



THE USE OF CHATGPT BY EFL TEACHERS: UTILIZATION AND CHALLENGES PERCEIVED

Muhammad Miikaa-iil Putra Pramudia¹, Hilda Izzati Madjid², & Feriyal³

^{1,2}UIN Sunan Ampel Surabaya, ³SMP Negeri 10 Surabaya

¹muhammadmiikaail040302@gmail.com, ²hildaizzati@uinsa.ac.id, ³frlfuad@gmail.com

Abstract:

The development of artificial intelligence (AI) has created changes in various educational practices, including the field of English language teaching for EFL learners. This research explores the utilization of the most recognized AI tool, Chat GPT, conducted by teachers in the context of EFL practices. This research aims to identify the benefits, challenges, and future planning related to the Chat GPT utilization recognized by local teachers from local State madrasa in Surabaya through a qualitative interview. The result indicated that most of the teachers showed a positive attitude towards the AI abilities in giving feedback, generating diverse educational material, and facilitating more productivity, but also raised concern related to the academic dishonesty, risk of being over-reliant, and lack of supervision during its practice. Highlighting the need for future planning required to address these issues that involves various stakeholders' cooperation.

Keywords: *ChatGPT in EFL Teaching, Challenges, Utilization*

1. INTRODUCTION

The vast development of technology has created various innovations towards human life around the world, including in the field of language education. The old and traditional teacher-centered methods are starting to transform into a more interactive student-focused approach, providing more opportunities for learners to engage during the learning activities. Following this change, teachers are required to be able to integrate technology into their teaching activities in an effort to better facilitate their students' learning. The integration between technology and educational activities will provide more opportunity for teachers to better enhance the overall quality and effectiveness of their teaching practices, while also providing better and more-diverse learning experiences for students (Ekkarat & Charoenkul, 2023). From numerous technological advancement, Artificial Intelligence (AI) has become the most popular due to its ability to provide a better learning experience and real-time assessment/feedback, which can be considered crucial in enhancing the overall quality of educational practices for both teachers and students. Among many AI available, Chat GPT has become the first choice for many people around the world.

However, the utilization of Chat GPT in educational practices is still considered to be limited despite its popularity. Though it possesses some benefit and potential to enhance the overall quality of language education practices, there are some issues that prevent peoples from fully utilizing it in their teaching and learning practice. One of the main issues is the fact that Chat GPT was not designed to provide a deep insight and analysis towards certain material. Such AI may generate irrelevant or incorrect results, due to its heavy dependence on user's input and data used as the reference on its database (Buriak et al., 2023). Aside from that, the use of Chat GPT also raises concerns about the legal foundation of its utilization in academic settings, which may arise some other issues (Mamami et al., 2022). Chat GPT's heavy reliance on existing



databases makes it unable to perform an advanced command without proper input and additional data, resulting in the limitation of its utilization on the higher academic level. While the concern regarding legal matters is highly-classified to ensure academic credibility of educational institutions. Both of these drawbacks are just a sample of general problems that limit the full utilization of Chat GPT in the educational fields.

In the context of EFL countries such as Indonesia, the utilization of Chat GPT will provide various benefits towards the development of the educational field. A study conducted by Lund and Wang (2023) emphasizes that there are several features that can be considered as beneficial for educational purposes such as better search and discovery assistance for various educational purposes that can be obtained through the integration of such AI. Features provided by Chat GPT will provide assistance in facilitating a more efficient learning experience, easier access to various information, and helping the educational activity through generated results that suit the input given for both students and teachers. However, the utilization of such AI in education also created some issues that need to be highlighted before further utilizing it in a prolonged duration. A study by Gao et al., (2022) stated that while the use of AI possesses some advantages, it also creates a possibility where students become overly dependent on these types of technology if not supervised accordingly. In the case where there is no proper guidance, students will become overly-dependent on such AI answers, resulting in a hampered development of students' personal skills that require critical thinking.

