



The Application of ChatGPT to English Language Teaching: Opportunities and Challenges

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الفرص والتحديات في تطبيق *ChatGPT* في تدريس اللغة الإنجليزية

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Abstract:

The integration of ChatGPT into English Language Teaching (ELT) presents both transformative opportunities and significant challenges that require careful pedagogical and ethical consideration. On one hand, ChatGPT enhances instructional efficiency by generating customized teaching materials, providing instant feedback, facilitating interactive learning, and supporting personalized instruction. Its adaptability to different proficiency levels and self-directed learning potential aligns with contemporary student-centered pedagogical approaches. However, its implementation also raises critical concerns, including the risk of learner over-reliance on AI-generated content, diminished cognitive engagement, and limitations in fostering authentic communicative competence. Additionally, ethical dilemmas related to academic integrity, misinformation, and biases in AI-generated responses necessitate responsible oversight. Accessibility disparities further highlight the need for inclusive AI-driven educational strategies. To maximize its benefits while mitigating risks, a balanced and pedagogically sound approach is essential. AI should serve as a complementary tool rather than a replacement for human instruction, ensuring that language education retains its interactive, creative, and communicative dimensions. Educational institutions must prioritize teacher training, ethical AI guidelines, and critical engagement strategies to foster responsible AI use in ELT. Ultimately, while ChatGPT holds immense potential for language education, its efficacy depends on maintaining a human-centered approach that aligns AI integration with foundational teaching and learning principles.

Keywords: ChatGPT in ELT, AI-assisted language learning, Pedagogical challenges in AI, Ethical considerations in education.

المخلص

يمثل دمج *ChatGPT* في تدريس اللغة الإنجليزية (*ELT*) فرصًا تحويلية وتحديات كبيرة تتطلب دراسة تربوية وأخلاقية متأنية. فمن ناحية، يعزز *ChatGPT* كفاءة التدريس من خلال إنشاء مواد تعليمية مخصصة، وتقديم ملاحظات فورية، وتسهيل التعلم التفاعلي، ودعم التعليم الشخصي. كما أن قدرته على التكيف مع مستويات الكفاءة المختلفة وإمكانية التعلم الذاتي تتماشى مع المناهج التربوية الحديثة التي تركز على المتعلم. ومع ذلك، فإن تطبيقه يثير مخاوف جوهرية، بما في ذلك خطر الاعتماد المفرط للمتعلمين على المحتوى الذي يولده الذكاء الاصطناعي، وانخفاض المشاركة المعرفية، وعدم قدرته على تعزيز الكفاءة التواصلية الحقيقية. بالإضافة إلى ذلك، تتطلب القضايا الأخلاقية المتعلقة بالنزاهة الأكاديمية، والمعلومات المضللة، والتحيز في استجابات الذكاء الاصطناعي إشراقًا مسؤولًا. كما أن الفجوات في إمكانية الوصول إلى التكنولوجيا تسلط الضوء على الحاجة إلى استراتيجيات تعليمية شاملة تعتمد على الذكاء الاصطناعي. ولتعظيم الفوائد مع

تقليل المخاطر، من الضروري اتباع نهج متوازن وسليم تربويًا، بحيث يعمل الذكاء الاصطناعي كأداة مكملة وليس بديلاً عن التدريس البشري، مما يضمن احتفاظ تعليم اللغة بأبعاده التفاعلية والإبداعية والتواصلية. يجب أن تعطي المؤسسات التعليمية الأولوية لتدريب المعلمين، ووضع إرشادات أخلاقية لاستخدام الذكاء الاصطناعي، واستراتيجيات لتعزيز التفكير النقدي لضمان الاستخدام المسؤول للذكاء الاصطناعي في تدريس اللغة الإنجليزية. وفي النهاية، رغم الإمكانيات الهائلة التي يوفرها *ChatGPT* لتعليم اللغات، فإن فعاليته تعتمد على الحفاظ على نهج يركز على الإنسان، يدمج الذكاء الاصطناعي بما يتماشى مع المبادئ الأساسية للتدريس والتعلم.

