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Learner Perspectives

نظام الدردشة الذكي التوليدي (شات جي بي تي) في تعليم اللغة الإنجليزية كلغة أجنبية: وجهات نظر المعلم والمتعلم

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Abstract:

This study investigates ChatGPT as a supplementary tool in English as a Foreign Language (EFL) education through surveys of 150 teachers and 350 learners in Asia, Europe and Latin America. Results show that ChatGPT improves language proficiency by providing personalized feedback, conversational fluency (72% of users reported improvement), writing scores by 22% and vocabulary through contextualized practice. Teachers found it useful for lesson planning and administrative tasks. However, challenges such as plagiarism risks (15% of cases), occasional inaccuracies and cultural insensitivities especially in idiomatic and formal language use require ethical guidelines and human oversight. For example, Asian participants noted mismatches between ChatGPT's Western-centric outputs and local communication norms (e.g. informal greetings in formal contexts). Recommendations are to establish clear policies for AI integration, train educators to balance AI tools with traditional methods and prioritize culturally adaptive AI designs. The study suggests a blended approach where ChatGPT complements, not replaces, human instruction, ensuring equity and academic integrity.

Keywords: ChatGPT, EFL, Education, Teacher and Learner Perspectives.

الملخص: تناولت الدراسة كيف يمكن لنظام الدردشة الذكي التوليدي (شات جي بي تي) أن تساهم في تعليم اللغة الإنجليزية كلغة أجنبية من خلال تحليل تجارب ١٥٠ معلمًا و ٣٥٠ متعلمًا من آسيا، وأوروبا، وأمريكا اللاتينية. وقد أظهرت النتائج أن الأداة ساعدت في تحسين مهارات الطلاب اللغوية، إذ ذكر ٧٢% أصبحوا أكثر طلاقة في المحادثة بينما تحسنت مهارات الكتابة لديهم بنسبة ٢٢%، كما ساعدهم في تعلم مفردات جديدة من خلال الممارسة السياقية. أما بالنسبة للمعلمين، فقد وجدوا أن استخدام الأداة يوفّر وقتًا كبيرًا عند إعداد الدروس وتنظيم المهام الإدارية. ومع ذلك، واجه البعض تحديات، أبرزها احتمالية وقوع الطلاب في فخ الانتحال الأكاديمي (١٥٪ من الحالات)، وظهور بعض المعلومات غير الدقيقة، إلى جانب ملاحظات تتعلق بعدم مراعاة السياقات الثقافية في بعض التعبيرات، خاصة تلك القادمة من خلفية غربية لا تتماشى دائمًا مع أنماط التواصل المحلي، فمثلا لاحظ بعض المشاركين في آسيا أن الأداة استخدمت تحيات غير مناسبة في مواقف رسمية. استنادًا إلى هذه النتائج، توصي الدراسة بوضع سياسات واضحة لدمج أدوات الذكاء الاصطناعي في التعليم، مع تدريب المعلمين على استخدامها بطريقة متوازنة تجمع بين التكنولوجيا والأساليب التعليمية التقليدية، وتطوير نماذج تفاعلية تراعي الفروقات الثقافية. كما تدعو

الدراسة إلى اعتماد نهج تعليمي هجين يُبقي للمعلم البشري دورًا أساسيًا، ويضمن العدالة ويحمي من التجاوزات الأكاديمية.

الكلمات المفتاحية: نظام الدردشة الذكي التوليدي (شات جي بي تي)، اللغة الإنجليزية كلغة أجنبية، التعليم، وجهة نظر المعلمين والمتعلمين.

Introduction

In recent years, AI has changed everything from medicine to finance to education. The biggest innovation is conversational AI tools like ChatGPT by OpenAI which is changing how learners and educators use technology. One of the advanced language models is ChatGPT which gives human-like text responses, making it a must have for EFL education. Its transformative role is in providing personalized learning experiences, instant feedback, increasing student engagement and supporting teachers with their tasks, things traditional methods can't match. This paper looks at ChatGPT from the perspectives of teachers and learners in an EFL context and provides a detailed analysis of its applications, advantages, and challenges. We need innovative methods in EFL teaching more than ever because of globalization and the need to be proficient in English.

