

## A Qualitative Analysis of Exploring Teachers' Perceptions about the Role of ChatGPT in English Teaching and Learning

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### Abstract:

*This study explores the perceptions of Pakistani ESL university teachers about the role of Chat GPT in terms of benefits and challenges in English teaching and learning of students. Data was collected from 30 Pakistani universities ESL teachers using semi-structured interviews. The study findings reveal four themes which motivate teachers to use Chat GPT in English teaching and learning of students that are Theme 1: Positive attitudes of teachers towards Chat GPT, Theme 2: Professional development of teachers, Theme 3: Personalized learning of students, and Theme 4: Useful pedagogical tool. On the other hand, four different themes include Theme 1: Misuse of Chat GPT by students, Theme 2: Accuracy concerns, Theme 3: Negative attitudes of teachers, and Theme 4: Replacement of teachers. Practical solutions were also employed by the Pakistani ESL teachers to overcome the challenges of using Chat GPT in English teaching and learning. Such as higher authorities should organize different courses, workshops, seminars, and webinars about the importance and ethical use of Chat GPT. Enforce classroom activities and avoid home-based tasks to reduce the use of Chat GPT. By understanding teachers' perceptions and addressing their concerns, policymakers can shape suitable policies and services contributors can tailor their contributions to fulfill teachers' requirements. The outcomes of the study will also be helpful for higher education institutions (HEIs) in designing policies to assure the congruous and worthwhile use of Chat GPT, eventually improving teaching experiences of teachers and learning of students.*

**Keywords:** Chat GPT, Teachers' perceptions, Benefits, Challenges, Practical Solutions

### Introduction:

#### Background of Research

In the age of technology, in recent years, the use of artificial intelligence (AI) tools has gained a significant impact on various sectors around the world but specifically in the field of education. Technology has not only been used in education, but it has influenced teaching and learning. It has a favorable impact on pedagogy and students' training around all over the

world (Sung et al., 2015). These AI tools have significant impacts to change language education for providing guidance and practice (Kasneci et al., 2023). There is no doubt that with the invention of modern technology language learning and teaching has improved (Nguyen, 2021). The modern knowledge and telecommunications help students to speed up their linguistics skills and tailored learning (Precintha et al., 2019). The English language is used in every field of life such as education, business, as well as entertainment, that's why it is considered as lingua-franca (Elder & Davies, 2006).

A major improvement has been made with the invention of a new AI tool i.e. ChatGPT, a language model developed by OpenAI, is one of the hottest among AI tools which generate texts like humans (Kim, 2023). It is one of the famous AI tools which is being incorporated by millions of people around the globe (Cousins, 2023). It behaves like a human because it can be used to talk in natural language. So, this has received a great interest of users to use it in English language. It can serve as a medium of instruction through which students can practice dialogues with ChatGPT, they can correct their grammatical mistakes using ChatGPT, it can also communicate with them in a natural way (Jeon & Lee, 2023). With the potential and excessive use of ChatGPT, teachers have suggested that it can be used in different subjects such as business (Alshater, 2022), nursing education (O'Connor & ChatGPT, 2022), and media and journalism (Pavlik, 2023). If these AI tools are incorporated in an appropriate way, then teachers must accept this change. The way ChatGPT communicates with humans has made it a very interesting and fastest developing application. It has produced up to 100 million buyers only in two months of its initiation (Ruby, 2023).

### **The Role of Artificial Intelligence (AI) in Education**

The role of AI tools in education has influenced the way we learn and teach in this sector. The personalized learning of students has been made up to the mark with the integration of this powerful technology such as machine learning (ML) and natural language processing (NLP). It can help to make patterns and predictions (Harry & Sayudin, 2023). It has helped instructors and learners in training by generating automated answers (Malik et al., 2018). With the fusing of this technology in education, it has created a strong connection among the students and teachers. It has advanced the learning of students (Guilherme, 2017). AI tools are being used in classrooms to develop a strong communication between instructors and trainees and fill the knowledge gap (Chhatwal et al., 2023). AI has made teaching more fruitful and modern. This modern technology has made students learning and teachers teaching convenient and easy (Liu & Yushchik, 2024). With the unification of ChatGPT in education setting, teachers and educational institutions have shown some challenges about the

misuse of ChatGPT by the students. Most of them use it for cheating purposes only (Willems, 2023). Teaching has also improved with the blending of these tools in classroom for various purposes such as providing feedback and improving lessons to make teaching advance (Celik et al., 2022).

### **ChatGPT and English Teaching and Learning**

AI tools can create a learning atmosphere to practice English language. These tools can provide learners with a free platform to dialogue with them to enhance their speaking and writing skills (Fitria, 2021). They have also influenced the English teaching in such a way that the fusion of them in the English teaching has helped to improve English speaking abilities, providing feedback to students, and conversion of ideas or content from one language to another language (Sharadgah & Sa'di, 2022).

ChatGPT has come out as an assisting and beneficial tool for the English teaching and learning because it is easily available to everyone. It can revamp English language of EFL and ESL teachers and students by providing them opportunities to communicate and enhance their personalized learning with its exercise (Hong, 2023). In EFL context, ChatGPT can be used to generate different kinds of teaching materials and provide feedback to learners on their works (Koraishi, 2023). It has played a significant role for the English language teachers to plan lessons and create content for the better learning of students. It has demonstrated a very brief and concise materials to teachers for implementing in the English classrooms. To polish the research abilities of foreign and non-native English researchers ChatGPT has helped them in learning English language. It has made them know new techniques to conduct research in various disciplines (Aljanabi et al., 2023).

