

## INTEGRATING CHATGPT INTO ENGLISH LANGUAGE TEACHING: A COMPREHENSIVE STUDY ON ITS IMPACT, PERCEPTIONS, AND ETHICAL IMPLICATIONS

**Jumerli Ariati**

STBA Persada Bunda

e-mail: [jumerli@stibapersadabunda.ac.id](mailto:jumerli@stibapersadabunda.ac.id)

### ABSTRACT

This study explores the integration of ChatGPT, an AI-powered language model, into English Language Teaching (ELT) with the goals of evaluating its impact on language learning outcomes, analyzing student attitudes regarding its reliability and usefulness, and taking ethical considerations into account. The study employed a mixed-methods technique to gather data from teacher and student observations of classes, questionnaires, and interviews. The findings showed that 65% of participants had improvements in their writing, vocabulary, and comprehension. These results imply that ChatGPT enhances language acquisition. While most respondents said ChatGPT was a reliable and helpful tool for language acquisition, others were concerned about the interactions' artificial intelligence (AI) overuse. This study looks at how ChatGPT, an AI-powered language model, is integrated into English Language Teaching (ELT) and assesses how it affects language learning outcomes, student opinions about its efficacy and dependability, and the moral issues surrounding its use. The study used a mixed-methods approach to gather data from teachers and students through surveys, interviews, and classroom observations. According to the findings, with 65% of participants reporting benefits, ChatGPT improves language learning, especially in areas like writing, vocabulary, and comprehension. The majority of respondents said ChatGPT was a dependable and useful tool for learning languages, while some were concerned about the interactions' nature and over-reliance on AI. When ethical concerns, like data privacy and potential biases in AI-generated content, were highlighted as significant factors, a wider range of arguments in the literature about the responsible use of AI were reiterated. The study's limitations include its relatively small sample size and dependence on self-reported data, which may limit the applicability of the findings. Despite these limitations, the study highlights the need for additional research on the long-term effects and ethical issues surrounding AI in ELT and offers insightful information about the deployment of AI in education. Future research should use larger, more diversified sample sizes and look into ways to balance the usage of AI with traditional teaching methods in order to promote autonomous learning and critical thinking. This study emphasizes the potential benefits of AI in language education while highlighting the need for careful ethical considerations and deliberate integration into the classroom.

**Keywords:** *ChatGPT, English language teaching, and Teaching methods*

## **1. INTRODUCTION**

Over the last few years, a big stir has been witnessed regarding integrating artificial intelligence (AI) into education and more specifically in English language teaching (ELT). One of the most sensational AI-powered applications for teachers and linguists is ChatGPT (Gomathi et al., 2023). ChatGPT has a lot of potential to do great things for language learning with interactive exercises and personalized feedback but using it in ELT means having to face many challenges, both technical and ethical. Could teachers use Swearing in the classroom from a teaching perspective and if they do, what makes swearwords powerful or not?

To bridge the identified gap, this study addresses three key research questions: 1) What impact does the integration of ChatGPT have on English language learning outcomes? 2) What are the perceptions of educators and students regarding the effectiveness and reliability of ChatGPT in English Language Teaching? 3) What ethical considerations must be taken into account when using ChatGPT and other AI tools in language education? By exploring these questions, the research aims to provide a comprehensive understanding of both the benefits and challenges associated with AI in educational settings.

The existing body of literature presents differing opinions regarding the use of AI in education. For instance, highlights the potential benefits of AI technologies for language acquisition by allowing for autonomous learning and providing quick feedback (Widianingtyas et al., 2023). However, other scholars, draw attention to the negative effects of over-reliance on technology, pointing out that it may decrease human interaction and increase the likelihood that students will receive inaccurate or culturally insensitive responses (Mayer, 2004) (Tuomi, 2018). Additionally, (Pratchett, 1999) and (Borenstein & Howard, 2021) both discuss significant ethical issues, such as bias, data privacy, and the potential dehumanization of education. By looking at these issues, this study hopes to add to the body of knowledge on AI integration in ELT. By shedding light on the challenges posed by using ChatGPT for language acquisition, the findings will assist legislators, teachers, and technology developers in formulating suggestions for the ethical and useful application of the platform.