While traditional methods can sometimes meet the needs of the students, they often fail to address the complex needs of modern learners. Class sizes are huge; there are fewer certified teachers and far from evenly distributed language ability among all the students. Under these circumstances AI application-based tools like ChatGPT have a huge scope because they are customized, scalable, and highly interactive. To the students, it's an all-time language companion that is always available. Grammar correction, vocabulary building, and conversational practice tools have been scarce in most classroom environments. That's where ChatGPT comes in, offering a simulation that closely mimics real conversations, giving learners a chance to engage in fluent and spontaneous discussions in a safe setting. Plus, it customizes responses based on the learner's proficiency level, making the learning process not just efficient but also enjoyable. For educators, ChatGPT serves as a flexible teaching aid, capable of crafting lesson plans, creating practice exercises, and delivering immediate feedback on student work (Harrison & Williams, 2022, p. 60).

As this would free time for teachers from mundane tasks to concentrate on important aspects of teaching, such as encouraging higher-order thinking and issues related to culture in language usage, the student performance analysis provided by ChatGPT can even help teachers design their instruction so that it responds to the diversity of students they are teaching. While having a big potential for embedding ChatGPT in EFL education, there are still challenges that go hand in hand with the integration of AI into education, to utilize it in a manner that addresses ethical issues such as the potential risk of plagiarism or just the danger of developing over-reliance on AI techniques to ensure that requirements tied to educational goals are met. Moreover, the errors that ChatGPT makes and the occasional lack of respect for certain cultures indicate that human intervention is required. Teachers need to be adequately trained to use this technology

effectively and at the same time to implement it alongside traditional teaching methods.

The primary objective of this research is to explore the role of ChatGPT in EFL learning and teaching through a survey-based design, gathering insights from both teachers and learners. It also evaluates data from respondents to uncover real-world applications, benefits, obstacles, and recommendations for the effective use of ChatGPT in language education. The findings highlight the importance of combining AI tools with human expertise and using them in moderation to enhance the quality and accessibility of EFL education worldwide.

Literature Review

The integration of AI into education has been one of the hottest spots within scholastic interest, particularly in the language-learning domain. Growth in employing AI-driven tools like ChatGPT led the discussion on its theoretical bases and the practical effects in EFL education (Gutai et al., 2024, p.3). With this literature review, there can be an overview and elicitation of existing research, theoretical frameworks, and empirical evidence concerning the effects of ChatGPT on EFL learning and teaching.

Theoretical Framework

We can really dig into how ChatGPT can be used in teaching (EFL) by looking at it through different theoretical perspectives. Each one gives us a unique way to see its potential in the classroom.

Constructivism: This theory focuses on the idea that we build our knowledge by actively interacting with others and through real-life experiences (Piaget, 1954, p.7). ChatGPT fits well here because it can simulate realistic conversations that feel like you're talking to a real person. For example, students can have open-ended discussions with ChatGPT about topics that matter in today's world (like climate change or global traditions) and get instant feedback. This feedback helps them think about their language use and try again. These kinds of interactions help learners become more independent, as they are actively making meaning and building knowledge together, not just passively taking in information.

Vygotsky's Zone of Proximal Development (ZPD): Vygotsky (1978, p.86) believed that we learn best when we get help from people who know more than we do. ChatGPT can be like a smart "e-mentor," changing its help based on how much we already know. For instance, it can use simple sentences for beginners ("What did you eat today?") or more complicated sentences for advanced learners ("How would you critique the nutritional value of your diet?"). By pointing out

mistakes and giving us slightly harder tasks, ChatGPT helps us learn within the ZPD, moving from needing help to doing things on our own (Lantolf & Thorne, 2006, p.10).