### **Perceptions of ChatGPT usage Among Teachers**

With the mesh of ChatGPT, a major transformation has been brought out in education. The way teachers acquire knowledge for research purposes has changed due to the broadcasting of ChatGPT (Tlili et al., 2023). It aims at providing facilities to teachers by designing different types of classroom activities, making assignments for the students, creating question papers for them, and answering their queries (Khan et al., 2023). Due to the consolidation of ChatGPT, education quality has progressed (Zhai, 2022; Sun & Hoelscher, 2023). The excessive use of ChatGPT makes it able to use in different fields such as humanities, English, psychology, arts, science, and mathematics (Vasconcelos & Santos, 2023). Teachers can use it to perform multiple tasks, and it connects them to a continues learning process (Sun & Hoelscher, 2023). It has facilitated them with research methodology to conduct their research

and generated different studies for them which can help them while conducting research (Sok and Heng, 2023).

Most studies have focused on the advantages of using ChatGPT in teaching. The utilization of ChatGPT helps them to make their teaching modern and effective. They use ChatGPT to design question papers and activities for the assessment of students (Sun & Hoelscher, 2023). ChatGPT provides them with different strategies to improve their teaching practice, in this way it helps them to advance their professional growth (Khan et al., 2023). Teachers also use ChatGPT to make lesson plans and other teaching materials (Kasneci et al., 2023).

ChatGPT also brings some disadvantages in the education system. Teachers play a very high role in the learning of students. With the merger of ChatGPT, the interaction among teachers and students has reduced. It has created a gap between teacher and student. So, it reduces human attraction (Qadir, 2023; Arif et al., 2023; Sallam et al., 2023). Due to less interaction among students and teachers, the learning of students is affecting badly because without the proper guidelines of teachers, students cannot learn. ChatGPT has also affected the thinking capabilities and problem-solving skills of the teachers and learners. Overreliance on ChatGPT is damaging teachers' creativity and analytical skills (Neumann et al., 2023).

By considering the above discussion, the purpose of this study is to investigate the perceptions of Pakistani ESL teachers about the involvement of ChatGPT in terms of benefits and challenges in the English teaching and learning in Pakistani context. By identifying the challenges, this study will also highlight the practical solutions provided by the Pakistani ESL universities teachers to overcome the concerns related to the fusion of ChatGPT in the English teaching and learning. To address the inquiry, the study aims to answer these research questions:

- What are the perceptions of Pakistani ESL university teachers on the benefits of using ChatGPT in the English teaching and learning contexts?
- What are the views of Pakistani ESL university teachers related to the challenges of using ChatGPT in the English teaching and learning contexts?
- What are the strategies by Pakistani ESL university teachers may employ to overcome the problems related to the use of ChatGPT in the English teaching and learning contexts?

### **Literature Review**

Educational technologies have become a significant part of education, after the pandemic of COVID-19. With the progress of the daily world, teachers use modern technology in their professional buildout as well as in teaching to make it advanced and up to the mark. The

existing literature review shows the place of ChatGPT in terms of benefits and challenges in teaching and learning through different contexts. There is hefty engrossment in the ChatGPT among students as well as teachers. Many studies talk about its benefits and challenges in the education sector such as (ElSayary, 2023; & Riyadini and Triastuti, 2023; Juan et al., 2023; Hidayat-Ur-Rehman and Ibrahim, 2023; Bekou et al., 2024; Ulla et al., 2023; Elsaadany, 2024). Studies demonstrated that ChatGPT revolutionized English teaching and learning by advancing language fluency and teaching by designing curriculum, concerns comprised data trust issues and overdependence (ElSayary, 2023; & Riyadini and Triastuti, 2023). The study stated that ChatGPT modernized ESL teaching, learning abilities and creativity of students in China, issues included replacement of teachers and demolishing students' productivity and analytical skills (Juan et al., 2023). Another research demonstrated that the incorporation of ChatGPT boosted teachers' intelligence and confidence in using other AI tools. However, there were a few serious issues like lack of trust, inaccuracy, and inexactness of ChatGPT (Hidayat-Ur-Rehman and Ibrahim, 2023; Ali, J. K. M., 2023; Shakil & Siddiq, 2024). ChatGPT in ELT aided teachers to prepare lesson plans, providing instant feedback and professional growth, troubles involved unease about correctness, cultural irrelevance, and extra trust in AI technology (Bekou et al., 2024). Ulla et al. (2023) used Braun and Clarke's (2014) framework and stated the teachers' views about ChatGPT. The findings revealed significant impact of ChatGPT on English pedagogy and learning by shaping them modern, distressed contained plagiarism issues and unreliability of data.

Mixed method research showed foreign language professors' optimistic approach towards ChatGPT as time saver and motivating tool, concerns involved plagiarism issues and addiction of using ChatGPT destroying students' brainstorming (Elsaadany, 2024). Another study investigated that incorporation of ChatGPT uplifted writing capabilities, vocabulary, language proficiency, and communication skills of English language learners. Major concerns included copy-pasting issues, and demolishing of students' capabilities due to ChatGPT (Mabuan, 2024; Allehyani and Algamdi, 2023; Widianingtyas et al., 2023). Students' positive feedback about ChatGPT gave teachers hope to integrate it into learning (Abrar, 2023). The integration of ChatGPT decreased the teachers' workload and provided automated feedback about students, issues compromised excessive use of ChatGPT and an enemy for students' growth (Ferreiro-Santamaria, 2024). The study stated that the ethical fusion of ChatGPT attracted students' English writing, reading and learning skills as well as teaching techniques, concerns included information trust issues and addiction of ChatGPT (Nguyen, 2023b; Har, 2023). ChatGPT helped teachers in preparing lesson plans, students' evaluations and enhanced students' productive abilities (Nguyen, 2024; Har, 2023). It's provided a

comfortable environment for students to learn English language, issues comprised overreliance and ambiguous data given by ChatGPT (Slamet, 2024). Most of the past studies have uncentered teachers' practical knowledge about the role of ChatGPT in terms of benefits and problems in education in various contexts, but did not explain the empirical conclusions to minimize these concerns in Pakistani context. The present study fills this gap by highlighting the issues and their possible solutions to master them in Pakistani context.