الكلمات المفتاحية: *ChatGPT* في تعليم اللغة الإنجليزية، تعلم اللغات بمساعدة الذكاء الاصطناعي، التحديات التربوية في الذكاء الاصطناعي، الاعتبارات الأخلاقية في التعليم

Introduction

ChatGPT represents a sophisticated application of generative artificial intelligence (AI), a rapidly advancing domain within machine learning that enables the production of vast and virtually limitless novel content. As a web-based large language model, ChatGPT systematically processes and synthesizes extensive textual datasets to generate contextually coherent and semantically rich responses to user-generated prompts [1,2]. These prompts can be strategically formulated to tailor outputs according to various linguistic proficiencies, domain-specific knowledge levels, and stylistic preferences, including the emulation of historical figures, literary styles, or specific rhetorical frameworks. This adaptability makes ChatGPT an exceptionally versatile tool across multiple disciplines [3,4].

A valuable starting point for conceptualizing artificial intelligence (AI) is the definition provided by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which describes AI as “systems which have the capacity to process data and information in a way that resembles intelligent behaviour, and typically includes aspects of reasoning, learning, perception, prediction, planning or control” [5,6]. While this definition acknowledges AI's capacity to simulate cognitive functions, it does not imply the presence of genuine intelligence or understanding. In reality, large language models like ChatGPT operate as stochastic parrots—a term originally introduced by [5-7] to describe systems that identify statistical patterns within textual data to generate seemingly coherent responses, despite lacking true comprehension or knowledge.

This distinction is further underscored by [7,8], who caution that AI should be regarded as “a specific field of inquiry and development, rather than a type of intelligence that is artificial” (p. 546). In other words, AI-driven systems do not possess intrinsic cognition but rather function as sophisticated pattern-recognition tools that rely on probabilistic modeling to generate text. Such clarifications are particularly crucial in dispelling misconceptions surrounding AI's capabilities, especially concerns that technologies like ChatGPT could replace human educators [9,10]. However, rather than supplanting teachers, AI is increasingly being integrated into educational frameworks in ways that enhance and require human oversight. This approach aligns with the “human-in-the-loop” paradigm, a concept emphasizing the necessity of human intervention in AI-assisted processes to ensure accuracy, ethical considerations, and contextual appropriateness [11,12].

In line with this perspective, the Office of Educational Technology within the U.S. Department of Education (2023) advocates for AI applications in education that maintain a human-centered approach. This guidance underscores the irreplaceable role of teachers as “instructional decision makers” ensuring that AI functions as a supportive tool rather than a substitute for human pedagogical expertise. Study by [13,14] further reinforces this viewpoint, suggesting that when AI is framed as an augmentative tool—rather than a replacement for educators—it can be effectively integrated into classroom environments to enrich teaching methodologies.

The broader discourse surrounding AI in education thus necessitates a nuanced understanding of both its potential and its limitations. While AI-powered models like ChatGPT can enhance instructional strategies by automating routine tasks, providing personalized learning experiences, and facilitating access to information, they do not possess the critical thinking, empathy, or adaptive reasoning inherent to human educators [15,16]. As a result, the effective deployment of AI in education must involve deliberate strategies that leverage its strengths while mitigating its shortcomings. This requires ongoing research, ethical oversight, and policy interventions to ensure that AI remains a complement to, rather than a replacement for, human expertise in pedagogical settings.

Rapid advancements in generative AI have garnered global attention, significantly influencing various disciplines, including the field of English Language Teaching (ELT). As educators and researchers navigate this evolving landscape, discussions with fellow English language instructors at academic conferences and webinars have revealed a prevailing mix of curiosity and apprehension regarding the implications of ChatGPT in language pedagogy. To further explore this intersection, researcher

engaged directly with ChatGPT-4, prompting it to articulate its potential contributions to English language instruction [15-17].