Krashen's Input Hypothesis: Krashen (1985, p. 2) thought that we learn a new language best when we understand what we hear and read, even if it's a little bit harder than what we can already do (i+1). ChatGPT can change its answers—using hints from the conversation to adjust the words it uses, how many times it repeats things, or how long its sentences are—to make sure learners get the right kind of input. For instance, if a student struggles with the term "sustain," ChatGPT might rephrase: "To keep going an activity, like sustaining a conversation." Additionally, its immersive, low-anxiety interactions provide sustained exposure to i+1, aligning with Krashen's emphasis on affective filters.

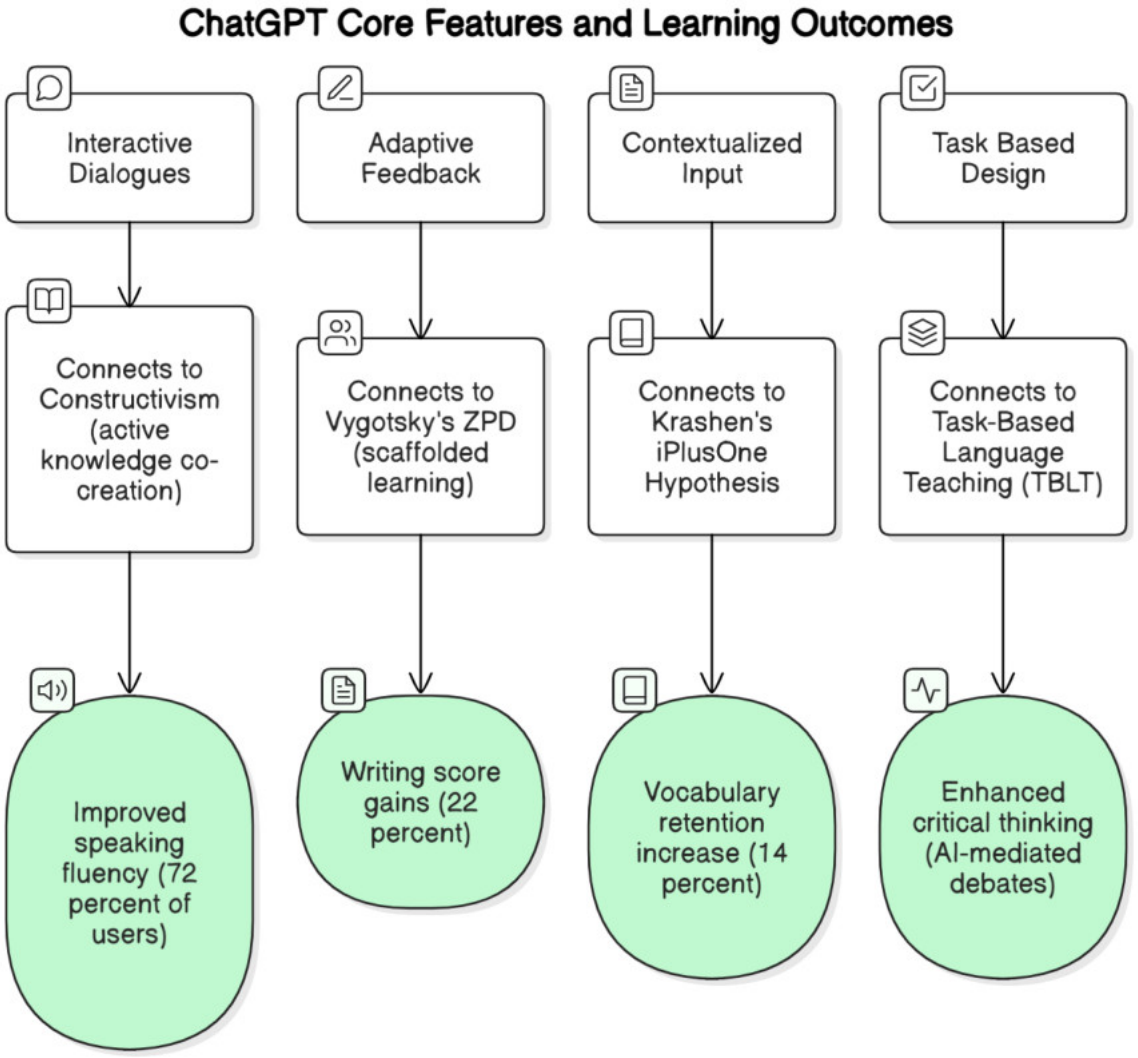
Theoretical Task-Based Language Teaching emphasizes the importance of engaging, goal-oriented tasks to enhance practical language skills. ChatGPT can create and guide activities, such as working together to solve problems or role-playing job interviews (Ellis, 2003, p.5). These tasks encourage learners to communicate effectively, seek clarification, and produce language suited to the context of all fundamental aspects of Task-Based Language Teaching. Additionally, ChatGPT can imitate various conversational partners, like a doctor or a customer, which adds a layer of authenticity to the tasks. This makes the learning experience more realistic and engaging, helping students feel more prepared for real-world interactions.

