Teachers' Perspectives on English Language Teaching with ChatGPT: A Systematic Literature Review

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Abstract

The rapid use of ChatGPT in education and English language learning is becoming vital promising. A systematic literature review was conducted to explore teachers' perspectives toward English language instruction via ChatGPT. This search included various databases such as Web of Science, Erik, Google Scholar, etc., and covered the years 2019-2024. The finding showed that under a trained language teacher, ChatGPT has many utilities in widening vocabulary, writing support, conversational practice, and customizing individual learning experiences. Besides these, ChatGPT provides teachers with extra teaching tools that can help enhance their preparation time and increase the engagement of their students. However, the integration needs to be concerned regarding academic malpractice, overindulgence of students, and an unbalanced focus on ChatGPT inadequately supplies productive language skills (listening and speaking). The results of the studies examined suggest the necessity of properly defined ethics and training of instructors to maximize ChatGPT's potential as a language teaching aid. The study also forwards suggestions for possible research in determining best practices for AI applications in ELT, AI's impact on long-term proficiency, and ensuring that ChatGPT fosters active learning.

Keywords: ChatGPT, systematic literature, English language teaching, teachers' perspective.

Introduction

AI technology has actually introduced new challenges that provide important opportunities for innovation in education. The question about the ChatGPT integration into teaching-learning practices has been around for centuries in the digital world (Rathore, 2023; Shahriar & Hayawi, 2023). Indeed, the digital tools are currently being used to improve learning outcomes, which have radically improved by technologically altering how one learns. It includes the uses of AI tools in educational activities such as generating content, practicing to learn languages, and personalizing learner support. Many studies have recently revealed the above applications in education. Even though some researchers reported on

the potential effectiveness of ChatGPT, others highlight possible side effects (Rudolph et al., 2023; Yeadon et al., 2023). Mostly due to its high popularity, it seems appropriate that such continued investigation regarding optimal engagement with ChatGPT and all ethical and pedagogical concerns remains relevant.

Recent studies also talked about the benefits and downsides of using ChatGPT for education from the students' and the instructors' points of view. This was a brief outline of where ChatGPT is currently standing and its use in education, especially the bright prospects in pushing for more developments on open course materials, with respect to producing engaging and personalized learning experiences for the students, encouraged by interactivity, where ChatGPT will seemingly bring great benefit (Abas et al., 2023). However, the many studies also mention several pedagogical challenges in its deployment. They indicated that some skills and literacies would have to be taught to both students and faculty for proper awareness, if not understanding, of not just the opportunities that ChatGPT presents but also of its limitations, and possible fragility (Rice et al., 2024; Lecler et al., 2023). Therefore, while there may be some promising prospects for ChatGPT to be disruptive, its introduction into the environment of education needs to be user-centered, where users admire not just where ChatGPT converts but also where ChatGPT disappoints under certain circumstances.

Kasneci et al. (2023) have made a thorough assessment of the merits and demerits of ChatGPT use in education from the perspective of students and instructors. The comprehensive summary of the current scenario of ChatGPT and its use in education, focusing on what it can offer with respect to the advancement of open course materials, was provided (AlAfnan et al., 2023). On the basis of the factors that contribute to creating interactive and personalized learning experiences for student engagement and interactivity, ChatGPT would seem to do relatively well. However, the authors have noted many pedagogical-related challenges to its usage. The authors stated that to create an awareness, if not understanding, of not just potential opportunities presented by ChatGPT to users but also limitations and possible frugalities, certain skills and literacies would need to be cultivated among both students and faculty. This suggests that while there are some laudable prospects for considering ChatGPT as a disruptive force, its entry into education should be user-centric, where users understand not only where ChatGPT shines but also where it falters under some pressure.