In the subsequent sections, researcher undertake a multifaceted analysis of ChatGPT's role in ELT. Reacher first delineate its strengths and constraints, evaluating its efficacy as a pedagogical tool. Next, researcher provide an overview of the current body of scholarship addressing the intersection of ChatGPT and English language teaching, situating our discussion within the broader academic discourse. Additionally, researcher share insights drawn from our own classroom experiences, assessing the practical implications of integrating AI into language instruction. Finally, researcher offer evidence-based recommendations for the responsible and effective use of ChatGPT in ELT, emphasizing strategies that enhance student engagement, support differentiated learning, and uphold pedagogical integrity. Through this examination, researcher aim to contribute to a balanced and informed discussion on the role of generative AI in contemporary language education.

How Can ChatGPT Be Useful for English Language Teaching (ELT)?

ChatGPT offers a range of possibilities for enhancing English Language Teaching (ELT) by supporting educators, engaging learners, and facilitating innovative teaching methodologies. Its usefulness can be categorized into several key areas: content generation, language practice, feedback and assessment, personalized learning, professional development, and overcoming challenges in language acquisition. Below is a detailed exploration of how ChatGPT can be effectively utilized in ELT [18-26].

1. Content Generation for Teaching Materials

One of the most immediate benefits of ChatGPT in ELT is its ability to generate customized teaching materials. Teachers can use it to create:

- Lesson Plans: AI can generate structured lesson plans based on learning objectives, proficiency levels, and student needs.
- Grammar and Vocabulary Exercises: Educators can request ChatGPT to create grammar drills, fill-in-the-blank exercises, crossword puzzles, and quizzes.
- Reading Passages and Comprehension Questions: Teachers can generate texts at different levels of complexity along with comprehension questions.
- Writing Prompts: ChatGPT can provide creative writing prompts for essays, stories, or reflections, helping students develop their writing skills.
- Role-Play Scenarios: For speaking practice, ChatGPT can generate situational dialogues that simulate real-world interactions.

One of the key advantages of ChatGPT in English Language Teaching (ELT) is its ability to generate customized teaching materials, allowing educators to create lesson plans, grammar and vocabulary exercises, reading passages with comprehension questions, writing prompts, and role-play scenarios. This automation streamlines content preparation, enabling teachers to dedicate more time to instruction and student engagement.

2. Enhancing Student Engagement and Interaction

ChatGPT can make learning more interactive by:

- Conversational Practice: Students can engage in real-time dialogues with AI, practicing their speaking and writing skills in a risk-free environment.
- Storytelling and Creative Writing: Students can co-write stories with ChatGPT, helping them develop narrative skills and creativity.
- Gamified Learning: Teachers can design language games using ChatGPT, such as trivia questions, language puzzles, or AI-generated storytelling games.
- Debate and Discussion Topics: AI can suggest relevant discussion topics and help students structure their arguments.

These interactive elements keep students motivated and create a more immersive learning experience. In this sense, ChatGPT enhances student engagement in ELT by facilitating conversational practice, storytelling, gamified learning, and structured debates. These interactive features encourage students to practice language skills in a risk-free, immersive environment, fostering creativity, critical thinking, and motivation in the learning process.

3. Personalized Learning and Differentiation

One of ChatGPT's greatest strengths is its ability to tailor learning experiences based on students' proficiency levels and learning styles. It can:

- Adapt Language Complexity: ChatGPT can rephrase texts to suit beginners, intermediate learners, or advanced students.
- Provide Individualized Feedback: AI can review students' writing and offer suggestions on grammar, coherence, and vocabulary usage.
- Support Self-Paced Learning: Students can use ChatGPT to study independently by asking for explanations, examples, or quizzes.

- Accommodate Learning Preferences: Visual learners can receive summarized content in bullet points, while auditory learners can use AI-generated dialogues for practice.

By catering to diverse learning needs, ChatGPT enables differentiated instruction in ELT classrooms. In this direction, ChatGPT supports personalized learning and differentiation by adapting to students' proficiency levels and learning styles. It can adjust language complexity, provide individualized feedback, support self-paced learning, and accommodate various learning preferences. By catering to diverse needs, ChatGPT enhances differentiated instruction in ELT classrooms.