### **Methodology**

The study aimed to investigate the perceptions and beliefs of ESL Pakistani teachers about the role of ChatGPT in terms of benefits and challenges in English teaching and learning. Descriptive qualitative research design opted for the research which allowed the researcher to get a more in-depth understanding of the topic in a natural setting. This method can be used for the thematic analysis of texts or interviews. And it can also be used with a very small sample.

### **Participants**

The participants included in this study comprised of thirty ESL Pakistani universities teachers from public sector universities in Lahore. All participants were actively working in Pakistani government universities. The participants belonged to various departments of the respective universities such as Humanities, Management Sciences, Computer Sciences, and Psychology. But all the respondents were teaching English to ESL students in their respective departments. The participants were lecturers and assistant professors at their respective universities in Lahore. The purpose to select various departments was to get vast and diverse perceptions of ESL teachers about the usage of ChatGPT in English teaching and learning. All the participants were selected based on their use and experience with e-learning systems, specifically ChatGPT, to meet the research requirements. Participants were selected using non-probability sampling. Snowball sampling technique was used to select participants because it was hard to find the regular users of ChatGPT. Hence, the researcher recruited and approached the participants with the help of the other participants. Interviews were conducted in a manner that was easily achievable for the research participants that how they were easy for the interview whether face-to-face, using Zoom or Google Meet. This criteria of selecting participants guaranteed that the collected data fulfilled the study's objectives by concentrating the practical and lived experiences of using ChatGPT in English teaching and learning of the participants. The researcher planned to select only those participants who agreed, and thirty teachers agreed to participate in the study, but after conducting interviews with almost twenty-five teachers, the researcher found that same information was repeated by the

participants and no new information was obtained, but the researcher conducted five more interviews to check the validity of the data collected. The final size of the sample of any research depends on the saturation point when no new information is added. That's why no more interviews were conducted by the researcher after conducting thirty interviews, and the final sample was compromised of thirty participants.

### **Research instrument**

The instrument used in this qualitative research was semi-structured interviews. The interviews comprised of a few pre-determined questions asked by the interviewers and some questions can also be added by the interviewer for more clarification and to get more details when required (Taherdoost, 2022). The interviews aimed to delve deeper into the detailed perceptions and lived experiences of Pakistani ESL teachers towards using ChatGPT, its benefits and challenges in English teaching and learning contexts.

### **Procedure**

Participants were invited to take part in the study to get more details and understanding about the role of ChatGPT in English teaching and learning contexts. A participant information sheet was distributed to each participant, to clarify the objectives of the study. A consent form was also given to the participants before taking part in the study. Participants were also informed that they could leave the study at any point (no participant met these criteria). As the study comprised of interviews, the participants were informed that they could stop or leave the interview at any point. On average, each interview continued approximately for 30 minutes. Interviews were documented by the researcher using Interview Protocol Refinement (IPR) Framework used by (Shoozan & Mohamad, 2024; Castillo-Montoya, 2016) in their research. IPR framework is a four phases framework which is used to design and refine the interview protocol for research. To ensure the reliability and validity of the interview questions, the researcher checked the interview protocol himself and further, for making an inquiry-based conversation, they were sent to two teachers and two researchers for testing and enquiry. Feedback and suggestions provided by the teachers and researchers were used to make amendments to the interview questions. The revised version was also sent to another researcher, who was not involved in the initial testing process, to check the validity of the constructs. Interviews were also recorded using a digital device. Interviews were conducted utilizing both face-to-face and other online formats (such as WhatsApp, Google Meet, Zoom) in a manner that was feasible for the research participants. Interviews were later transcribed for significant information by the researcher. All data was protected under the general data

protection rights. While conducting interviews, the researcher maintained a Non-judgmental approach, respect and privacy towards the teachers. **Data Analysis**

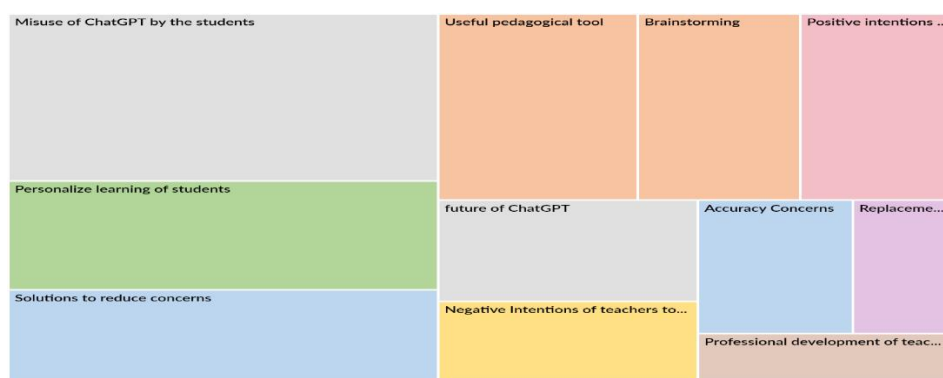
The interviews were analyzed using thematic analysis, which involved identifying, analyzing, and reporting themes present in the collected data. The study utilized thematic analysis accommodated by NVivo 15 to comprehensively explore the perceptions and lived experiences of Pakistani ESL teachers about the use of ChatGPT in English teaching and learning. The researcher followed the recommended six steps outlined by Braun and Clarke (2006) framework to identify the themes within the data collected from the semi-structured interviews. The process of conducting a study using Braun and Clarke's (2006) framework, encompasses six steps, including (1) a complete engagement with the subject in the data set (Maguire and Delahunt, 2017). (2) generating initial codes, (3) searching for themes, to discover the meaningful patterns and relations all over the data set (Dawadi, 2021). (4) reviewing the themes, (5) defining themes, and (6) report writing is the last step of Braun and Clarke (2006) framework. In this study, the researcher conducted initial coding and subsequent themes reviewed by the two other researchers. All themes were examined and agreed.