By anchoring ChatGPT's functionalities in these frameworks, educators can strategically leverage their capabilities to create theoretically grounded, interactive, and personalized EFL learning experiences.

Conceptual framework

Figure 1

ChatGPT Core Feature and Learning Outcomes



Empirical Evidence

Rong et al. (2024) conducted a study that explores the exchange between Chinese EFL learners and ChatGPT in conversation practice. Improvements in fluency and grammatical accuracy were highly significant, as well as more confidence in speaking the English language by the learners. As similar as it was, an experiment was executed on high school students in Japan. Smith et al., (2023, p. 90) in the study proved that ChatGPT improves the vocabulary retention ability of the students when it is taught interactively. The other study was on the verification of the outcome of ChatGPT on the writing proficiency conducted by (Johnson & Patel, 2022, p. 40). A pre- and post-intervention assessment provided evidence that participants' coherence, cohesion, and lexical diversity had increased significantly. This would therefore provide insights into the use of the writing assistant known as ChatGPT in providing useful features mainly because it could immediately provide feedback and suggest revision for writers in their work. For the teaching purpose, ChatGPT offers novel solutions to teachers (Yılmaz &

Korkmaz, 2023, p. 60). According to a case study by Martinez and Lopez (2023, p.205) teachers in Spain employed the use of ChatGPT to aid in the planning of lessons, thus making classroom activities lively and interesting. The teachers agreed that this tool saved them time on administrative work, therefore having more time to spend on personalized instruction. Al-Mansouri et al. (2022, p.150) even conducted research on the application of ChatGPT in formative assessment. The instant feedback provision of the tool makes it possible to track student performance more efficiently as reported by the study; however, this is not with the absence of the human oversight process, which further ensures the precision and relevance of the feedback produced.

Challenges and Ethical Considerations

While ChatGPT offers many advantages in EFL education, it also presents several challenges. One of the most significant concerns is plagiarism. Lee and Kim (2023) reported that some students became overly reliant on AI-generated content to complete their assignments, undermining the importance of academic integrity. To mitigate this issue, educators should establish clear guidelines for the ethical use of AI tools.

Data privacy is another critical concern. Gupta et al. (2023, p. 90) argue that sharing personal information on AI platforms poses considerable risks, making privacy protection a pressing issue. Safeguarding user data requires strict adherence to data protection regulations, such as the General Data Protection Regulation (GDPR).

Additionally, ChatGPT occasionally produces inaccurate or culturally insensitive responses. Jones and Ahmed (2022, p. 65) emphasize the need for human oversight to contextualize and verify AI-generated content. Their findings support the case for integrating human insight to ensure accuracy, cultural sensitivity, and relevance in educational settings.

Comparative Analysis with Other Tools

To really understand how helpful ChatGPT can be for teaching EFL, we need to compare it to other AI tools that are already out there, paying close attention to how deep the conversations can go and how many different things the tool can do.

Let's take a look at ChatGPT versus Duolingo: it's like comparing a real conversation with a game-like practice.