4. Writing Assistance and Grammar Support

ChatGPT functions as a powerful writing assistant by:

- Providing Real-Time Grammar and Spelling Corrections: Students can input sentences and receive immediate corrections.
- Suggesting Synonyms and Alternative Phrasing: AI can help students improve their vocabulary and sentence variety.
- Assisting with Academic Writing: ChatGPT can guide students on structuring essays, using citations, and avoiding plagiarism.
- Offering Explanations of Grammar Rules: AI can break down complex grammar rules with examples, making learning more accessible.

These features help students refine their writing skills while reinforcing grammatical accuracy. ChatGPT serves as a writing assistant by providing real-time grammar and spelling corrections, suggesting synonyms, assisting with academic writing, and explaining grammar rules. These features help students enhance their writing skills and improve grammatical accuracy.

5. Feedback and Assessment

Teachers can leverage ChatGPT to streamline assessment and feedback processes:

- Automated Essay Scoring and Feedback: AI can provide initial feedback on structure, coherence, and language use.
- Multiple-Choice and Short Answer Quiz Generation: Educators can generate quizzes to assess comprehension and retention.
- Pronunciation and Speaking Practice: While ChatGPT itself does not analyze pronunciation, it can provide phonetic transcriptions and recommend pronunciation exercises.
- Peer Review Assistance: Students can use ChatGPT to learn how to give constructive feedback on their classmates' work.

ChatGPT enhances feedback and assessment by offering automated essay scoring, quiz generation, pronunciation support, and peer review guidance. By supplementing teacher feedback, it enables students to receive more frequent and detailed assessments, improving their learning progress.

6. Supporting English for Specific Purposes (ESP)

ChatGPT can also aid in teaching English for specific professional or academic contexts, such as:

- Business English: Simulating professional email writing, business meetings, and negotiation dialogues.
- Technical and Scientific English: Providing explanations of complex terminology and structuring academic research reports.
- Legal and Medical English: Assisting learners in understanding field-specific jargon and drafting professional documents.

ChatGPT supports English for Specific Purposes (ESP) by aiding learners in Business English, Technical and Scientific English, and Legal and Medical English. It helps with professional communication, terminology explanations, and drafting specialized documents, making it a valuable tool for vocational language training. Additionally, ChatGPT enhances teacher professional development by providing pedagogical resources, research summaries, and instructional strategies, helping educators refine their teaching methodologies.

7. Enhancing Teacher Professional Development

Beyond classroom applications, ChatGPT can assist teachers in:

- Exploring New Teaching Strategies: AI can suggest innovative pedagogical approaches and classroom activities.
- Summarizing Research Papers: ChatGPT can condense academic articles, helping teachers stay informed about ELT trends.
- Generating Reflective Teaching Prompts: AI can provide questions for self-assessment and professional growth.
- Facilitating Peer Collaboration: Teachers can use ChatGPT to brainstorm ideas for workshops, conferences, or collaborative projects.

ChatGPT enhances teacher professional development by suggesting new teaching strategies, summarizing research papers, generating reflective prompts, and facilitating peer collaboration. By

supporting continuous learning and innovation, it helps educators refine their teaching methodologies and stay informed about ELT trends.

8. Overcoming Challenges in Language Learning

ChatGPT helps address common difficulties in language learning by:

- Reducing Language Anxiety: Students can practice writing and speaking with AI without fear of judgment.
- Providing Immediate Clarifications: AI offers quick explanations, reducing reliance on dictionaries or grammar books.
- Enhancing Accessibility: ChatGPT can generate materials for students with different learning abilities, including dyslexic learners or non-traditional students.
- Facilitating Cross-Cultural Communication: AI can introduce cultural nuances in language use, helping students understand idiomatic expressions and cultural contexts.

ChatGPT helps overcome language learning challenges by reducing language anxiety, providing immediate clarifications, enhancing accessibility for diverse learners, and facilitating cross-cultural communication. These advantages create a more inclusive and supportive learning environment.