### Data Analysis

#### Teachers' Perceptions about the Role of ChatGPT in English Teaching and Learning

The study has recognized the five motivating themes that inspired the ESL Pakistani teachers to use ChatGPT in English teaching and learning. Additionally, the analysis has also disclosed four main themes that hinder the use of ChatGPT by the Pakistani ESL teachers. Lastly, the analysis also highlights some significant suggestions by Pakistani ESL teachers to overcome the challenges related to the use of ChatGPT in English teaching and learning contexts.

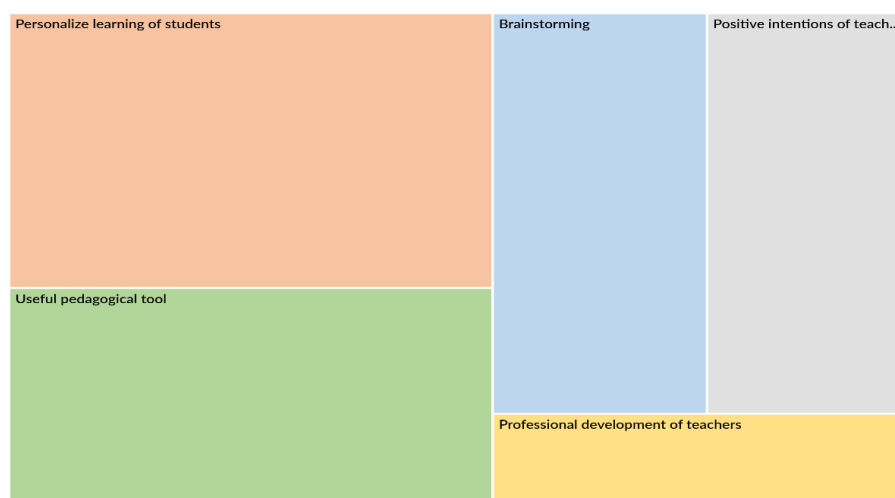
**Figure 1: Teachers views about the role of ChatGPT in English teaching and learning**



**Source:** Author's creation

## Teachers' Perceptions about the Benefits of Using ChatGPT in English Teaching and Learning

**Figure 2: Teachers' beliefs about the use of ChatGPT in terms of benefits in English teaching and learning**



**Source:** Author's creation

**Figure 2:** reveals the main themes that appeared as a driving force for the Pakistani ESL teachers to adopt ChatGPT in English teaching for teachers and English learning for students. These themes are based on teachers lived experiences about ChatGPT that influenced them to adopt it.

My recommendation for ChatGPT is it is a very good tool. I found it very helpful. But if you use it positively then it can assist you and will not harm your productivity and creativity. You should be the pilot and ChatGPT should be the co-pilot because the human mind is the creator of AI (R7)

Generally, I use Chat GPT just to structure my thoughts and then I try to fill that structure with my own writing. My teaching has improved a lot (R18)

### Theme 1: Positive Attitudes of Teachers to Use ChatGPT

Due to advancement in their pedagogical and problem-solving skills, ESL Pakistani teachers allured towards the utilization of ChatGPT in English teaching and learning. They recognized that ChatGPT is a dire need for Pakistani ESL students and teachers in the digital era to make their schooling and teaching more innovative respectively.

I often use ChatGPT for texting, analytical skills, structured planners, and for different queries. It is also a friend of those students who do not have friends. (R14)

I use ChatGPT for research, learning new terms and technologies, and problem solving. It also helps our students in their learning practices. (R15)

It has really helped in Pakistan because it is making those teachers move who were not interested in moving at all. I think it can be a friend at least for students in Pakistan who don't have any friends right because it's learning in Pakistan is always one way of process (R24)

There are many teachers who really hate AI tools. They think these AI tools should not be used. They should change their teaching method. We should not be afraid of these tools, but teachers should integrate these AI tools into teaching (R30)

## **Theme 2: Professional Development of Teachers**

Teachers acknowledged that the integration of ChatGPT has influenced their English teaching as well as professional growth. This incorporation has had a beneficial effect on their vocational advancement. The potential of ChatGPT for designing curriculum, lesson plans, classroom activities, and quizzes for them make it advantageous for their career development and pedagogy. It also assists them to fabricate their expertise and mastery up to the minute.

In professional growth, ChatGPT is a database. It contains a lot of information about various topics. I generally use it for brainstorming. It gives me exciting ideas. It can bring very positive change. ChatGPT plays a very important role in my professional growth, like designing lesson plans, quizzes, and other activities (R1)

Yes, for sure. ChatGPT helps me in my professional growth as it provides updated data for teaching and to organize different classroom activities for the students (R14)

It has helped me in my professional growth in a way that in skill enhancement, access to knowledge, and ideas generation (R25).

## **Theme 3: Useful Pedagogical Tool**

By consolidating ChatGPT in their English teaching classrooms, teachers have admitted it an influential and serviceable teaching tool. It enhances their overall instructional quality. By exchanging views, producing content, generating resources, providing new ideas, and organizing database for teachers also motivate them to incorporate ChatGPT in their English teaching. Its integration in teaching also succors them to develop their vocabulary and comprehend modern terminologies. Also, it has improved and revolutionized their teaching strategies by providing modern teaching expertise.