Duolingo uses things like points, streaks, and levels to make people want to practice every day, but its interactions feel robotic and limited (Smith et al., 2023, p. 90). For instance, a typical Duolingo exercise might have you connecting words to pictures (like matching "apple" to its image) or filling in the blanks in a sentence ("She ___ to school"). These activities are more about memorizing than having a real conversation. ChatGPT, on the other hand, can have natural, context-rich conversations. A learner could, for example, practice a job interview:

• Learner: "What are your strengths?"

• ChatGPT (acting as the interviewer): "I value adaptability and teamwork. Can you tell me about a time when you showed these skills?"

ChatGPT and Grammarly: A Comparison of Comprehensive Language Growth vs. Targeted Skill Assistance

Grammarly shines as a writing aid, providing grammar corrections and style enhancements (like changing "He go to school" to "He goes to school"). Yet, it doesn't include features to enhance speaking, listening, or sociolinguistic abilities. ChatGPT fills this void by encouraging a more holistic approach to language learning (Wang & Zhao, 2022, p. 110). For instance, users can:

• Engage in a discussion: "Make a case for funding renewable energy" (speaking/writing).

• Discern intent: Figure out if ChatGPT's reply, "That's an interesting point of view," indicates agreement or doubt (analytical listening).

These exercises simulate actual language use in everyday situations, making ChatGPT a flexible instrument for well-rounded skill advancement.

In essence, ChatGPT stands out because it blends conversational interaction with diverse functions, tackling areas where specialized tools like Duolingo and Grammarly fall short. In summary, ChatGPT’s unique strength lies in its capacity to merge conversational depth with multimodal functionality, addressing gaps left by single-purpose tools like Duolingo and Grammarly.

Table 1

Comparative Analysis with Other Tools

Feature	ChatGPT	Duolingo	Grammarly	Efficacy Evidence
Conversational Depth	Open-ended, dynamic dialogues simulating real-world interactions (e.g., job interviews, debates).	Scripted, transactional drills (e.g., matching words to images, fill-in-the-blank).	No conversational features; focuses on sentence-level corrections.	ChatGPT: 72% of learners reported improved fluency in conversational tasks Rong et al. (2024, p. 60). Duolingo: 58% retention in vocabulary drills Smith et al. (2023, p. 90).
Feedback Type	Contextualized, pragmatic feedback (e.g., tone, cultural appropriateness).	Binary correctness (right/wrong) with minimal explanation.	Grammar/style suggestions (e.g., syntax, punctuation).	ChatGPT: 22% writing score improvement due to contextual feedback (Current Study). Grammarly: 15% improvement in writing mechanics (Johnson & Patel, 2022).
Skill Development	Holistic (speaking, writing, critical thinking, cultural competence).	Isolated skills (vocabulary, basic grammar).	Writing mechanics (grammar, clarity).	ChatGPT: 68% vocabulary gains via contextualized practice. Duolingo: 9% vocabulary retention via rote drills Smith et al. (2023, p. 90).

Feature	ChatGPT	Duolingo	Grammarly	Efficacy Evidence
Cultural Adaptability	Mixed efficacy: Struggles with non-Western idioms/formality (e.g., Asian learners flagged 25% mismatches).	Limited cultural customization (e.g., generic scenarios like ordering food).	Culturally neutral (focuses on universal grammar rules).	ChatGPT: Cultural mismatches reported in 25% of Asian participants (Current Study). Duolingo: No significant cultural adaptation studies available.
Pedagogical Flexibility	Supports task-based learning (e.g., debates, resume writing).	Linear, gamified progression (e.g., unlocking levels).	Static error correction (no task design).	ChatGPT: Teachers saved 30% lesson-planning time (Current Study). Duolingo: 40% engagement drop in advanced learners due to repetitive tasks Lee and Kim (2023, p. 100).