Mohamed (2023) found contradictory beliefs among college instructors regarding whether or not to champion ChatGPT in teaching and learning with regard to the study of ChatGPT and its future implications in an EFL setting in the perceptions of teachers. The faculty members highlighted a few positive sides of ChatGPT, such as that it answers many questions in a very fast and exact manner, thus making it a worthwhile in-demand resource for teaching and learning. It's their good qualities about ChatGPT that these professors are lamenting about its application in their discipline; in fact, they consider that it lessens students' abilities to develop critical, analytical, and research skills by pushing them into a more passive learning position. Bias and misinformation could be claimed to affect students' learning trajectories as a result; the overall thought, however, is that this could be a helpful supplement, weighted toward enhancing the effectiveness of traditional teaching in English as a foreign language. The suggestion is then made to carry out further experimental studies on how effectively the tool serves as a learning resource in EFL contexts.

Cheong and Hong (2023) investigated the impact of ChatGPT on foreign language education, emphasizing its positive potential to improve the different components of language learning and teaching. ChatGPT potentially presents significant possibilities for teachers and educational institutions to enhance the instruction of second/foreign language and for students to have more personalized and custom-made learning. Through instant response and feedback, also in an adaptive manner, the learners gain the ability to interact with the language they are studying, a process that proves to be

extremely beneficial while learning a new language. Further, the researchers point out that in addition to ChatGPT's uses for improving analyses, it also provides possibilities for creating innovative research options. With its capacity to process vast amounts of data and hold thoughtful conversations, ChatGPT could contribute to a more personalised facet of language learning, addressing the unique challenges of learners and innovative, effective learner-centred teaching practices.

Objectives

1. To explore teachers' perceptions potential benefits and applications of ChatGPT in English Language Teaching.

2. To identify the challenges and concerns associated with the use of ChatGPT in ELT.

Table 1. Criteria for study selection

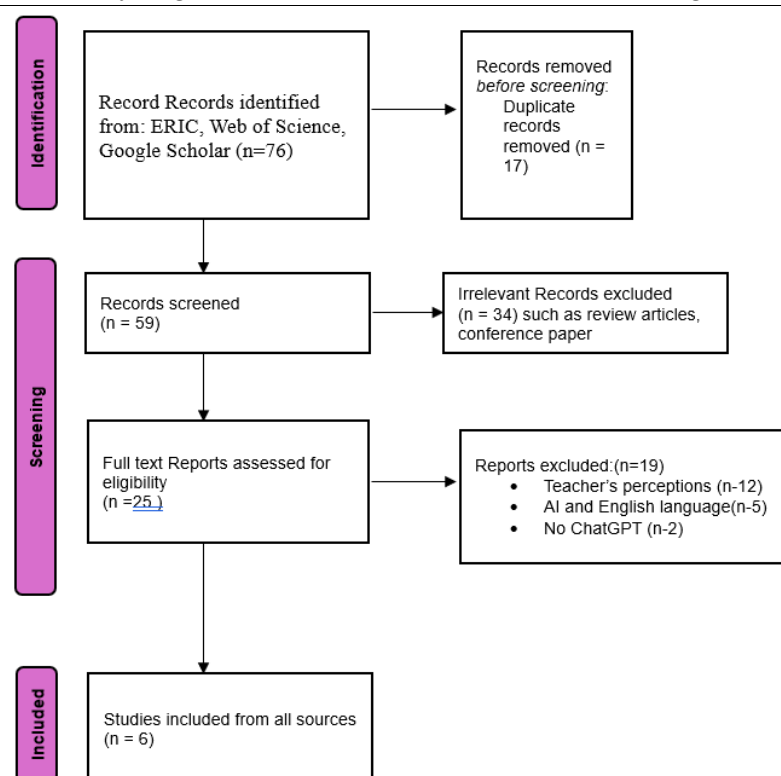| Criterion	Inclusion	Exclusion
Article topic	The perspective of teachers using ChatGPT in English language teaching	Perspective of teachers on ChatGPT on another field of study
Document Type	Articles, early access	Review article, proceeding paper
Article available	Full-text articles	Not-full text articles
Article language	Only English	Not-English

Figure 1. Flowchart process selection (source: PRISMA 2020 statement by Page et al)

Methodology

The review is conducted in a systematic manner to identify, analyze, and synthesize studies. Search the databases, including Google Scholar, ERIC, and Web of Science, with words such as "ChatGPT in education," "teachers' views on AI in language teaching," and "AI in English language learning." The inclusion criteria were based on peer-reviewed papers, conference papers, and reports

released from 2019 to 2024. The studies, which focused on teachers' attitudes towards using ChatGPT in ELT, were included. Overall, 25 articles were eligible and included in the review.