I generally use ChatGPT for lesson planning and designing activities. ChatGPT can be

integrated into my teaching practice as it helps me in designing activities like vocabulary-building activities. I just share my objectives or topic with the ChatGPT, it provides me a frame of different activities that can be further tailored by me. I can further polish those activities. It just provides me a Skeleton, you can improve it (R1)

Yes, the use of ChatGPT helps in my current teaching practice especially in organizing data, brainstorming, and for other purposes as well (R24)

It helps in lesson planning, content generation, facilitating discussions, and as a resource creation. As it helps to perform different tasks such as lesson planning, problem solving, and brainstorming (R30)

### **Sub-Theme: Time-Saving Tool**

The capability of ChatGPT in promoting modern teaching techniques and producing automated directorial and managerial tasks influenced the teachers to explore its exercise in English teaching. By using ChatGPT facets, teachers are saving their time and energy to make their classrooms more effective for learning. It saves their time by self-operating lesson plans, curriculum, quizzes, and useful classrooms activities.

It is a time saver tool as well. Yes, it is a very time-saving tool, you can use it for curriculum designing. However, we cannot deny the importance of human effort and knowledge, to the person who is using ChatGPT. In this way, we can say it plays a very important role as you give it information, attach files, provide material, write prompts, and ask ChatGPT to design the curriculum. In this way it saves your time (R11)

It is also a time savor tool, for example, when I am in a hurry, I use ChatGPT for texting, making lectures outline, as well as structured planners. It also highlights punctuation mistakes. It helps in making vocabulary much better (R27)

ChatGPT can save time and energy in preparing a curriculum that you can utilize in other classes (R28)

### **Theme 4: Brainstorming**

The potential of ChatGPT in creative collaboration, thought exploration, generation of ideas, and conceptualization inspires ESL teachers to integrate ChatGPT in English teaching and learning. They believed that students and teachers can take ideas and concepts from ChatGPT for brainstorming which helps them to enhance their creative skills, analytical skills and observant skills.

I generally use it for brainstorming. It gives me exciting ideas. It can bring very positive change (R9)

Yes, it has a great influence in my English teaching as I use ChatGPT for brainstorming and to take different ideas and concepts (R14)

Basically, it gives you the main headings for brainstorming the topics. In this way it helps the teachers in English teaching (R18)

Yes, it can influence the critical thinking and creativity of ESL students in English learning. I suggest my students to use ChatGPT to brainstorm. I suggest my students to use ChatGPT to take suggestions for the icebreaker in their presentation. It works great and they have wonderful presentations. Teachers can use ChatGPT insight to develop critical thinking (28)

### **Theme 5: Personalize Learning of Students**

The potential integration of ChatGPT in English learning has improved patented and subjective abilities of ESL students by polishing their productive skills such as writing and reading skills. Students use ChatGPT to perform multiple tasks such as to solve various problems, check grammatical mistakes, spelling correction, sentence making, make assignments, and presentations, paraphrase texts, and facilitate research. These potential factors motivate teachers to allow students for utilization of ChatGPT in English learning for ESL students.

Yes, it can be a very helpful tool for the students. I generally suggest my students to use ChatGPT because other AI tools are not free that are for polishing speaking skills (R7)

They can study as much as they want from it. For reading skills, I think that would be, that's a 100% yes. It gives you a lot of provision to read things. So, I prefer it for reading skills a lot. (R11)

Yes, it also helps ESL students to improve their writing skills if use appropriately. It can enhance their vocabulary. In my opinion, ChatGPT helps to enhance their productive skills like it helps to improve their English writing. (R24)

Yes, it also enhances their productive skills if they use it just to take concepts and ideas. It can be helpful for them as it can enhance their expression, grammar, and vocabulary, individual queries can be discussed, and provide personalized support (R27)

### Figure 3: Teachers' Perceptions about the Challenges of using ChatGPT in English Teaching and Learning

**Figure 3:** Teachers' views about the challenges of using ChatGPT in English teaching and learning



**Source:** Author's creation

#### Theme 1: Negative attitudes of teachers towards the use of ChatGPT

Teachers have also disclosed some concerns regarding the use of ChatGPT in English teaching and learning. Inappropriate use of ChatGPT in English teaching and learning demolishes teachers and students' creativity, thinking potential, intelligence level and problem-solving skills. Teachers recognize that ChatGPT is also a cancer for students and teachers' learning because it hacks their personalized abilities of productive skills. And teachers also confess that ChatGPT is not a culture sensitive because sometimes it provides some classroom activities which are not allowed in one's culture to practice. These inhibit factors demoralize teachers to use ChatGPT in English teaching and learning.

If teachers start doing the same, the shape of knowledge/ information will be distorted badly as in many cases the machine interprets things very differently from what humans mean while producing that knowledge (R13)

I do not recommend, I'm not happy with the tool because it's very basic, it's just very popular so that's why everyone uses it. There are so many other AI tools that you can use that use. it has not influenced my English teaching styles, or it is not relevant to my job at all because it's not really useful (R22)

Like benefits, it has some disadvantages as well. Like its inappropriate use makes troubles for teachers and students by destroying their cognitive abilities and thinking abilities. Also, it's not culture sensitive (R28)

### **Theme 2: Replacement of Teachers**

The excessive incorporation of ChatGPT by students in education especially English learning has led to a limitation in the human interactions among students and teachers. They have also believed that students use ChatGPT as a virtual tutor, substitute for teachers. Despite it, they strongly recommend that ChatGPT has nothing with emotions for the betterment of students because it is just a machine and nothing than more. This lack of interaction and reliance among teachers and students has led to lessening interpersonal connections and teamwork opportunities.