These issues are further worsened by some local factors in the context of various EFL countries. The lack of training and experience needed by both teachers and students before engaging in educational activities using such AI has become one of the greatest external factors. A study by Hratinski et al., (2019) highlighted the fact that to properly utilize AI in educational practices, both teachers and students must become aware of how these AI tools can assist them during the educational activities while also learning how to properly use them in a correct and responsible way. Aside from that, some parts of the EFL countries such as Indonesia may lack some of the technology required to facilitate such practices, raising concerns regarding the required infrastructure to facilitate educational activities while utilizing AI. These benefits, challenges, and the future plans are required to successfully integrate Chat GPT into the realm of EFL practices such as in Indonesia. Integrating such AI into the educational field requires several things such as ensuring that teachers are equipped with both knowledge and skills required through intensive and continuous training about related matters (Amin, 2023). Without proper training, teachers won't be able to fully utilize the potential of Chat GPT, resulting in an ineffective teaching and learning activity.

Based on the statements above, this research aims to better understand the utilization, challenges, and the development of ChatGPT utilization in EFL by answering the following research questions:

1. How do the EFL teachers utilize Chat GPT in their teaching?
2. What are the challenges perceived by teachers in utilizing Chat GPT in EFL



2. METHOD

This research used a qualitative research method as an attempt to gain a deeper understanding on the teachers' perspectives of GPT utilization in the context of EFL teaching, focusing on three key aspects: the features of Chat GPT used by teachers, the challenges faced in its implementation, and the requirements for further development of its usage in EFL classrooms. Three English teachers were interviewed using structured questions designed to collect information about their experiences with ChatGPT's utilization. The interview questions focused on the specific area in which ChatGPT was utilized, the obstacles experienced during its application, and the resources or support needed to enhance such AI integration into the teaching process, ensuring that the data collected during the interview was relevant with the research objectives. After the interviews were conducted, the data was analyzed using content analysis. This method utilizes a systematic categorization and interpretation towards the responses based on the three focal areas of the research: utilized features, challenges, and future planning.

The researcher utilized this method due to its ability to provide a clear understanding about the teachers' experience and insight about the research's interest through a detailed analysis of patterns and phenomena inside the qualitative data provided. The data accumulated from the analysis were used to draw conclusions which then will also be used to provide a meaningful insight about how Chat GPT utilized and be better supported by teachers and students in the EFL countries.

3. FINDING AND DISCUSSION

From the interview conducted, several answers were considered particularly relevant to the research's questions. Through careful examination and analysis, these answers were then categorized based on the research interest and then used to help the researcher gain insights and key points during the utilization of such AI in the context of EFL teaching and learning perceived by teachers.

3.1. The utilization of Chat GPT in English Language Teaching for EFL

From the analysis conducted, 2 of 3 English teachers in the local state madrasa have used Chat GPT for several purposes. Both teachers have used Chat GPT to create various forms of questions and English writing for both assignments and tests during their teaching practice. The integration of Chat GPT in the educational practice has helped them to generate various kinds of high-quality educational materials in a more easy and efficient way. They believed that the ability of Chat GPT to produce such content will be proven to be highly beneficial to others teaching practices. The teacher believed the utilization of Chat GPT will enhance the overall quality of their teaching materials while saving time and effort, resulting in an improved learning experience for the students they teach.

"It's been 2 years since I've discovered and tried Chat GPT. It has provided a great assistance for me in creating various questions models for assignments and tests. (Teacher 1)"



“It is a really helpful discovery. Chat GPT has provided great help for me in the process of creating questions needed. I think, the wide variation of questions created by Chat GPT will also provide other teacher with better questions model for students. (Teacher 2)”

It can be concluded that the utilization of Chat GPT for EFL English Language Teaching in the local state madrasa has proven to be beneficial. AI such as ChatGPT possesses the ability to assist teachers in providing unique and challenging questions, which would improve the overall learning experience without increasing the teachers' workload (Wang et al., 2022). By utilizing Chat GPT in the process of creating questions, teachers will be able to create high quality content within a short amount of time while also increasing their productivity.

ChatGPT can also be used to create student presentation materials. A teacher stated that ChatGPT is capable of creating well-organized and detailed presentation content, which makes it perfect for classroom use. The teacher also stated that, when used correctly, this ability may significantly improve teaching and learning activity. ChatGPT allows educators to create more planned and effective classes by making presentation production easier, hence improving teacher's productivity and students' entire learning experience.