Results

The results of the systematic literature review are presented in table -2

Table 2: Systematic Analysis

Sl No	Author/Year	Teachers' Level	Findings
1	Mutammimah et al., (2024)	Elementary, Secondary, and Tertiary Level	The results suggest that the TAM model developed in the present paper is able to predict the acceptance of ChatGPT in English language teaching. Results of a structural model reveal that perceived usefulness, perceived ease of use, and Attitude toward using have a positive and significant impact on behavioral intention. Furthermore, the behavior intention positively influenced the real use of the system.
2	Mabuan, R.A. (2024).	Elementary school, high school, and college level	The findings of the study unveiled the views of the English-language teachers on the prospective utility of ChatGPT in ELT at a broader level of language learning, such as vocabulary improvement, writing practice, and overall language improvement, fluency, and communication. The study also noted possible benefits of ChatGPT for English learners: translation and language understanding help, conversational practice and language improvement, and information and cultural exposure. However, the research further exposed the possible limitations of using ChatGPT in teaching English as a second language context, including academic dishonesty and plagiarism perception, lack of understanding of context and nuance, and reliability and accuracy of information.
3	Ulla et al., (2023).	University level	The findings indicate that participants exhibited favorable attitudes toward ChatGPT and acknowledged its diverse applications, including the development of language activities and lesson preparation. The participants emphasized the deficiencies of ChatGPT, particularly in terms of its potential to encourage undue

reliance among students, trustworthiness, and reliability.

4	Al-khresheh, M. H. (2024).	School and University level	Research has shown that educators are concerned about the potential dependence on the technology, the risk of impeding innovation, and the accuracy of language, despite the fact that they recognize ChatGPT's ability to improve personalized and dynamic learning experiences. The instrument's perceived deficiencies in the development of fundamental language skills, such as speaking and hearing, were underscored.
5	Nguyen Thi Thu, H. (2023)	University level	The results suggest that EFL instructors are enthusiastic about integrating ChatGPT into their writing instruction. The research emphasizes the importance of professional training for instructors, the enhancement of user awareness of the limitations and potential risks associated with ChatGPT, and the appropriate utilization of the chatbot as an essential component for its effective implementation.
6	Elsaadany, M. (2024).	University Level	The results indicated that most English as a Foreign Language professors hold a negative impression of ChatGPT's effect on English language teaching and learning in higher education, as many challenges arose with its usage. Some professors showed concerns regarding certain items, such as plagiarism and overreliance on chatbots, with the least effort exerted by the learners. Most of the professors are aware of the positive aspects and the opportunities that ChatGPT can provide as the materials, resources, motivation, and time. No difference was reported in the professors' perception of the benefits of using ChatGPT by gender or nationality.

Discussion

The scoping review paper reviewed six papers retrieved from multiple database sources as search papers on teachers' perspectives on the English language and ChatGPT. Perspectives of the teachers on the use of ChatGPT in English language at various educational levels were demonstrated

in the research study. The paper gives an insight into the past studies in relation to the teachers' attitudes towards English and ChatGPT, indicating that the incorporation of ChatGPT in English teaching involves a variety of opportunities and challenges. Teachers recognize the potential of AI to enrich learning, but caution that technical, ethical, and pedagogic problems need to be resolved.