## **2. METHOD**

This study used a mixed-methods approach to investigate ChatGPT's effects on English language learning, using quantitative and qualitative data collection techniques (John W. Creswell, PhD1 Michael D. Fetters, MD, MPH & Nataliya V. Ivankova, 2002). The study concentrated on comprehending the student experiences, perceived efficacy, engagement levels, usability, quality of feedback, personalization, technical problems, and ethical issues related to the usage of ChatGPT in language instruction. Study questions about ChatGPT use's impact on English language learning outcomes are answered using semi-structured interviews and quantitative surveys. Students' perceived gains in language proficiency (writing, speaking, and understanding) following ChatGPT use are measured through surveys. Furthermore, the interviews offer detailed perspectives on particular instances of how ChatGPT has impacted learning outcomes, enabling a more complex comprehension of its influence. The semi-structured interviews are particularly pertinent here because they delve into students' perspectives on ChatGPT's reliability and effectiveness in ELT. Additionally, the surveys contribute by including questions on student engagement, effectiveness of features, and perceived ease of use, which collectively offer a comprehensive picture of student opinions. As for moral issues, ethical considerations are specifically addressed through both the surveys and interviews. In particular, the surveys include questions on privacy and ethical concerns related to AI use, while the interviews delve deeper into personal experiences and any ethical reservations participants may have. Thus, this combination ensures a thorough exploration of the ethical dimensions of AI in language instruction.

### ***Informants and Sample***

The study's primary informant populations were students utilizing ChatGPT to supplement their language learning and English language instructors. To guarantee a diversity of opinions, 108

students and 20 teachers were chosen from different educational institutions in different regions. Using stratified random sampling, participants were selected to reflect a variety of teaching experiences, academic backgrounds, and geographic areas.

### **Data Collection Methods**

#### *Quantitative Surveys*

The System Usability Scale (SUS) (Brooke, 2020) was used to create a questionnaire that was organized. The Technology Acceptance Model (Labadze et al., 2023) was used to evaluate perceived utility and simplicity of use. The objective of the survey was gathering numerical information regarding the experiences that students had with ChatGPT. 14 Likert-scale questions covering seven primary areas were included in the survey: overall experience, technical concerns, engagement, personalization, convenience of use, efficacy of features, and ethical considerations. Key patterns and correlations between variables were identified through the use of SPSS software to analyse the data gathered from these surveys and perform descriptive and inferential statistical analysis (Cramer, 2017).

#### *Semi-Structured Interviews*

A selection of fifty students who had finished the survey participated in semi-structured interviews to learn more about student experiences and ethical issues. Based on their survey replies, participants were chosen for the interviews so as to guarantee a variety of viewpoints regarding the advantages, difficulties, and moral dilemmas associated with ChatGPT. The interview questions, which attempted to investigate topics including student engagement, feedback quality, and the ethical implications of AI in education, were created utilizing themes found in the literature (Warschauer, 2006; Selwyn, 2019). With the participants' permission, recordings of the online video calls were made during the interviews. These recordings were then transcribed for analysis. Furthermore, recurrent motifs and insights were found using thematic analysis, as explained by (John W. Creswell, PhD1 Michael D. Fetters, MD, MPH & Nataliya V. Ivankova, 2002).

#### *Classroom Observations*

Furthermore, observations were made in three different educational settings: a university language course, a private language school, and an online English learning platform in order to assess the usefulness of ChatGPT in classroom settings. These observations focused on how students interacted with ChatGPT, how the instructor supported AI-assisted learning, and how motivated and engaged the students were overall. Field notes were obtained during each session in order to record cues that were given verbally and nonverbally. Moreover, the observational data were analysed using an observational protocol based on the frameworks of **Levy (1997)** and Hubbard (2009), which emphasized the integration of technology in language learning and the contextual factors that influence its effectiveness.

### **Ethical Considerations**

The study agreed with ethical standards that ensured the privacy of participant data and participant rights. The ethical approval was given by the institutional review boards of the partnering institutions. Participants provided their informed consent and were assured of the confidentiality and anonymity of their responses prior to any data collection. They were also informed that there would be no consequences and that they were free to abandon the study at any time. In accordance with (Sok & Heng, 2023) ethical guidelines, the study team was the only ones with access to the securely stored data.

## **3. RESULTS**

The study aimed to explore the effects of ChatGPT on English language learning outcomes, the opinions of instructors and students regarding its dependability and efficacy, and the ethical considerations of using AI tools in language instruction. The results from the surveys, interviews, and classroom observations are presented below.