Humans have to use AI tools logically. Of course, every teacher has the knowledge, nobody can replace that teacher (R12)

So, our generation may come where students do not need teachers to teach and teachers if they only have to teach English language, they might not be a position of teaching English to the students. ChatGPT is like a machine. It's a mechanical thing (R22)

But the role of teacher would be compromised by using ChatGPT. Students think ChatGPT can help them. If teachers will not fulfill the needs of the students, then they will rely on ChatGPT. ChatGPT in replacement of teachers in the future (R29)

### **Theme 3: Accuracy Concerns**

Teachers have observed some serious concerns regarding unreliability, inconsistency and correctness of the information given by ChatGPT. They stress that they must double-check the information provided by ChatGPT before practicing it in their teaching. They also realize that mostly it provides irrelevant and incorrect data about the research. That's why ChatGPT does not have competencies and contextual apprehension needed for generating standard and required data.

Sometimes, it gives incorrect data but then I verify the data. But we cannot totally rely on these AI tools. The other main concern is that it provides incorrect information. You have other options to check the correctness of the information (R11)

However, it needed to be double checked from the sources it gave. Once I used it for knowing the main taxonomies of a phenomenon from major researchers so far, it gave a

quick, brief summary. Which was useful though I needed to double check the references from Google Scholar (R23)

Sometimes, the data created by ChatGPT can be incorrect and not reliable. Yes, the main ethical issue is the content generated by ChatGPT is not appreciated by the higher education commission and teachers (R30)

#### **Theme 4: Misuse of ChatGPT by the Students**

Teachers have expressed another utmost concern about the inappropriate integration of ChatGPT in English learning by the students. The automated data generated by ChatGPT for the students abolishes their productive skills. They totally use it for cheating purposes in their exams and classroom assignments. Due to the exploitation of ChatGPT, their critical thinking, analytical and fertile skills are compromised. Thorough reliance on ChatGPT is making students lazy and handicapped because they do not try to think and produce knowledge on their own which is leading them to the hell of incompetence.

Well, students basically stop creative activities that they use to. Then the assignments that they do with the help of ChatGPT, they lack the human flavor. It has basically ousted. It has made these things minus into the students. This means the critical thinking and creativity have both been ousted from the student's life (R12)

Their critical thinking is also affected. 100% reliance on ChatGPT also affects their critical thinking and we can say overall learning (R14)

Students limit themselves just to the ideas and stop brainstorming. It destroys students' creativity and critical thinking. They do not put any effort and do not try to create new ideas (R25)

Yes, students rely too much on ChatGPT. They stop using their brain. At times when they submit their assignments. They do not even know what they have written in the assignment. They are not familiar with the meanings they have written in the drafts. This overreliance on ChatGPT is deteriorating their condition or performance further (R30)

#### **Theme: Solutions to Reduce Concerns**

Teachers have also gave out suggestions and solutions to minimize these concerns related to the incorporation of ChatGPT in English teaching and learning. They delineate that by providing them with adequate training about the ethical and virtuous application of AI tools such as ChatGPT can reduce these concerns. They also outline that students and teachers can enhance their English learning and teaching respectively by avoiding complete reliance on

ChatGPT as well as they can revolutionized their knowledge and understanding about English language using appropriate use of ChatGPT. They can use it just for taking ideas and improving their understanding about a particular topic. They also illustrate practical solutions that government education department and higher education should organize seminars, webinars, specific training sessions, courses, books, and workshops related to the ethical use of AI tools i.e. ChatGPT in English teaching and learning for the Pakistani ESL teachers and students.

We can realize them the importance of these AI tools ethically in English language learning. I think practical solutions should be introducing different courses, books, and organized workshops about the ethical use of AI tools like ChatGPT. Teachers should also be trained to use ChatGPT. We need to change ourselves with time. As we are not natives, so we should evolve our methods of English teaching and learning using these AI tools, instead of fearing these AI tools (R10)

My recommendation to the teachers as well as to the students is they need to use ChatGPT with care and caution. They must not produce anything which is to be presented in their name at any forum through ChatGPT only (R22)

There should be rigorous training on the right and ethical usage of it before they start to use or are allowed to use it (R28)

My recommendations are if it use positively and appropriately, I mean just to take ideas and concept, for brainstorming, then it can help. Otherwise, it destroys the critical thinking of students. By giving understanding to teachers and students about its use. For this purpose, we can organize workshops and seminars. Vigilantly and less use of ChatGPT is also the practical solution and do not rely 100% on ChatGPT (R30)

### **Theme: Future of ChatGPT**

Teachers have also predicted the role of ChatGPT in English teaching and learning in Pakistani context. It will have a positive as well as negative impact on students and teachers' learning and teaching. They believe that AI is the future, and everyone will rely on these tools. And we should accept this change and modernize our learning and teaching techniques according to these tools. They have also elaborated that if these AI tools can turn darkness into the light, then they can also turn bright into the darkness. Its correct use will help Pakistani ESL teachers and students to improve their English teaching and learning respectively.

Yes, I think ChatGPT is also updating its database. Different new versions of ChatGPT have ensured its accuracy level. I think AI is the future and we need to accept this change. We need to change ourselves to meet the expectations of the changing times. Therefore, banning these AI tools is not the solution (R1)

So, to me, ChatGPT is a major advancement in technology that students will not be working in their near future. The role of ChatGPT will be increasing in the near future. There will be a kind of boom in ChatGPT's work and then there will be maximum use (R15)

ChatGPT would be there and that would be enough to teach the students. I guess where it can survive, I mean the people can survive the challenges of ChatGPT as more meta-cognitive skills use of meta-cognitive skills than English teaching and learning (R21)

I see it as a very useful tool in the future of English teaching and learning. It is very helpful for the ESL students in English language learning (R24)

