

USE OF CHATGPT IN ENGLISH LANGUAGE TEACHING: TEACHERS' PERSPECTIVE

Khalil Jibran Abbasi¹, Mushtaque Ahmed Solangi², Mehboob Ali Golo³

¹Assistant Professor, The University of Larkano, Sindh, Pakistan

²Assistant Professor Department of Basic Sciences Dawood University of Engineering and Technology Karachi

³Assistant Professor Department of English Language and Literature, The Shaikh Ayaz University, Shikarpur

Corresponding author email: khalil.jibran@uolrk.edu.pk

Abstract

In recent years, the discipline of English language teaching and learning has undergone a substantial shift towards the integration of technology into instructional methodologies.

The ChatGPT (Generative Pre-trained Transformer) dialogue has garnered significant interest for its capacity to improve language learning experiences within the realm of new technologies. ChatGPT utilizes advanced natural language processing algorithms to replicate human-like dialogue and offer personalized language practice chances. This study aims to examine the alignment of ChatGPT with existing theoretical frameworks and optimal practices in English language training, while also identifying particular pedagogical methods and instructional tactics that enhance its efficacy. The study used a qualitative approach for data collection and analysis. For this purpose, a cohort has been selected from the LinkedIn platform who are ELT professionals in the universities of Sindh and recently appointed. A phenomenological approach has been used for the study data collection analysis. The results reveal that ChatGPT has the potential pedagogical approach to develop a better understanding of language. ELT teachers use ChatGPT because of its human-like abilities to respond and correct in language day-to-day use. ChatGPT's interactive structure simulates real-life conversational circumstances, allowing students to improve their language abilities via meaningful discussions. It is recommended that ChatGPT should be used for language learning activities to make learners more familiar with learning platforms for better communicative language teaching.

Keywords: ChatGPT, Artificial Intelligence, English Language Teaching, Learning, Teachers' Teaching

Introduction

Education is experiencing a transformative shift in the dynamic landscape of the 21st century, with technology as a pivotal element. English Language Teaching (ELT) is not an exception. Although English Language Teaching (ELT) has a rich history of pedagogical techniques, the integration of emergent technologies like conversational Artificial Intelligence (AI) offers both unique potential and significant challenges.

ChatGPT, OpenAI's advanced conversational AI model, has been recognized by many as a potentially transformative instrument for language education. Its potential resides in its capacity to replicate human-like dialogues, deliver immediate linguistic feedback, and adjust to learners with diverse proficiency levels (Baskara, 2023; Rahman & Watanobe, 2023). Nonetheless, each innovation engenders multiple concerns. The recent debate on the use of AI and automotive responses like human beings has revolutionized language learning (Imran & Lashari, 2023). The learners have access to the best language source materials and the best responsive application, which can respond at any time to any question like a human being without being irritated or disappointed. The recent debate and scholarly work are trying to find the ChatGPT chatbot as an essential application for learning the target language. Learners use it mostly in their classes as per their need to attain classroom results (Lashari & Umrani, 2023).

The integration of ChatGPT into English language training and learning aligns with various theoretical paradigms that underpin contemporary language education. The theory of communicative language

teaching underscores the importance of genuine and meaningful communication for language acquisition (Mabuan, 2024). The ChatGPT discussion offers learners the chance to participate in genuine language interactions, enhancing their communication ability and fluency (Lasshari, Umrani & Buriro, 2021). Furthermore, Vygotsky's (1987) constructivist learning theory underscores the proactive involvement of learners in the construction of knowledge via significant experiences. Utilizing chat conversations, students actively participate in language production and problem-solving, thus enhancing their language development.

Despite the growing interest in ChatGPT and its potential advantages, a deficiency exists in the research regarding its congruence with contemporary theoretical frameworks and best practices in English language instruction and acquisition. Previous studies have predominantly concentrated on evaluating the technical functionalities of ChatGPT, as well as its usability and user satisfaction (Tan et al., 2024). Nevertheless, a comprehensive study investigating the theoretical underpinnings and pedagogical ramifications of integrating ChatGPT conversations in language teaching is necessary.