9. Ethical Considerations and Limitations

Despite its benefits, ChatGPT is not without limitations:

- Lack of True Understanding: ChatGPT generates text based on probability, not comprehension, which can lead to factual inaccuracies.
- Potential Biases: AI outputs may reflect biases present in its training data.
- Plagiarism and Academic Integrity: Students may misuse ChatGPT to generate assignments instead of practicing their own writing skills.
- Limited Speaking and Listening Skills: While ChatGPT can simulate conversations, it lacks real-time voice interaction, limiting its effectiveness in oral language development.

To mitigate these challenges, teachers should integrate AI responsibly, emphasizing critical thinking, originality, and ethical AI use. While ChatGPT offers valuable support in ELT, it has limitations, including lack of true understanding, potential biases, risks of plagiarism, and limited speaking and listening capabilities. To address these challenges, educators should integrate AI responsibly, promoting critical thinking, originality, and ethical AI use.

Exploring Opportunities: Applications of ChatGPT in English Language Teaching (ELT)

The integration of artificial intelligence (AI) into education has garnered increasing attention, particularly in the realm of English Language Teaching (ELT). Among the most transformative AI-driven innovations is ChatGPT, a generative language model capable of producing human-like text based on vast linguistic datasets. As AI continues to redefine pedagogical methodologies, its application in ELT presents both unprecedented opportunities and complex challenges. This paper explores the multifaceted applications of ChatGPT in ELT, examining its potential to enhance instructional strategies, foster learner engagement, support differentiated instruction, and contribute to teacher professional development. Additionally, it critically assesses the model's limitations and ethical considerations, offering recommendations for its responsible implementation in language education [28-33].

1. Theoretical Underpinnings of AI in ELT

The use of AI in language education is rooted in several linguistic and pedagogical theories. Constructivist and communicative language teaching (CLT) principles emphasize learner-centered, interactive, and contextualized learning, which AI can facilitate through dynamic engagement and adaptive learning experiences. Similarly, Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) suggests that AI-driven tools like ChatGPT can function as scaffolding mechanisms, providing immediate feedback and support tailored to learners' needs. From a cognitive perspective, AI applications align with connectionism, wherein language learning is modeled as pattern recognition—a function that generative AI excels at.

2. Applications of ChatGPT in ELT

2.1. Enhancing Language Skills Development

ChatGPT's adaptability enables comprehensive support for the four core language skills:

- Reading Comprehension: AI can generate leveled reading passages, summarize complex texts, and formulate comprehension questions tailored to learners' proficiency levels.
- Writing Proficiency: Students can engage in iterative writing exercises, receive AI-generated feedback on structure, coherence, and grammar, and refine their academic writing with guided assistance.
- Speaking Practice: While ChatGPT lacks direct speech recognition, it can simulate conversational scenarios, role-plays, and pronunciation guides to support oral fluency.
- Listening Skills: AI-generated dialogues and text-to-speech integration can provide authentic listening materials across diverse accents and linguistic contexts.

By supplementing traditional methods, ChatGPT enables more interactive and self-directed learning experiences. ChatGPT supports the four core language skills by enhancing reading comprehension, writing proficiency, speaking practice, and listening skills. It generates leveled reading passages, writing feedback, conversational simulations, and listening materials, fostering interactive and self-directed learning alongside traditional methods.

2.2. Adaptive Learning and Personalized Instruction

A significant advantage of ChatGPT is its ability to tailor learning materials to individual student needs. It can:

- Modify textual complexity to suit beginner, intermediate, or advanced learners.
- Generate vocabulary lists and grammar explanations adapted to specific learning objectives.
- Provide differentiated feedback, addressing errors while offering constructive suggestions.
- Facilitate self-paced learning, allowing students to explore language concepts independently.

These adaptive capabilities align with Universal Design for Learning (UDL) principles, promoting inclusivity in language education.

2.3. AI-Generated Assessment and Feedback

ChatGPT's analytical capabilities enable educators to streamline formative and summative assessments. AI-driven assessment applications include:

- Automated Essay Evaluation: ChatGPT can analyze student writing for grammatical accuracy, cohesion, and argumentation strength, offering detailed feedback.
- Error Correction and Explanation: The model can identify syntactic errors and provide justifications, reinforcing metacognitive learning.
- Real-Time Quiz and Exercise Generation: AI-generated multiple-choice questions, cloze tests, and open-ended prompts facilitate continuous assessment.