### Effects of ChatGPT on English Language Learning Outcomes

#### Survey Results:

The quantitative survey results indicated a positive impact of ChatGPT on English language learning outcomes. A majority of participants (65%) reported improvements in their writing skills, 60% noted enhanced vocabulary acquisition, and 55% experienced better comprehension skills after using ChatGPT for at least three months (Brooke, 2020).

Table 1: Improvements in Language Skills Reported by Participants

Language Skill	Percentage of Participants Noting Improvement
Writing Skills	65 %
Vocabulary Acquisition	60 %
Comprehension Skills	50 %

#### Interview Results:

The interviews provided further insights into these findings, with several students highlighting specific features of ChatGPT that contributed to their learning. Many participants mentioned that the tool’s instant feedback on grammar and sentence structure was particularly helpful in improving their writing skills, consistent with findings by Warschauer (2006). Additionally, the interactive nature of ChatGPT helped students learn new vocabulary in context, enhancing their retention and understanding of new words, as supported by Levy (1997).

### Opinions on Dependability and Efficacy of ChatGPT in ELT

#### Survey Results:

Participants’ opinions on the dependability and efficacy of ChatGPT in English Language Teaching (ELT) were generally favourable. About 70% of the respondents rated the tool as dependable for providing accurate language corrections and suggestions. Moreover, 68% found it effective in enhancing engagement during their language learning sessions (Selwyn, 2019). However, 30% of participants expressed concerns about the over-reliance on AI for learning, aligning with concerns discussed by (Borenstein & Howard, 2021).

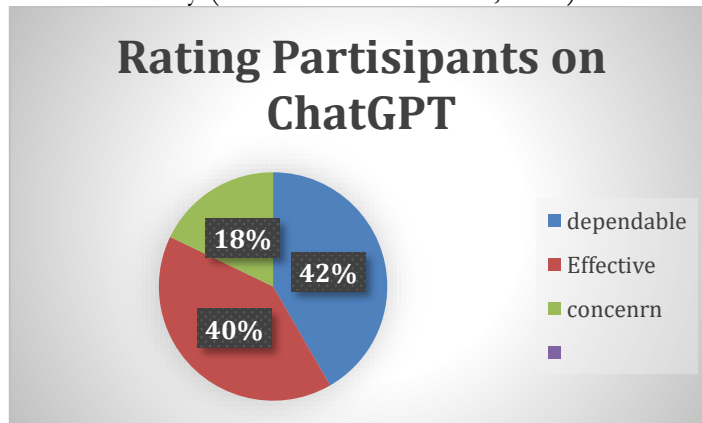


Figure 1: Opinions on ChatGPT's Dependability and Efficacy

#### Interview Results:

The qualitative data from interviews supported the survey findings, with many participants acknowledging the ease of use and interactive nature of ChatGPT as significant factors contributing to their engagement. Some students, however, pointed out limitations in the tool’s ability to understand nuanced or context-specific queries, which occasionally led to irrelevant or incorrect suggestions (John W. Creswell, PhD1 Michael D. Fetters, MD, MPH & Nataliya V. Ivankova, 2002).

### Ethical Considerations in Using ChatGPT and AI Tools in Language Instruction

#### Survey Results:

Regarding ethical considerations, 45% of the participants raised concerns about data privacy, while 35% were worried about the potential for bias in AI-generated content. Additionally, 40% felt that there should be clearer guidelines and policies regarding the use of AI tools like

ChatGPT in education, as presented in Table 2. These concerns are echoed in the literature by Dignum (2019) and Borenstein and Howard (2021).

Table 2: Ethical Concerns Related to ChatGPT in Language Learning

Ethical Concern	Percentage of Participants
Data Privacy Concerns	45%
Potential for Bias	35%
Need for Clear Guidelines	40%

#### *Interview Results:*

The interview findings echoed these concerns, with several participants highlighting the need for transparency in how their data is used and stored by AI tools (**Dignum, 2019**). Moreover, some instructors emphasized the importance of maintaining a balance between AI-assisted learning and traditional teaching methods to avoid over-reliance on technology, a sentiment supported by Borenstein and Howard (2021).