ChatGPT Acceptance and Integration in English Language Teaching

The results of a number of studies indicate a growing coexistence and adoption of ChatGPT in the field of English language teaching (ELT) at various educational levels. The acceptability of the tool is, in large part, due to its perceived ease of use, support of learning, and teachers' positive attitudes towards its use. Mutammimah et al. (2024) found that TAM is a good predictor of the acceptance of ChatGPT in ELT. Their research outlook disclosed that perceived usefulness— the extent to which educators and students believe that ChatGPT enhances language learning; perceived ease of use —ease of use and user-friendliness of the functions of the tool; and attitude toward ChatGPT—positiveness of educators and learners in adopting the tool in their teaching practice and in their learning were the key determinants influencing behavioral intention to use on ChatGPT. These factors combined are likely to result in greater preference toward the adoption of ChatGPT in ELT settings.

Ulla et al. (2023) also reported that university teachers have favorable perceptions toward ChatGPT, particularly as a means of preparing lesson plans and activities. Some teachers recognized that ChatGPT makes their duties more efficient by contributing to the generation of lesson content, making tasks, and providing instant feedback, helping them to save time and effort. This efficiency has prompted its increasing popularity among teachers who seek to inculcate efficient teaching methods without compromise on quality instruction. Similarly, Nguyen Thi Thu (2023) found that EFL teachers at Van Lang University are rather interested in making use of ChatGPT in writing classes. The report showed that ChatGPT is a useful tool to support students in planning, organising, and structuring their writing by helping with real-time grammar and vocabulary support, offering support to structure ideas and to generate personalised writing prompts. yet the researchers highlighted the importance of professional development to support instructors in improving their awareness of what the tool does (and does not) do. Without proper training, staff can use ChatGPT too sparingly or incorrectly, contrary to evidence-based pedagogy being taught at conferences like AAM. The structured curriculum is therefore necessary for effective deployment of ChatGPT in language education.

These studies indicate an increasing awareness of the potential for ChatGPT in ELT, as long as it is applied well and pedagogically justified. Although numerous educators are thankful for the tool's capacity to support language learning, they also realize that it should be used in accordance with best practices in language learning and teaching and should not replace essential elements of the learning process. Efforts in the future should aim to empower educators with training and guidelines for how to best leverage ChatGPT, while addressing its drawbacks, too much reliance, and lack of critical thinking in students.

Potential Benefits and Applications of ChatGPT in ELT

However, the literature points to a number of benefits of deploying ChatGPT in ELT, particularly in terms of reinforcing students' learning experience and providing teachers with supplementary support. Mabuan (2024) determined that the new functionalities of ChatGPT were manifest in the interviews; integrated vocabulary building, language learning, and sentence writing would be exchanged via the texts. Integrating ChatGPT within lessons allows students to have interactive and immediate feedback on their pieces of writing as avenues to hone their language proficiencies. The other areas identified where ChatGPT could be potentially helpful include translation support, conversation practice, and boosting language understanding, in addition to cultural immersion. These

will clearly be beneficial, particularly to the multilingual-background learner and, even for all students, who would need assistance in understanding involved linguistic patterns. Further, chatbots such as ChatGPT could assist individualized learning interactions and flexible dynamic interactions with the background of a changing environment in which individual differences are present among students, according to Al-Khresheh (2024). Furthermore, personalized and interactive responses will make ChatGPT an important assistant in self-guided learning in the process of enhancing independence in learning a language.

Competitive advantage of using ChatGPT identified by Elsaadany (2024), which contributes to making the platform easily accessible and effective for motivating learners towards independent and time management learning. Instead, for example, teachers can use ChatGPT as a content creation assistant to develop lesson plans, activities, and teaching aids, and devote more energy to interactive engagement rather than becoming bogged down with developing instructional content. These findings seem to suggest that ChatGPT could be used in ELT as a new complementary tool, to be used on a selective basis in order to support educational objectives, as well as further practice. Successful integration, however, would need to draw more carefully from the pedagogical design surrounding curriculum goals and plans that actively use rather than passively consume this learning technology.