By automating certain assessment components, educators can allocate more time to personalized instruction and higher-order cognitive skill development.

2.4. Interactive and Immersive Learning Environments

ChatGPT fosters engagement through gamification, role-playing, and simulated interactions. These applications include:

- Scenario-Based Learning: AI-generated role-play exercises enable students to practice dialogues in professional, academic, and everyday contexts.
- Gamified Language Tasks: Word association games, storytelling challenges, and interactive quizzes maintain learner motivation.
- AI as a Conversational Partner: While not a substitute for human interaction, ChatGPT can provide real-time conversational practice for learners hesitant to engage in peer discussions.

These interactive components align with task-based language learning (TBLT) methodologies, enhancing communicative competence.

2.5. Supporting English for Specific Purposes (ESP)

ChatGPT can be particularly beneficial for learners in specialized fields, such as:

- Business English: AI can generate business correspondence, negotiation scripts, and professional email templates.
- Academic English: The model can assist with research writing, citation guidance, and summarization techniques.
- Legal and Medical English: ChatGPT can provide technical vocabulary explanations and facilitate field-specific case study analyses.

By addressing the linguistic demands of specialized domains, AI applications enhance students' professional preparedness.

2.6. Professional Development for Language Educators

ChatGPT also serves as a resource for teacher professional development by:

- Generating lesson plans aligned with learning objectives.
- Summarizing current research in second language acquisition (SLA).
- Providing pedagogical strategies for diverse classroom settings.
- Facilitating reflective teaching practices through AI-generated self-assessment prompts.

These applications empower educators to refine instructional methodologies and stay informed about emerging ELT trends.

Exploring Challenges: Applications of ChatGPT in English Language Teaching (ELT)

The integration of ChatGPT into English Language Teaching (ELT) represents a paradigm shift in language education, offering new avenues for personalized learning, automated feedback, and interactive engagement. However, despite its potential, the application of ChatGPT in ELT presents several challenges that must be critically examined. These challenges encompass pedagogical concerns, ethical dilemmas, technical limitations, and the implications of AI reliance on both students

and educators. This paper explores these issues, providing a nuanced discussion on the limitations of ChatGPT in ELT and offering recommendations for responsible implementation [33-41].

1. Pedagogical Challenges

1.1. Over-Reliance on AI and Reduced Learner Autonomy

One of the most pressing concerns regarding the use of ChatGPT in ELT is the potential for student over-reliance on AI-generated content. Language acquisition is an active, cognitive process that requires learners to engage critically with linguistic input and produce output through authentic communication. However, when students depend excessively on ChatGPT for writing, grammar correction, or even idea generation, their cognitive engagement may diminish, leading to:

- Reduced problem-solving and critical thinking skills in language learning.
- A decline in creativity and independent writing abilities.
- Passive rather than active engagement in language acquisition.

To mitigate this, educators must encourage a balanced approach where AI serves as a supplementary tool rather than a primary resource for completing assignments.

1.2. Lack of Authentic Human Interaction

Language learning is inherently social, requiring communicative interaction that fosters pragmatic competence, cultural awareness, and fluency. While ChatGPT can simulate conversations, it lacks:

- Genuine contextual understanding: AI-generated responses are based on probabilities rather than real-world experiences.
- Emotional intelligence: ChatGPT cannot interpret tone, intention, or non-verbal cues, which are crucial in communication.
- Interactive spontaneity: Conversations with AI lack the unpredictability and negotiation of meaning present in human interactions.

As a result, students who practice primarily with ChatGPT may struggle with real-world conversational fluency, particularly in informal speech, idiomatic expressions, and cultural nuances. This challenge underscores the need for human-led interaction in ELT classrooms through peer discussions, role-playing, and collaborative activities.