## **Discussion**

The current study high spotted that the Pakistani ESL teachers have shown that ChatGPT is a very useful and helping tool for the English teaching and learning. The Pakistani ESL teachers believed that students and teachers can use ChatGPT to make their learning and teaching more innovative and affective just like the findings of ElSayary (2023) & Riyadini and Triastuti (2023). They employed it to search about the difficult terms and definitions of terminologies. Teachers integrated ChatGPT to check their grammatical mistakes while writing texts and emails as well. They also perceived that the use of ChatGPT has influenced their teaching practices. Overall teachers have shown positive attitudes towards the use of ChatGPT in English teaching. Furthermore, teachers also noted that ChatGPT is a time-saving tool. The teachers used ChatGPT to make lesson plans, design different classroom activities, make question papers, assignment questions, quizzes, for content generation, and organization of data. The present research also highlighted that teachers use ChatGPT to save their energy and time. Previous studies conducted by Elsaadany (2024), ElSayary (2023) & Riyadini, Nernere and Kastuhandani (2024), Triastuti (2023) and Ulla et al. (2023) indicated that teachers showed positive intentions towards the use of ChatGPT in English teaching and learning. Furthermore, they also elaborated that ESL teachers viewed that ChatGPT is a time saving tool and a useful pedagogical tool.

Moreover, by integrating ChatGPT into their teaching practices, it also stimulated them to adopt other emerging AI tools in their teaching practices and meet the advanced needs of ESL students in the digital era. Bekou et al., (2024) showed that teachers concluded that

ChatGPT helped in their professional growth and made their teaching more innovative. Its use gave them confidence to harmonize other AI tools in their teaching practices.

In addition, the study also brightened that Pakistani ESL teachers considered that the ethical use of ChatGPT can increase the personalized learning of ESL students. It improves their vocabulary, enhances their creativity by taking concepts or ideas, check spelling mistakes, to make sentence corrections, and for rephrasing. Mabuan (2024) and Nguyen (2024) yielded the same outcomes which shed light on the personalized learning of ESL students. It can enhance their reading and writing skills (Slamet, 2024; Allehyani and Algamdi, 2023; Widianingtyas et al., 2023).

By coordinating ChatGPT in English teaching and learning, teachers use ChatGPT for the icebreaker of the lectures and it also generates main headings for the teachers which they must teach. On the other hand, the Pakistani ESL teachers also noted that students' critical thinking, problem-solving skills, and creativity can improve by using ChatGPT. Studies showed that teachers conceded that ChatGPT can enhance students and teachers brainstorming if used appropriately. (Shakil & Siddiq, 2024; Har, 2023; Kiryakova and Angelova, 2023; Hammer, 2024)

The current study assimilated that the Pakistani ESL teachers expressed an alarming situation for the ESL students because they revealed that students use ChatGPT not for brainstorming, but for cheating purposes. The misuse of ChatGPT and overreliance on ChatGPT is demolishing their critical thinking, creativity, and problem-solving skills which is very harmful for their personal learning. Studies conducted by Juan et al. (2023) and Elsaadany (2024) expressed these same concerns which explained that ESL students use ChatGPT as a cheating tool.

One teacher manifested their interest in other AI tools instead of ChatGPT because they thought ChatGPT is very easy to use and accessible to everyone. And it provides false information. Moreover, teachers considered that ChatGPT is an enemy for students. Har (2023) and Nguyen (2024) also featured that use of ChatGPT made students lazy and destroyed their original abilities and cognitive skills. Teachers also underlined the importance of verifying the information created by ChatGPT before integrating it. ChatGPT is not a reliable tool according to them. The Pakistani teachers also stressed that ChatGPT is not a culture sensitive like it also provides such activities which are not adequate and allow to perform in the Pakistani culture. Bekou et al. (2024) and Ulla et al. (2023) shed light on these concerns of reliability of data. Moreover, Bekou et al. (2024)'s study also focused on that it is culture sensitive. It was conducted in EFL context but has the same findings.

Another concern foregrounded by the Pakistani ESL teachers was that ChatGPT is a substitute of teachers. They deemed students can take help from ChatGPT when they have no one to guide them but as ChatGPT is a tool, it has nothing to do with the emotions which teachers have for their students. But some Pakistani ESL teachers affirmed that ChatGPT cannot take place of teachers. They spotlighted some issues related to discipline. And due to the excessive use of ChatGPT, a gap has been created among teachers and students which is affecting students learning. Juan et al. (2023) also featured that ChatGPT would take place of teachers soon, but it has nothing to do with the emotions which teachers have for their students.

Previous studies also underlined these concerns, but they did not infer the practical solutions to tackle the problems of integrating ChatGPT into the English teaching and learning in the Pakistani context. This study fills this gap by highlighting the practical solutions of integrating ChatGPT into English teaching and learning. Teachers acknowledged that different courses, books, seminars, webinars, and workshops should be organized to train ESL students and teachers about the importance and ethical use of ChatGPT in English teaching and learning. They also expressed that ESL teachers should change their teaching strategies to minimize the use of AI tools in learning. They can give opportunity to students to use AI tools in the classroom just for brainstorming and to check their mistakes. The study also shed light that teachers should avoid home-based assignments and other tasks. They must design such activities which students have to perform in the classroom in front of their teachers. In this way, teachers can notice the understanding of the students. They can identify the intelligence level and mental abilities of students. Furthermore, teachers also supposed that the ethical use of ChatGPT in English teaching and learning can advance the personalize learning of students and teachers. Moreover, teachers also unfolded that the coming era will be the era of AI. That's why students will use AI tools as substitute of teachers in future.

## **6. Conclusion**

Directed by the thematic analysis approach, this qualitative study explored the views of the Pakistani ESL university teachers about the role of ChatGPT in terms of benefits and challenges in the English teaching and learning contexts. This study also highlighted the strategies and solutions employed by thirty Pakistani ESL university teachers to overcome the problems related to the use of ChatGPT in the English teaching and learning contexts. The data for the study was collected using semi-structured interviews. The reason to conduct interviews was to get lived experiences and practical experiences of the Pakistani ESL teachers about the role of ChatGPT in English teaching and learning contexts. Thirty

interviewees, having different designations of lecturers and assistant professors in the Pakistani government universities, provided useful insights into their lived experiences.