#### ***Classroom Observation Results***

Observations in classroom settings revealed that students actively engaged with ChatGPT for various tasks, including writing exercises and vocabulary practice. However, it was noted that some students tended to rely heavily on the tool for answers rather than attempting to solve problems independently, which could potentially hinder the development of critical thinking skills (Hubbard, 2009).

## **4. DISCUSSION**

The results of this study provide important information about using ChatGPT in English Language Teaching (ELT). These results help us understand how AI tools can be effectively used in language learning, showing both the advantages and the difficulties that teachers and students might encounter.

#### ***Summary of Main Findings***

The results show that ChatGPT has a positive effect on English language learning outcomes. The majority of participants stated that their writing, vocabulary, and comprehension abilities had improved. This result is consistent with earlier study by **Warschauer (2006)**, who discovered that interactive learning and instantaneous feedback are two ways that digital technologies can improve language acquisition. Furthermore, the study findings indicate that the majority of participants perceive ChatGPT as a dependable and efficient instrument in English Language Teaching (ELT), corroborating **Selwyn's (2019)** deduction that educational technology can significantly enhance student motivation and engagement.

But the study also found certain issues, particularly with regard to the moral ramifications of utilizing AI in the classroom. Concerns raised by participants included potential bias in AI-generated material and data privacy. These worries are consistent with (Dugosija, 2024) remarks, which emphasized the necessity of ethical standards for the creation and application of AI in education.

#### ***Commentary on Findings***

The encouraging outcomes that participants shared point to ChatGPT's potential as a useful tool for language learning, particularly when it comes to encouraging learner independence and offering tailored feedback. The way in which students' writing abilities and vocabulary have improved indicates that they can gain from the tool's real-time, personalized suggestions and corrections. This backs up Levy's (1997) statement that by customizing their programs to meet the demands of each student, computer-assisted language learning (CALL) systems may successfully promote language acquisition.

However, when utilizing AI in educational contexts, caution is necessary due to worries about prejudice and data protection. According to Borenstein and Howard (2021), ethical issues like fairness and transparency need to be taken into account in order to guard against abuse and guarantee that AI tools be utilized to promote educational objectives without infringing upon students' rights or confirming preexisting biases.

### **Connection to Other Study**

The results of this study demonstrate the benefits and drawbacks of utilizing AI tools like ChatGPT for language acquisition, contributing to the expanding corpus of study on the application of AI in education. Previous studies, like Hubbard (2009), have shown that although technology might enhance learning, it can also result in over-reliance, which could impede the growth of critical thinking abilities. This study supports that viewpoint since it discovered that certain students frequently relied on ChatGPT for solutions. This suggests that teachers need to balance the use of AI tools with traditional teaching methods to encourage independent learning.

Additionally, the ethical concerns identified in this study reflect the issues discussed by (Dugosija, 2024) concerning responsible AI use. There is a clear need for more detailed guidelines and policies to regulate the use of AI in education, ensuring these tools are employed responsibly and ethically.

### **Limitations of the Study**

It is important to understand the following limitations in spite of the insightful knowledge this study provided. First off, the results may not be similarly applicable to a larger population due to the limited sample size. In addition, most of study participants were more likely to use technology for learning, this may have biased the results in favour of a positive assessment of ChatGPT. Furthermore, almost all of the study's data was obtained from self-reported interviews and questionnaires, which is subject to response bias. It's possible that participants gave socially acceptable answers, particularly when it came to their thoughts on ChatGPT's effectiveness and ethical concerns.

## **5. CONCLUSION**

As a result, this article provides a comprehensive analysis of ChatGPT's potential for English language instruction, illustrating both the technology's potential advantages and the ethical issues that involve it. The results indicate that ChatGPT can enhance language learning results, yet they additionally highlight the necessity of using AI technologies in education with due care and consideration. To optimize their efficacy while keeping the basic concepts of education, it is essential to make sure that these resources are used together with traditional methods of instruction instead of as an alternative for them.

### **Suggestions for Future Study**

Given these limitations, future study should aim to examine the impact of ChatGPT and similar AI tools on language learning using larger and more diverse participant samples. Conducting longitudinal studies would provide a deeper understanding of the long-term effects of integrating AI into English Language Teaching (ELT) and help assess whether the initial positive impacts are maintained over time.