Although ChatGPT's technological capabilities are extensively documented, its practical integration into English Language Teaching from a worldwide standpoint remains uncertain. Teachers, as primary users and educational decision-makers, have essential insights into the potential advantages, obstacles, and intricacies of deploying ChatGPT. Nevertheless, their viewpoints, especially those from varied international backgrounds, are still inadequately examined. This neglect presents a significant issue, as comprehending these views is crucial for the effective and extensive integration of ChatGPT in English Language Teaching (ELT). This research aims to address the disparity by examining the opportunities, constraints, and pedagogical ramifications of incorporating ChatGPT into traditional English Language Teaching settings. The study aims to utilize the insights and experiences of educators from many worldwide contexts to establish a progressive framework for English Language Teaching (ELT), integrating conventional pedagogical approaches with contemporary technological innovations.

To achieve this primary objective, the study investigated the following Investigative inquiries.

The use of ChatGPT in English language instruction and acquisition holds significant promise for improving language-learning experiences. ChatGPT promotes communicative language practice, constructivist learning, and technology-enhanced education through integration. To reconcile the disparity between theory and practice to discover particular educational techniques and instructional tactics for effective integration of ChatGPT necessitates further investigation. This research aims to contribute to enhancing the current body of knowledge by elucidating the theoretical and practical ramifications. The application of ChatGPT in the instruction and acquisition of the English language.

Research Questions

1. How do English language teachers view the pedagogical benefits of integrating ChatGPT into their teaching methods in various worldwide educational settings?
2. What changes do teachers expect to make to ELT as tools like ChatGPT evolve, and what pedagogical changes are needed?

Literature Review

In recent years, the integration of ChatGPT into English language education has attracted significant interest. This section analyzes the congruence of ChatGPT with contemporary theoretical frameworks and optimal methods in language instruction via a comprehensive and critical study of the existing literature. The review examines particular pedagogical methods and instructional strategies that

effectively utilize the capabilities of ChatGPT conversations in English language teaching and learning.

ChatGPT aligns perfectly with the principles of communicative language teaching (CLT) philosophy, which prioritizes the use of language in genuine circumstances to promote meaningful conversation (Lashari & Umrani, 2023). In this context, ChatGPT emerges as a powerful tool, enabling learners to refine their language skills through text-based interactions, thus promoting genuine language application (Huang & Li, 2023).

Social engagement serves as a stimulant for effective language acquisition, which is essential to Communicative Language Teaching (CLT). The role of ChatGPT as a 'teachable agent' is crucial in this scenario (Tan et al., 2024). It promotes students' understanding of subjects by engaging ChatGPT in text-based dialogues, so enhancing both social engagement and collaborative learning. Furthermore, the CLT paradigm is underpinned by the notion of active participation and engagement during the learning process (Bukhari et al., 2023). ChatGPT can be effectively integrated as a tool to augment language engagement (Lashari & Umrani, 2023), enabling students to produce text, obtain real-time feedback, and participate in interactive discussions. This form of active engagement enriches the educational experience. Furthermore, CLT recognizes the pivotal role of learners in the formation of knowledge through their interactions with language and their surroundings (Zhang, 2024). Thus, ChatGPT serves as a multifaceted resource for language learners in pursuit of information, clarification, and the examination of linguistic intricacies (Seo, 2024). This symbiotic interaction facilitates knowledge creation and enhances thorough understanding.

At the onset of the century, the digital transformation of English Language Teaching (ELT) progressed markedly. The advent of e-learning platforms has enhanced global access to superior English language resources and training (Chung & Jeong, 2024). Numerous applications concurrently transformed language instruction by offering individualized, gamified, and flexible learning settings (Al-thresher, 2024). Similarly, teamwork assumed a novel dimension. Digital platforms facilitated students from diverse regions to engage in collaborative projects, discussions, and cultural exchanges, thus fostering a global learning community. These collaborative tools transformed the dynamics of English Language Teaching group responsibilities, projects, and peer interactions (Kirshner, 2024). Recent advancements in individualized education have been enabled by the implementation of adaptive learning technologies.