“I have used Chat GPT but not in a “frequent” manner. The utilization itself was only limited for creating a presentation material for the students, because I still prefer using the traditional methods for most occasions. (Teacher 3)”

ChatGPT can provide high-quality presentation materials for students that are often comparable to those produced by human teachers, indicating AI's potential in delivering effective educational content (Moore et al., 2022). By using ChatGPT to create teaching materials, teachers can lower their burden while enhancing their preparation efficiency, allowing them to focus on other key parts of education. However, while ChatGPT may automate the creation of content, it's unable to personalize materials according to students' particular needs and learning goals. This limitation emphasizes the need of teachers being directly involved in the learning process, ensuring that resources are appropriately customized to fit the individual needs of their students. Therefore, while ChatGPT is a useful tool, it is unable to replace the essential role of teachers in providing customized and effective learning opportunities.

3.2. The Challenges of Chat GPT utilization in English Language Teaching for EFL

Based on the interview conducted, the teachers emphasized that in the context of an EFL country such as Indonesia, utilization of Chat GPT is rarely seen in the context of direct teaching and learning due to a series of challenges that either overshadow the benefits or can't be properly addressed. The challenges of utilizing Chat GPT in the context of EFL perceived by teachers are mainly categorized into issues that are faced by students and teachers respectively.

3.2.1. The challenges for students perceived by EFL teachers



According to the interview findings, there are various challenges that exist while using ChatGPT that affect students in the context of EFL teaching. Two teachers expressed concern that utilizing AI technologies like ChatGPT would interfere with the development of critical students' personal skills such as critical thinking, problem-solving, and teamwork. These critical skills tend to be developed through traditional and interactive methods of teaching. The teachers also mentioned the risks of students being overly reliant on technology, even for basic activities. This over-reliance on AI could limit students' opportunity to participate in learning activities that help them develop these critical abilities.

“I’ve got no idea about this matter in particular. But for me, since Chat GPT is an official website that is well-known around the world, the risk of data leakage and such can be said to be minimal. However, I still have some worries about the development of students' personal skills during the teaching activities using such AI. (Teacher 1)”

“The challenges in using Chat GPT in the classroom lies in the possibility of meaningful skills devaluation that are usually achieved through traditional methods, such as; critical thinking, problem solving, and teamwork due to students being too dependent on such technology. (Teacher 2)”

From that, it can be concluded that the challenges and worries of Chat GPT utilization for EFL English Language Teaching in the local state madrasa revolves around the development of personal student skill. Excessive use of AI tools like ChatGPT will cause problems with students' abilities related to creativity, intelligence, and skills (Habib et al., 2023). ChatGPT provides convenience when carrying out a variety of tasks; this convenience may ultimately become the main option for students in completing many different tasks, resulting in excessive reliance. Students' opportunities to acquire crucial skills such as critical thinking, problem-solving, and independent learning may be limited as they depend heavily on ChatGPT. This dependency can eventually limit their ability to participate in crucial intellectual activity, limiting their academic advancement and readiness for real-world difficulties that need innovation and independent thought.

Furthermore, one teacher stated that it can be hard to sufficiently monitor students' interactions using AI technologies such as ChatGPT. This lack of supervision may cause concerns about a variety of important issues, including the security of digital data, each student's particular ability, and their general understanding of the subject in question.

“The challenge of using such AI in the class is the lack of surveillance and security. Since ChatGPT is a web-based AI, the concern regarding its security and surveillance in the application can be considered normal. However, as a teacher, we can't keep an



eye on every student during the learning activity. Therefore, the utilization in such a way is still off-limits for me. (Teacher 3)”

From that, we can understand that some teachers prefer not to use Chat GPT in their direct teaching and learning due to the inability to provide proper surveillance to each student. The lack of sufficient supervision in scenarios where students utilize AI technologies such as ChatGPT significantly increases the likelihood of academic dishonesty. Students may engage in unethical actions such as cheating or duplicating work that affect the integrity of their learning experience (Désiron & Petko, 2022). Recognizing these issues is essential, especially in the context of EFL teaching, because it will help teachers to develop solutions to address them. By doing so, educators may not only reduce potential risks of improper use but also increase the general efficiency of teaching and learning activity, ensuring that students truly benefit from the learning experience.

3.2.2. The challenges for teachers perceived by teachers

According to the research findings, the majority of English instructors at the local state madrasa claimed that ChatGPT utilization in Indonesia is still limited. Teachers, in particular, face numerous obstacles to fully utilizing ChatGPT at the local madrasa in Indonesia. These obstacles include a lack of fundamental knowledge of the technology, insufficient infrastructure, and limited access to the tools and resources needed to facilitate successful implementation. As a result, the present lack hinders the potential of utilizing AI to improve language acquisition. A large percentage of teachers stated that effective implementation of ChatGPT into EFL instruction requires extensive training, a better understanding of the technology, and proper support systems.

