those with higher familiarity exhibit a more favorable disposition towards employing AI for educational purposes (Alrishan, 2023).

While some participants demonstrated advanced usage, others indicated superficial engagement. This suggests a pressing need for professional development initiatives that enhance teachers' operational and pedagogical knowledge of AI tools, echoing Holmes et al. (2019), who argue that effective technological integration is contingent on structured

training. A consistent theme across various studies is the recognized need for professional development and training to support teachers in effectively integrating ChatGPT into their instructional practices. Teachers from Bangladesh, Kazakhstan, and Saudi Arabia expressed a strong willingness to receive targeted training programs to enhance their competence and confidence in utilizing ChatGPT for educational purposes (Dilzhan, 2024; Islam & Mumu, 2024).

Additionally, teachers in Nepal and other global contexts emphasized the importance of structured guidelines and institutional support systems to ensure the responsible and effective use of ChatGPT within classroom environments (Acharya & Bansyat, 2024; Al-khresheh, 2024). These findings highlight the urgent need for comprehensive professional development initiatives and clear policy frameworks to facilitate the ethical and pedagogically sound integration of AI technologies in education. Furthermore, the limited familiarity among several teachers highlights the early stage at which AI technologies like ChatGPT are being incorporated into language education. Without sufficient institutional support, the full potential of such tools may remain untapped.

Teachers' attitudes towards ChatGPT were predominantly positive, mirroring findings from previous studies (Hendriks, 2024; Stan et al., 2025) that report excitement among educators regarding AI's potential to facilitate language learning. Participants valued ChatGPT's responsiveness, flexibility, and its' ability to generate educational content rapidly. Nevertheless, participants' cautious optimism resonates with Teo's (2011) Technology Acceptance Model (TAM), where perceived usefulness and perceived ease of use predict intention to use technology, but concerns about reliability and information accuracy mediate adoption. Teachers in this study maintained a critical stance, underlining the need for verification and human oversight.

The teachers' perceptions of ChatGPT's effectiveness align with existing research suggesting that AI can enhance students' writing, critical thinking, and learner autonomy (Hossain & Al Younus, 2025; Nouara & Dehbia, 2023). Teachers noted that students became more engaged and independent when utilizing ChatGPT for brainstorming, essay writing, and language practice. Particularly notable was the time efficiency ChatGPT offered teachers. This finding parallels the work of Hashem et al. (2024), who highlighted AI's role in reducing teachers' administrative workload. ChatGPT's capacity to swiftly generate lesson ideas and learning activities provided teachers with critical support during time-pressured periods, such as exam preparation seasons.

Previous studies highlighted the challenges of using AI as follows: Teachers expressed concerns about students becoming overly dependent on ChatGPT, potentially leading to diminished critical thinking and independent learning skills (Al-khresheh, 2024). In addition to fears of reduced intellectual engagement, the risk of academic dishonesty, including cheating and plagiarism, was also highlighted as a significant challenge (Dilzhan, 2024; Mabuan, 2024). Issues of reliability and contextual understanding were raised as well, with teachers from Vietnam and the Philippines questioning the accuracy of ChatGPT's responses and its ability to maintain linguistic fidelity across diverse learning contexts (Mabuan, 2024; Nguyen, 2023).

Furthermore, some teachers in Bangladesh expressed hesitation regarding the impact of ChatGPT on traditional teaching methodologies, noting that despite its potential benefits, the shift towards AI-driven learning could undermine established pedagogical practices (Islam & Mumu, 2024). While the advantages were substantial, the study also illuminated several challenges. Overreliance on AI, as observed by participants, raised concerns about students' diminished creativity and problem-solving skills. This finding supports arguments by Crawford et al. (2020) and Selwyn (2019) regarding the risk of technology-induced cognitive passivity among learners.

Concerns about misinformation and inaccuracies in ChatGPT's outputs were significant, indicating a need for critical digital literacy not only among students but also among teachers. As the results suggest, teachers must supervise AI-generated content to ensure that it meets academic standards. Ethical concerns surrounding academic dishonesty were also prominent. The findings align with Kotsis (2024a), who emphasizes that educational institutions must address new forms of plagiarism emerging from AI tools. Participants suggested that teaching ethical AI use should be integrated into EFL curricula. Finally, participants reported limitations regarding ChatGPT's inability to adequately support listening and speaking skills development, which remains a critical gap in AI-driven language education.

6. Conclusion

The present study contributes to the growing body of research examining the role of AI in language education by offering a nuanced understanding of EFL teachers' experiences with ChatGPT. The findings suggest that while teachers are generally optimistic about ChatGPT's potential to enhance teaching and learning, they are also highly

aware of the associated challenges, particularly regarding accuracy, ethical concerns, and the tool's limitations in addressing all language skills. Teachers perceive ChatGPT as a valuable supplementary tool rather than a replacement for traditional pedagogy. They advocate for thoughtful integration strategies, professional development opportunities, and the promotion of ethical AI literacy among students to maximize ChatGPT's educational value.

Based on the findings, it is recommended that educational institutions take proactive steps to support the effective integration of AI tools in language teaching. Institutions should provide structured training workshops that equip teachers with the skills and knowledge necessary for meaningful AI integration. Additionally, clear guidelines should be developed to address the ethical use of AI in academic settings, ensuring that both teachers and students understand responsible practices. Encouraging critical engagement with AI-generated outputs is also essential to foster students' higher-order thinking skills and promote independent analysis. Finally, it is important to complement AI-assisted activities with traditional instructional methods to ensure the holistic development of all language skills, including speaking, listening, reading, and writing. Overall, ChatGPT holds significant promise for English language education.

However, its successful incorporation into EFL teaching demands a balanced, critical, and ethically informed approach that empowers both teachers and learners to navigate the evolving landscape of AI-enhanced education. Future research should broaden the diversity of participants across different educational contexts and countries, conduct longitudinal studies to examine evolving teacher perceptions, and explore the direct impact of ChatGPT on student learning outcomes. Additionally, studies should focus on developing pedagogical models that effectively integrate AI, address ethical and academic integrity concerns, investigate the potential of multimodal AI tools to support all language skills, and evaluate professional development programs designed to enhance teachers' AI competencies. These directions will contribute to a deeper, more comprehensive understanding of ChatGPT's role in EFL education.

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