These systems can employ algorithms and data analytics to customize the content according to individual learners' competency levels, learning styles, and pace (Alshammary & Alhalafawy, 2023). The integration of ChatGPT dialogue into language education aligns with constructivist learning theory. Vygotsky (1985) posits that knowledge is actively created by learners through significant experiences. The ChatGPT interaction enables students to actively participate in language production and problem-solving, therefore promoting their language development. The research highlighted the constructivist characteristics of ChatGPT, wherein students actively negotiate meaning, collaboratively develop knowledge, and reflect on their language usage.

Active Involvement, Learner Autonomy, and Contribution to Knowledge

At this pivotal moment, the advent and sophistication of advanced AI tools in education are undeniable (Yang, 2024). Kamalov et al. (2023) assert that Artificial Intelligence (AI) has the potential to revolutionize educational paradigms by altering methodologies and individualizing learning experiences. English Language Teaching has consistently embraced technological innovation (Rusmiyanto et al., 2023). AI tools equipped with deep learning capabilities possess the potential to transform English Language Teaching (ELT) by offering advantages that exceed those of conventional

pedagogical instruments, including personalization, scalability, and interactivity (Hsu et al., 2023). Nonetheless, like any groundbreaking invention, they present new educational considerations and obstacles. The effective and pedagogically appropriate utilization of technology in the classroom is equally significant as having access to it (Holmes, 2023). Comprehending the perceptions and experiences of educators, especially those operating within varied global contexts. The complex relationship between ChatGPT and ELT presents a terrain filled with opportunities and challenges. As the impetus for incorporating ChatGPT into English Language Teaching escalates, the discourse is characterized by both hope and caution. Koraishi (2023) expressed that ChatGPT's conversational simulations involve not just mastering the grammatical intricacies of a language but also engaging in genuine linguistic experiences that reflect essential human interactions. To formulate a well-informed strategy for ELT, it is crucial to ground our understanding on instructors' empirical findings and perspectives (Xia & Zhi, 2023). This demonstrates the capabilities of advanced technology and guarantees alignment with essential educational principles.

Method & Procedure

This study, based on a qualitative research approach, aimed to develop an depth understanding of complex experiences and perceptions of English language teachers while integrating ChatGPT into English Language Teaching (ELT). The qualitative methodology, recognized for its depth and exploratory characteristics (Flick, 2022), was carefully selected to obtain comprehensive insights into the teachers' subjective experiences, challenges, and aspirations as they navigate the intersection of traditional ELT methodologies and innovative AI technologies. This method, adept at capturing the intricacies of lived experiences, facilitated the identification of emerging themes and subtle patterns, thus providing a refined, multi-faceted comprehension of the pedagogical interaction between traditional teaching practices and the advancing AI-driven tools (Creswell, 2013).

Interviews were the study's main data source. Participants in the study $n=20$ were ten English Education teachers at universities who teach ELT and Applied linguistics at undergraduate levels and delivered technology-integrated courses.

Interviews allowed participants' experiences, viewpoints, and thoughts on a phenomenon or topic to be examined in depth. Semi-structured interviews balanced preset questions with the freedom to explore developing topics and ideas (Creswell & Creswell, 2017). To fully understand participants' experiences, open-ended questions were asked. Audio recordings of interviews were conducted with participants' consent to ensure reliable data capture and analysis. This study involved a meticulously selected cohort of 20 English language teachers, encompassing diverse pedagogical experiences. These educators, originating from various Sindh regions, provided a complex amalgamation of experiences and perspectives, owing to their unique teaching careers, diversified academic qualifications, and differing academic standings.

The joint expertise encompassed educators at the beginning of their careers as well as those with extensive experience, guaranteeing a comprehensive integration of perspectives. The deliberate selection process was executed via the LinkedIn platform, a considered decision based on its standing as one of the most reputable professional sites worldwide.

The interview data was analyzed by thematic analysis to discern reoccurring patterns, topics, and categories pertinent to the research questions (Creswell & Creswell, 2017). This analytical strategy allowed for the systematic organizing and interpretation of qualitative data, therefore facilitating the derivation of significant insights. Through a meticulous process of data acclimatization, themes, and groups were established through classification and data reduction.