The results contributed to an understanding of the strategies and practical solutions encouraged by the Pakistani ESL teachers to overcome the challenges related to the use of ChatGPT in English teaching and learning in Pakistani context. The study explored the positive themes such as personalized learning of students, useful pedagogical tools, positive intentions of teachers, and professional development of teachers. The study also highlighted some themes related to the challenges of using ChatGPT such as misuse of ChatGPT by the students, accuracy concerns, negative attitudes of teachers towards ChatGPT, and replacement of teachers.

This study also elucidated the suggestions and practical solutions given by the Pakistani ESL teachers to reduce the concerns related to the use of ChatGPT in the English teaching and learning contexts. The study enlightened that teachers acknowledged that different courses, books, seminars, webinars, and workshops should be organized to train Pakistani ESL teachers and students about the importance and ethical use of ChatGPT in the English teaching and learning contexts. The study findings may be helpful for the users of ChatGPT to understand the benefits and challenges of using ChatGPT.

### **Implications for teachers and students**

(1) Education system needs to motivate teachers and students about the importance and ethical use of AI tools i.e. ChatGPT for educational purposes. They need to understand the competencies and limitations of AI tools. Improving their educational technological abilities will help them to make their teaching and learning more effective and innovative.

(2) To motivate students and teachers about the ethical use of AI tools, various training sessions such as seminars, webinars, workshops and courses should be organized by the higher education and educational authorities. Through this, their confidence in the use of AI tools and productive skills will be improved.

(3) ESL teachers who know the ethical and successful use of AI tools can share their lived experiences with other teachers and students through workshops on 'How to use AI tools for educational purposes'. It will help students and teachers to incorporate ChatGPT into the classroom. It will influence the standard of teaching and students' educational record.

(4) ESL teachers can conduct research on the importance and significant benefits of using AI tools i.e. ChatGPT in education setting and share the findings of the research with the high authorities and management of the educational system. This will help high authorities and

teachers to understand the importance and potential benefits of using AI tools, i.e. ChatGPT for educational purposes.

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### **Limitations and Scope for Future Research**

This study gives significant insights into the Pakistani ESL teachers' perceptions about the use of ChatGPT in terms of benefits and challenges and strategies to overcome these challenges related to the use of ChatGPT in the English teaching and learning contexts but there are some limitations that should be considered. The study sample was limited to only thirty ESL teachers working in government universities in Pakistan which may have limited the generalizability of the results found in the present study. But various results can be found by increasing the number of participants. Views of teachers who are working in various cultural and educational settings can also be explored. Also, this study has used Braun and Clarke (2006) framework as a qualitative approach. Although this framework has significant insights, future researchers can also integrate quantitative methods. Future researchers can also find the beliefs and views of ESL students about the role of ChatGPT in Pakistani or any other context. This study has investigated the role of ChatGPT, but future researchers can use other AI tools i.e. Grammarly, DeepSeek etc. to get the perceptions of teachers or students.

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## **Appendix A**

### **Interview Questions**

1. For which purpose have you used ChatGPT?
2. How do you perceive ChatGPT for your professional growth?
3. In what ways can the use of ChatGPT be merged into your current teaching practice?
4. As an ESL teacher, how does the arrival of ChatGPT influence your English teaching in terms of curriculum designing and other tasks relevant to your job?
5. In your opinion, how could the use of ChatGPT help ESL students in their English learning?
6. In your opinion, what are the challenges of integrating ChatGPT in English learning for ESL students?
7. In your opinion, how does the use of ChatGPT help to enhance ESL students’ productive skills in terms of English writing?
8. How do you think the use of ChatGPT influence the critical thinking and creativity of ESL students in English learning?
9. What are the concerns or ethical issues that make you worry while using ChatGPT in English teaching and learning?
10. What suggestions do you want to give to ESL teachers and students who use ChatGPT in their English teaching and learning respectively?
11. What are the practical solutions to deal with the challenges related to the use of ChatGPT in English teaching and learning?
12. How do you predict the role of ChatGPT in the future of English teaching and learning?

## **Appendix B**

### **Consent Form**

#### **Introduction:**

The objective of this study is to find the ESL teachers' perspective about the use of ChatGPT in English teaching and learning. You are invited to participate in this research work voluntarily and you can withdraw at any time. Your participation will be greatly appreciated.

**Procedure:**

The semi-structured interviews will be taken for the study. Your name will only be mentioned in the study with your consent. The interview will be recorded so its transcription will be used in the research work for analysis. The interview might take 25-30 minutes.

**Risks and Benefits:**

Your contribution to this research work would be greatly appreciated and it'll be beneficial not only for this study but for future researchers as well to proceed with the research on this topic by getting ideas from this study. However, no risks are involved.

**Confidentiality:**

The data collected in the form of interview will totally be confidential and only the researcher would have access to that. All the personal information will be secured, and it'll not be revealed in the analysis or findings.

**Contact Information:**

If you have any questions or concerns about this study, please contact the researcher Syed Waqar Ali Shah, BS English Linguistics student at University of Education, township campus Lahore. Email: [waqarrizvi412@gmail.com](mailto:waqarrizvi412@gmail.com)

**Consent:**

I confirm that I understand the details of this study and agree to participate. I give permission for my interview to be recorded for the purpose of the analysis. I certify that I am not prevented from leaving the study at any point without being subjected to any hindrances.

• Signature: \_\_\_\_\_ Date: \_\_\_\_\_