“As far as I know, the use of GPT Chat in direct teaching and learning activities is limited because many teachers are not familiar with it. To properly utilize Chat GPT, I think teachers will need to participate in certain training programs and gather some experience beforehand. For me, these steps are essential both for the administration process and teachers’ self-development. Through the systematic training, experience, and counseling given, teachers will be able to grasp the basics of this matter and become familiar with it. (Teacher 1)”

“As educators, our duty is to deliver knowledge to our students through various methods and media, both traditional and modern. Of course, there are several teachers who are eager to learn new things, while some are satisfied with what they have. Those who are not eager to learn new things, indirectly creating a hindrance on their own self-development, especially regarding technological development. There are several solutions for this matter such as, creating motivation, conducting more workshops, and providing adequate facilities. (Teacher 2)”



“The way to develop Chat GPT utilization for me is to understand the features and correct utilization of such technology. Personally, I think technological development such as Chat GPT is indeed useful, but there are a lot of aspects that need to be considered before using it. These aspects cover various elements such as the required ability, facility, and policy related. (Teacher 3)”

From that, we can understand that the limited utilization of Chat GPT in the context of EFL direct teaching and learning experience is caused by limited knowledge, experience, and adequate facilities. It can be said that the most important factor in developing the utilization of ChatGPT in educational environments involves an effective combination of improving knowledge, upgrading facilities, and establishing policies that offer full support for teachers in their instructional activities. In the unique context of Indonesia, it requires a coordinated effort to improve the skills of teachers while also making sure they have enough access to technological resources. To fully realize the promise of AI technologies in both teaching and learning contexts, educators' abilities and competence must be refined and developed further (Ng et al., 2023). In order to fully utilize Chat GPT into the field of education in the EFL context, there is a need for relevant stakeholders to address these factors and issues in order to further facilitate and improve the overall quality of educational practices using Chat GPT.

4. CONCLUSION

The utilization of Chat GPT by English teachers to create various forms of written English educational content is considered as a huge advantage for educational practices in the context of EFL practices such as in Indonesia. Its ability to generate a wide variety of content can also be considered as proof that such AI possesses a great ability to provide assistance for teachers, while also facilitating students' learning needs. According to the positive feedback and experience shown by teachers and previous studies, it can be said that the generated content provided by Chat GPT possess a high quality content that are equal to human generated-content, highlighting the possibility that the integration of Chat GPT into EFL teaching might become a crucial part in improving the overall quality of the teaching and learning practices.

While Chat GPT possesses some advantages that could enhance the overall quality of EFL teaching and learning, it also raises some concern regarding the possibility of students becoming too dependent on such technology. Considering the fact that there is a limitation of how teachers can provide guidance and surveillance to the students when using such AI, there are also concerns that this issue will lead to other problems related to academic dishonesty that will lead to a hindrance in students' personal skill development. Before EFL teachers were able to utilize Chat GPT in their teaching



practices in an effective and responsible way, it was important to address these issues to better facilitate the EFL practices using Chat GPT.

It's also important to notice that there are several factors such as limited access to technological devices, inadequate facilities, and the lack of teachers' knowledge about such AI, that further hinder the utilization of Chat GPT in the context of EFL teaching and learning for teachers, such as in Indonesia. Through the issues addressed, there is a need to conduct a series of activities to overcome these factors such as thorough training programs for teachers, providing adequate facilities, and creating supporting legislation for such practices, to better facilitate educational practices using Chat GPT. These activities will further enhance the utilization of Chat GPT in the realm of EFL teaching and learning through the provided opportunities, knowledge and experience provided.