Results of the Study

Alignment of ChatGPT with contemporary best practices in English language instruction and acquisition. The integration of ChatGPT in ELT classes harmoniously corresponds with the constructivist learning ideals delineated by R1: *ChatGPT offers a dynamic setting where students may engage in conversational scenarios, enhance their language proficiency, and obtain prompt feedback.* This demonstrates active participation and aligns with the concepts of constructivism. The technology enables immersive, experiential learning by fostering interactive engagements where students actively develop their language understanding.

Learner autonomy, highlighted in R2, is an essential element of this story. *By beginning discussions, examining many subjects, and establishing learning objectives, students cultivate a trajectory that enhances their autonomy.* This liberty is essential to the learning process.

Promoting knowledge construction constitutes another fundamental aspect of this paradigm, as R11 persuasively illustrates. *ChatGPT human-like chats and answering autonomous questions promote the cultivation of understanding through substantive dialogues and agreements.* This illustrates technology's ability to improve knowledge acquisition. Furthermore, the technology's inclination for social engagement and collaboration gains significance, reflecting P4's conclusions. *As learners engage with both human counterparts and algorithms, the scope of collaborative learning expands, leading to improved social learning experiences.*

Furthermore, ChatGPT dialogues facilitate genuine language application, as evidenced by R7. The technology facilitates an environment favorable to effective language practice by emulating real-world interactions and delivering contextually pertinent responses.

ChatGPT Develops Communicative Competence Among Learners

The integration of ChatGPT seamlessly corresponds with the principles of Communicative Language Teaching (CLT), as demonstrated by the participants' viewpoints. The incorporation of ChatGPT facilitates significant communication, enabling students to participate in genuine debates and knowledge sharing. This technical facet improves collaborative learning dynamics, with group conversations acting as a medium for shared insights and peer evaluations. One of the respondents R7 shared that *the modeling of real-world interactions by ChatGPT, which produces experiences that mirror genuine language usage, exemplifies this concept.*

As respondent R7 expressed ChatGPT excels at enhancing functional language skills, especially through immersive role-plays and genuine discussions. This synthesis represents a collaborative partnership between ChatGPT and CLT principles, leading to a thorough reform of English language instruction. The participants' comments indicate that the integration of ChatGPT not only conforms with the fundamental principles of Communicative Language Teaching but also enhances the communication abilities of language learners.

ChatGPT used for Task-Based Learning

The research findings indicate a significant alignment between the integration of ChatGPT dialogue and the Task-Based Learning (TBL) methodology in English language education. R12 offers a compelling depiction of how ChatGPT engages students in task-oriented activities, thereby cultivating an environment of genuine and task-focused learning.

Furthermore, R4 underscores the importance of *ChatGPT in augmenting engagement and motivation during the language-learning process. This element catalyzes transformation, rekindling enthusiasm for the educational experience.* R19 input is essential, emphasizing ChatGPT's dual role in enhancing linguistic precision and fostering fluency. *The alignment between this dual purpose and TBL principles is clear, hence improving overall linguistic competency.* In conclusion, the R19's perspective

illustrates how ChatGPT enhances students' learning autonomy. This feature corresponds with the core principles of TBL, empowering students to govern their educational experience.

ChatGPT is used for Personalized Learning

This study's findings reveal a substantial correlation between the integration of ChatGPT dialogue and the "Personalisation and Differentiation" technique inside English language education. P1 asserts that ChatGPT functions as a tool for tailoring educational experiences to the individual requirements and proficiency levels of learners.

R1 asserted that ChatGPT chat provides personalized learning experiences customized to the distinct requirements and skill levels of each learner.

R8 effectively highlights the platform's adaptability to learners' preferences and distinct learning modalities, offering a range of engagement possibilities that individually align with each learner. This alteration guarantees that schooling transforms into a personalized experience. R8 focuses on how ChatGPT conversations promote self-paced learning is a notable factor. This feature allows students to progress through their language journey at their own pace, promoting an environment that enhances understanding and retention.