1.3. Ineffectiveness in Oral Proficiency Development

Although ChatGPT can generate dialogues and simulate conversational prompts, it is inherently text-based, limiting its effectiveness in improving speaking and listening skills. Unlike interactive voice AI systems, ChatGPT:

- Does not assess pronunciation, stress, and intonation.
- Cannot provide spoken feedback or real-time correction in oral interactions.
- Lacks the ability to model authentic speech patterns dynamically.

For oral fluency development, traditional methods such as speech recordings, language labs, and conversational partner programs remain essential.

2. Ethical and Academic Integrity Concerns

2.1. Plagiarism and Academic Dishonesty

A significant challenge in integrating ChatGPT into ELT is the potential for misuse in academic contexts. AI-generated content can be used by students to:

- Produce assignments without engaging in the learning process.
- Bypass the development of essential writing skills.
- Submit work that lacks originality and critical thinking.

Detecting AI-generated plagiarism presents an additional challenge, as ChatGPT does not produce verbatim copies of existing texts but generates coherent, probabilistic responses that may appear original. This raises concerns about academic integrity and the authenticity of student work. To address this, educators should:

- Implement AI plagiarism detection tools to assess student submissions.
- Redesign assessments to include more process-oriented and in-class writing activities.
- Educate students on ethical AI use and the importance of developing their own linguistic competencies.

3.2. Bias and Misinformation

ChatGPT is trained on vast datasets sourced from the internet, which means that its responses can reflect biases present in training data. This presents challenges in ELT, including:

- Cultural and linguistic biases: ChatGPT may favor dominant dialects or standard English variants, marginalizing non-native varieties.
- Stereotypical representations: AI-generated content may reinforce stereotypes in language use and cultural contexts.
- Misinformation: ChatGPT lacks fact-checking mechanisms and can sometimes generate incorrect or misleading information.

Educators must be aware of these limitations and cross-check AI-generated content before integrating it into classroom instruction. Critical digital literacy should also be incorporated into ELT curricula to help students evaluate AI-generated information critically.

3. Technical Limitations and Accessibility Issues

3.1. Inconsistencies in AI Responses

ChatGPT's outputs are generated probabilistically, meaning that responses may vary in accuracy, coherence, and appropriateness. Common inconsistencies include:

- Grammatical inaccuracies in certain contexts.
- Inappropriate or irrelevant responses.
- Inconsistent explanations of grammar rules.

For ELT instructors, this unpredictability necessitates careful review and verification of AI-generated content before using it for teaching purposes.

3.2. Accessibility and Digital Divide

The effectiveness of ChatGPT in ELT is dependent on technological accessibility, which varies across regions due to:

- Limited internet access in underprivileged areas.
- Economic barriers preventing students from accessing premium AI services.
- Digital literacy disparities, particularly among older learners or those unfamiliar with AI interfaces.

To ensure equitable AI integration, institutions must:

- Provide alternative AI-free teaching resources for students without digital access.
- Train both students and teachers in digital literacy and ethical AI use.
- Advocate for open-access AI tools that are more inclusive for diverse learning environments.

4. Teacher Training and Resistance to AI in ELT

4.1. The Need for AI Literacy Among Educators

Many educators are unfamiliar with AI technologies and may feel unprepared to incorporate ChatGPT into their teaching. Key concerns include:

- Lack of technical training on AI applications.
- Uncertainty about how to balance AI with traditional teaching.
- Concerns about AI replacing human teachers.

To facilitate effective AI adoption in ELT, institutions should:

- Provide professional development workshops on AI in education.
- Develop guidelines on AI use in language instruction.
- Encourage collaborative research on AI's impact on ELT methodologies.

4.2. Balancing AI with Human Pedagogy

AI should not replace human educators but serve as an augmentative tool that enhances teaching. A hybrid approach can involve:

- Using AI for automated feedback while prioritizing teacher-led explanations.
- Employing ChatGPT for language drills but maintaining human interaction for fluency development.
- Leveraging AI for lesson planning while incorporating human creativity and cultural awareness.

By maintaining a pedagogical balance, educators can harness ChatGPT's strengths without compromising fundamental teaching principles.