5. REFERENCES

- Amin, M. Y. M. (2023). AI and Chat GPT in Language Teaching: Enhancing EFL Classroom Support and Transforming Assessment Techniques. *International Journal of Higher Education Pedagogies*, 4(4), 1–15. <https://doi.org/10.33422/ijhep.v4i4.554>
- Buriak, J. M., Akinwande, D., Artzi, N., Brinker, C. J., Burrows, C. J., Chan, W. C. W., Chen, C., Chen, X., Chhowalla, M., Chi, L., Chueh, W. C., Crudden, C. M., Di Carlo, D., Glotzer, S. C., Hersam, M. C., Ho, D., Hu, T., Huang, J., Javey, A., . . . Ye, J. (2023). *Best practices for using AI when writing scientific manuscripts*. *ACS Nano*, 17(5), 4091–4093. <https://doi.org/10.1021/acsnano.3c01544>
- Caulfield, J. (2023, February 13). Using ChatGPT for Assignments | *Tips & Examples* retrieved from <https://www.scribbr.com/ai-tools/chatgpt-assignments/>
- Désiron, J. C., & Petko, D. (2022). Academic dishonesty when doing homework: How digital technologies are put to bad use in secondary schools. *Education and Information Technologies*, 28. <https://doi.org/10.1007/s10639-022-11225-y>
- Ekkarat, W., & Charoenkul, N. (2023). Needs of Secondary School Development for Teaching Effectiveness based on the Concept of Student Growth. *Journal of Education Naresuan University*, 25(2), 65-74. https://so06.tci-thaijo.org/index.php/edujournal_nu/article/view/251071
- Gao, C. A., Howard, F. M., Markov, N. S., Dyer, E. C., Ramesh, S., Luo, Y., & Pearson, A. T. (2022). Comparing scientific abstracts generated by chatgpt to original abstracts using an artificial intelligence output detector, plagiarism detector, and blinded human reviewers. *BioRxiv*. 2022.12.23.521610
- Habib, S., Vogel, T., Thorne, E., & Xiao, A. (2023). How Does Generative Artificial Intelligence Impact Student Creativity? *Journal of Creativity*, 34(1), 100072. <https://doi.org/10.1016/j.vjoc.2023.100072>
- Hatmanto, E. D., & Sari, M. I. (2023). Aligning Theory and practice: Leveraging Chat GPT for effective English language teaching and learning. *E3S Web of Conferences*, 440, 05001. <https://doi.org/10.1051/e3sconf/202344005001>
- Hrastinski, S., Olofsson, A. D., Arkenback, C., Ekström, S., Ericsson, E., Fransson, G., ... Utterberg, M. (2019). Critical Imaginaries and Reflections on Artificial Intelligence and Robots In Postdigital K-12 Education. *Postdigital Science and Education*, 1, 427-445. <https://doi.org/10.1007/s42438-019-00046-x>
- Lund, B. D., & Wang, T. (2023). Chatting about ChatGPT: how may AI and GPT impact academia and libraries?. *Library hi tech news*, 40(3), 26-29.



- Mamani, W. C., Manrique, G. M. L., Madrid, S. D. P. C., Herrera, E. E., Acosta, D. B., Rivas-Diaz, R. R., ... & Ramos, F. S. S. (2022). The role of entrepreneurship and green innovation intention on sustainable development: Moderating impact of inclusive leadership. *AgBioForum*, 24(1).
- Moore, S., Nguyen, H. A., Bier, N., Domadia, T., Stamper, J. (2022). Assessing the Quality of Student-Generated Short Answer Questions Using GPT-3. In *Educating for a New Future: Making Sense of Technology-Enhanced Learning Adoption. 17th European Conference on Technology Enhanced Learning, EC-TEL 2022*.
- Ng, D. T. K., Leung, J. K. L., Su, J., Ng, R. C. W., & Chu, S. K. W. (2023). Teachers' AI Digital Competencies and Twenty-first Century Skills in the Post-pandemic World. *Educational Technology Research and Development*, 71(1), 137–161. <https://doi.org/10.1007/s11423-023-10203-6>
- Patton, M. Q. (2005). Qualitative research. *Encyclopedia of Statistics in Behavioral Science*. <https://doi.org/10.1002/0470013192.bsa514>
- Tubman, A. (2024). The Significance of Blended Learning, Culture, Learning style, and Artificial Intelligence (AI) in Teaching and Learning. <https://www.semanticscholar.org/paper/The-Significance-of-Blended-Learning%2C-Culture%2C-and-Tubman/f6a5556395945782f5d3d98382189a850b12e52b>
- Wang, Z., Valdez, J., Basu Mallick, D., Baraniuk, R. G. (2022). Towards Human-like Educational Question Generation with Large Language Models. In *Artificial Intelligence in Education: 23rd International Conference, AIED 2022*. Agency, T. E. (2015). *Summary of the Reward Schools Case Study Project*. May.