Challenges and Concerns Regarding ChatGPT Use in ELT

The integration of any aspect of ChatGPT into the ELT environment, with all opportunities included, is very challenging for teachers, as we have to consider many such things. One of the major problems that a lot of studies mention is academic integrity. Mabuan, in 2024, and Elsaadany, in 2024, mention the risk of cheating and also dependency on chatbots among students, which keeps the mind from critical thinking and effort put to work. The central feature of the concern is that ChatGPT will spontaneously generate well-articulated, neatly structured answers that students can then lean on to carry out assignment tasks instead of being taught how to think and write critically and reflectively on their own. Another very fundamental issue is that proper ethical guidelines would have to be enacted, while a monitoring framework would have to be instituted to ensure that AI-assisted tools were indeed used responsibly within the learning environment.

ChatGPT is integrated; no doubt, it has opportunities for inclusion in the ELT environment, with just a lot of intimidating challenges one has to contend with as a teacher. However, there is one major concern shared by many studies, which is the concern over academic integrity. Mabuan (2024) and Elsaadany (2024) also talk about the risks of cheating and dependence on chatbots. Such activities could cripple students' critical thinking and effort at work. The core essence of the concern is that ChatGPT can spontaneously generate well-articulated, neatly structured answers. Students, therefore, might begin to lean on it to do assignment tasks instead of being taught to think critically and write reflectively on their own. Another major ethical issue is that appropriate ethical guidelines need to be enacted; a monitoring framework needs to be instituted in order to ensure that these AI-assisted tools are used responsibly in the learning environment.

Ulla et al. (2023) have questioned the reliability and credibility of content generated by ChatGPT. Since AI often fails to get the correct answer, LMS instructors are forced to check what it says to keep it accurate and ensure non-dissemination of false or outdated information. This becomes all the more critical in language instruction, for it is „fine-grained distinctions, idiomatic expressions and cultural information contribute a significant amount to the meaning that is communicated" [Berg (2005) quoted in Ivanova and Borin, 2007].

Alkhresheh (2024) further points toward the unpreparedness of ChatGPT to nurture basic language skills such as speaking and listening. It can be useful for written chatting, but does not provide

real-time chat, pronunciation feedback, or oral comprehension practice that are essential for fine-tuning everyday language. The researchers found that heavy reliance on AI tools may hinder creativity on the part of the students since they would be accustomed to the spoon-feeding of answers rather than thinking for themselves.

These apprehensions suggested that although much good would come from the use of ChatGPT in ELT, prudence would have to be exercised in its use. Policies can be put in place by instructors that could deter cheating, encourage active participation of students in learning rather than a passive receiving of knowledge, and further develop the four skills of the language: listening, speaking, reading, and writing. Using ChatGPT as a complement rather than as an instructional tool to give teachers wider opportunities to leverage benefits while minimizing potential harms.

Conclusion

The outcomes from the studies are regarded as an examination of the adoption of ChatGPT in ELT plays an important role. This study also provides very high possible advantages-vocabulary learning, writing support, and conversational practice. These serve to enhance the whole experience of learning a language long as the usage is pedagogically implemented. Indeed, these investigations examined ChatGPT as just one more adjunct to channel the possible creation of a personalized learning experience on the part of the students, increased motivation among learners, and lightening the educational burden on the instructor. However, we ought to be very cautious to maintain a balance between the purported advantages and considerations of academic integrity on one hand, and the threats of over-reliance by the students on the product and counterbalancing supports for some other key language skills of listening and speaking on the other. Thus, regulating the ChatGPT benefit to the maximum and the risk to the minimum of generalized guidelines to promote ethical and educated use. Often recurrent is the need for teacher-training programs to contain such content can assist educators in speculating on the effective utilization of ChatGPT as a teaching tool. The development of best practices, policies, and laws shall be preempted based on ensuring that student engagement and critical thinking are enabled rather than substituted for through technological support. Future research may explore optimizing ChatGPT through teacher training and establishing best practices for using it to enhance quality English teaching.

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