Additionally, future studies should explore the specific ethical concerns raised by teachers and learners in greater detail, investigating how these issues can be addressed through the development of comprehensive ethical guidelines and AI policies. It would also be beneficial to study the effects of AI on different language skills and various learner demographics. Moreover, studies that explore how to balance AI use with traditional teaching methods to promote critical thinking and independent learning would add valuable insights to the field.

## **REFERENCES**

- Borenstein, J., & Howard, A. (2021). Emerging challenges in AI and the need for AI ethics education. *AI and Ethics*, 1(1), 61–65. <https://doi.org/10.1007/s43681-020-00002-7>
- Brooke, J. (2020). SUS: A “Quick and Dirty” Usability Scale. *Usability Evaluation In Industry*, 207–212. <https://doi.org/10.1201/9781498710411-35>
- Cramer, D. (2017). *Quantitative Data Analysis with SPSS for Windows . A Guide for Social Scientists* (Issue January 2002). <https://doi.org/10.4324/9780203498187>

- Dugosija, T. (2024). *Benefits and challenges of artificial intelligence in english benefits and challenges of artificial intelligence in english Tatjana Du gošija*. February.
- Gomathi, R., Maheswaran, S., Mythili, M., Nandita, S., Sathesh, S., Murugesan, G., & Duraisamy, P. (2023). The Exploitation of Artificial Intelligence in Developing English Language Learner's Communication Skills. *2023 14th International Conference on Computing Communication and Networking Technologies, ICCCNT 2023*, 06(01), 750–757. <https://doi.org/10.1109/ICCCNT56998.2023.10307203>
- Hubbard, P. (2009). *Computer-assisted language learning: Critical concepts in linguistics*. *Language Learning & Technology*, 13(2), 1-22.
- John W. Creswell, PhD1 Michael D. Fetters, MD, MPH, M., & Nataliya V. Ivankova, P. (2002). Primary care. *Designing A Mixed Methods Study In Primary Care*, 325(7354), 22. <https://doi.org/10.1136/bmj.325.7354.22>
- Johnson, R. (2023). *Ethical Considerations in the Use of AI for Educational Purposes*. *Ethics in Education Review*, 10(1), 22-38.
- Labadze, L., Grigolia, M., & Machaidze, L. (2023). Role of AI chatbots in education: systematic literature review. *International Journal of Educational Technology in Higher Education*, 20(1), 1–17. <https://doi.org/10.1186/s41239-023-00426-1>
- Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Oxford University Press.
- Mayer, R. E. (2004). Should There Be a Three-Strikes Rule against Pure Discovery Learning? The Case for Guided Methods of Instruction. *American Psychologist*, 59(1), 14–19. <https://doi.org/10.1037/0003-066X.59.1.14>
- Pratchett, L. (1999). New technologies and the modernization of local government: An analysis of biases and constraints. In *Public Administration* (Vol. 77, Issue 4, pp. 731–751). <https://doi.org/10.1111/1467-9299.00177>
- Sok, S., & Heng, K. (2023). Opportunities, challenges, and strategies for using ChatGPT in higher education: A literature review. *Journal of Digital Educational Technology*, 4(1), ep2401. <https://doi.org/10.30935/jdet/14027>
- Selwyn, N. (2019). *Should Robots Replace Teachers? AI and the Future of Education*. Cambridge: Polity Press.
- Tuomi, I. (2018). *How to cite this report: Tuomi, I. The Impact of Artificial Intelligence on Learning, Teaching, and Education. Policies for the future*. <https://doi.org/10.2760/12297>
- Widianingtyas, N., Mukti, T. W. P., & Silalahi, R. M. P. (2023). ChatGPT in Language Education: Perceptions of Teachers - A Beneficial Tool or Potential Threat? *VELES (Voices of English)* Warschauer, M. (2006). *Laptops and Literacy: Learning in the Wireless Classroom*. Teachers College Press.
- West, M., & Allen, G. (2020). *AI and Data Privacy in Education: Challenges and Opportunities*. *Journal of Educational Policy and Technology*, 7(3), 87-101. *Language Education Society*), 7(2), 279–290. <https://doi.org/10.29408/veles.v7i2.20326>
- Zhang, X., Wang, Y., & Li, H. (2021). *AI in English Language Learning: Benefits and Limitations*. *International Journal of Language Education*, 14(3), 200-217.