Recommendations for Responsible AI Integration in ELT

To address the challenges associated with ChatGPT in ELT, the following recommendations should be considered:

- Promote AI Literacy and Critical Thinking – Equip students and teachers with the skills to use AI responsibly and critically evaluate its output.
- Redesign Assessment Strategies – Shift towards AI-resistant assessment formats such as in-class writing and oral presentations.
- Encourage Ethical AI Use – Establish academic policies that regulate AI-assisted learning and prevent misuse.
- Use AI for Scaffolding, Not Replacement – Integrate AI as a complementary tool rather than a substitute for human instruction.
- Regularly Evaluate AI-Generated Content – Teachers should verify AI outputs for accuracy, appropriateness, and pedagogical alignment.

While ChatGPT presents significant opportunities for innovation in ELT, its integration is accompanied by pedagogical, ethical, and technical challenges. The key to successful implementation lies in maintaining a critical and balanced approach, ensuring that AI supports rather than supplants human instruction. By fostering AI literacy, ethical awareness, and strategic application, educators can leverage

AI to enhance, rather than compromise, the language learning process. As ELT continues to evolve, interdisciplinary research and policy development will be crucial in navigating the complexities of AI-driven education, ensuring that ChatGPT serves as a tool for empowerment rather than dependency in English language learning.

Conclusion

The integration of ChatGPT into English Language Teaching (ELT) represents a transformative development in the field, offering unprecedented opportunities while simultaneously presenting significant challenges that warrant careful consideration. On the one hand, ChatGPT's capabilities in generating customized teaching materials, providing immediate feedback, facilitating interactive learning, and supporting personalized instruction demonstrate its potential to enhance pedagogical efficiency and learner engagement. By automating routine tasks, AI can enable educators to focus on higher-order cognitive skill development, critical thinking, and communicative competencies—elements that remain central to effective language acquisition. Furthermore, ChatGPT's ability to adapt language complexity, tailor instructional content, and promote self-directed learning aligns with contemporary pedagogical frameworks that emphasize differentiated instruction and student-centered learning.

However, these opportunities must be examined alongside the challenges that accompany AI integration in ELT. Chief among these concerns is the risk of learner over-reliance on AI-generated content, which may undermine cognitive engagement, originality, and critical thinking in language production. Additionally, the lack of authentic human interaction in AI-driven learning environments raises questions about the effectiveness of ChatGPT in developing pragmatic competence, fluency, and intercultural communication skills. While ChatGPT can facilitate text-based exercises, its limitations in oral language proficiency development highlight the necessity of maintaining human-led instruction to ensure holistic linguistic competence.

Moreover, ethical considerations regarding academic integrity, misinformation, and bias in AI-generated content necessitate stringent oversight in AI-assisted learning environments. The potential for plagiarism and AI-generated assignments poses challenges for assessment integrity, requiring educators to implement AI-resistant assessment strategies that emphasize process-oriented learning and in-class engagement. Furthermore, accessibility concerns related to the digital divide must be addressed to ensure that AI-driven innovations do not exacerbate existing educational inequalities.

Given these complexities, the responsible and strategic integration of ChatGPT into ELT must be guided by a balanced, pedagogically sound, and ethically grounded approach. AI should be leveraged as a complementary tool rather than a replacement for human instruction, ensuring that its use enhances rather than diminishes learner autonomy, creativity, and communicative competence. To achieve this, educational institutions must prioritize teacher training in AI literacy, establish clear ethical guidelines for AI use in language education, and foster critical engagement with AI-generated content among learners. Additionally, interdisciplinary collaboration between linguists, educators, and AI researchers will be instrumental in refining best practices for AI-enhanced language instruction.

Ultimately, while ChatGPT presents a compelling vision for the future of ELT, its successful implementation hinges on maintaining a human-centered approach to language education—one that harnesses AI's potential while safeguarding the fundamental principles of effective teaching and learning. By embracing innovation with discernment, educators can navigate the evolving landscape of AI-driven language education, ensuring that technology serves as an enabler of linguistic proficiency, intellectual growth, and ethical learning practices.

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