Learner-centeredness is the aspect in which ChatGPT and CLT demonstrate the greatest alignment. R12 participant emphasizes the essence of CLT by stating that it "*positions learners at the focal point of the educational experience, addressing their needs, preferences, and aspirations.*" ChatGPT demonstrates this model by starting personalized exchanges, adeptly adjusting to learners' verbal proficiency levels, and providing responses adapted to their settings. Facilitating learners' selection of personally relevant topics, enabling them to engage in discussions at their tempo, and providing feedback customized to their individual needs cultivates a learner-centered attitude.

Personalized Learning

Participants identified a range of instructional tactics contingent upon ChatGPT's capacity to apply the principles of personalization and differentiation. Within the framework of executing the "individualized learning" principle, "personalized writing prompts" have surfaced as a significant method. R13 demonstrated that *it is potential by presenting an example where a technology-oriented student may examine the societal implications of devices, while a literature aficionado could address a prompt concerning a preferred book.*

The concept of "adaptive language challenges" has gained recognition as a method for executing the principle of "self-paced learning." R16 delineated an approach wherein educators compile a sequence of ChatGPT-based language assignments for students to undertake at their own pace. These challenges, encompassing sentence building and the formulation of succinct narratives promote gradual advancement and improved linguistic proficiency.

The participants contended that a "grammar clinic with ChatGPT" represented a concrete instructional approach for the notion of focused assistance and remediation. R16 shared that *students grappling with particular linguistic challenges, such as verb tenses or syntactical arrangement, may benefit from a ChatGPT-powered virtual grammar clinic.* In this interactive setting, students may enquire about challenging grammar ideas, with ChatGPT offering explanations, illustrated examples, and tasks to enhance understanding.

Discussion

The findings of this study illustrate the alignment of ChatGPT conversations with current theoretical frameworks and best practices in English language instruction. The integration of ChatGPT dialogue aligns with constructivist learning philosophy as it promotes active involvement, learner autonomy,

knowledge production, social connection, and authentic language utilization. ChatGPT offers students a platform for active engagement in discussions, a fundamental tenet of constructivist learning.

In alignment with the constructivist perspective on knowledge acquisition, students can develop their understanding of the language through significant interactions with the chatbot. ChatGPT augments the authenticity of the learning experience, as highlighted in constructivist methodologies, by replicating real-life dialogues and delivering contextually relevant responses.

The use of ChatGPT aligns with the principles of Communicative Language Teaching (CLT) in English Language Teaching by fostering meaningful conversation, genuine language application, learner-centered approaches, functional language competencies, and collaborative learning. ChatGPT facilitates learners' engagement in genuine and purposeful dialogues, hence promoting significant communication, a core aim of Communicative Language Teaching (CLT). In alignment with the focus on genuine language application in Communicative Language Teaching, learners can engage in language practice within realistic circumstances. Furthermore, ChatGPT facilitates learner-centeredness by delivering tailored interactions and replies that align with the specific needs of individual learners, reflecting the learner-centered methodology of CLT. The collaborative learning concepts of CLT fit with ChatGPT's group discussions and peer feedback, hence facilitating collaboration.

Conclusion

In conclusion, the findings of this study demonstrate that ChatGPT's conversational capabilities align with established theories and methodologies in English language teaching, particularly with constructivist learning principles and the Communicative Language Teaching (CLT) approach. ChatGPT supports active learner engagement, autonomy, and the construction of knowledge, all of which are essential components of constructivist pedagogy. Through its interactive format, ChatGPT enhances the authenticity of language learning by simulating real-life conversational contexts, allowing students to deepen their language skills through meaningful, contextual exchanges. Moreover, ChatGPT embodies the core principles of CLT by encouraging meaningful, functional language use in realistic situations, thus fostering communicative competence. It offers a learner-centered experience by adapting responses to individual needs, and supporting personalized learning paths. Additionally, the chatbot's facilitation of group discussions and peer feedback aligns with CLT's emphasis on collaborative learning, reinforcing teamwork and collective problem-solving.

The integration of ChatGPT in English language instruction shows as an innovative tool that enhances the learning experience, promotes communicative effectiveness, and supports the development of language skills through dynamic and purposeful interaction. This study contributes to understanding ChatGPT's linguistic pedagogical potential, underscoring its compatibility with contemporary educational frameworks and its capacity to support learner-centered, interactive, and authentic language teaching and learning experiences.

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