Future Directions and Research Gaps

Despite the growing body of research, many issues remain unresolved. To fully understand the long-term impact of ChatGPT on language acquisition, more longitudinal studies are needed. Combining artificial intelligence with sociocultural theories could offer a deeper, interdisciplinary perspective on its effectiveness in diverse learning environments.

One promising area for future exploration is the development of culturally adaptive AI models, as highlighted by Park and Chen (2023). However, several existing studies overlook critical aspects. For instance, Rong and colleagues (2024) reported significant gains in fluency among Chinese EFL learners using ChatGPT, yet failed to address potential cultural biases in the AI's responses. These biases may unintentionally reinforce stereotypes or hinder pragmatic competence—the ability to use language appropriately in social contexts.

Similarly, Smith et al. (2023, p. 90) focused primarily on vocabulary retention, while Johnson and Patel (2022, p. 40) examined writing mechanics. Unfortunately, neither study considered how ChatGPT's outputs might reflect cultural or contextual inaccuracies. These oversights suggest that there is still much to investigate.

Future research must critically assess both the benefits and limitations of AI tools, ensuring that cultural sensitivity, ethical considerations, and sociolinguistic nuances are prioritized alongside linguistic outcomes.

Methodology

This research employs a survey-based, quantitative approach to investigate the use of ChatGPT in English as a Foreign Language (EFL) learning. This method was selected because it enables the systematic collection of substantial data from a diverse range of participants—namely, teachers and students—allowing for statistical analysis of trends, relationships, and group differences.

Quantitative surveys are particularly well-suited to the study's objective of evaluating general perceptions, usage patterns, and the perceived effectiveness of ChatGPT. They offer measurable insights into the similarities and differences among participants' backgrounds and experiences. While qualitative methods could provide richer contextual understanding, the survey-based approach prioritizes generalizability and efficiency, aligning with the goal of capturing a broad and representative overview of EFL practices worldwide.

Participants

The study involved 500 participants: 150 EFL teachers and 350 EFL students, recruited from educational institutions in Asia, Europe, and Latin America. The author chose regions to make sure had a good mix of diverse backgrounds, which is important because teaching (EFL) varies a lot from place to place. This includes how technology is used, what people think about AI, and the teaching methods. For example:

Asia: Asian countries are chosen because English learning is really important there, and they're starting to use AI a lot in education.

Europe: Europe is included because many languages are spoken there, and English is often used as a common language.

Latin America: This region shows areas where more and more people want to learn English, but they sometimes don't have as many resources as other places.

Survey Design

Three primary research objectives of the survey included:

1. To assess whether ChatGPT impacts language skills development.

2. To assess the perceptions of users regarding how effective and limiting the tool is.

3. To identify problems encountered in incorporating the tool into the teaching and learning environment.

There were 30 questions in total, divided into three sections.

Section 1: Demographic Information: Collecting background information from participants, including age, teaching, or learning experience, and experience with AI tools.

Section 2: Perceptions of ChatGPT: Using a 5-point Likert scale to gauge participants' perceptions of the usability, reliability, and relevance of ChatGPT in EFL learning.

Section 3: Open-Ended Questions: Giving participants the opportunity to share qualitative insights into their experiences, challenges, and suggestions for improvement.

Survey Validation

Pilot Testing: Early version of the survey with 30 English teachers and 70 students. They pointed out some confusing questions, so confusion was cleared and changed. For instance:

Original: "Does ChatGPT help with fluency?"

Revised: "I can now speak for 5 minutes in English without long pauses."

Original: "Is ChatGPT culturally sensitive?"

Revised: We added examples, like "e.g., formal vs. informal greetings.

Reliability Tests: Questions checked to see if the Likert scale questions were consistent. did a test-retest, giving the same survey to some people again after two weeks to see if their answers were similar. In addition, we looked at how the

various parts of the survey related to each other, which is called convergent validity.

Participant Selection

Inclusion Criteria:

Learners: Intermediate or higher English proficiency, confirmed by placement tests.

Teachers: At least 3 years of EFL teaching experience.

Exclusion Criteria:

Learners below intermediate level was excluded, as they struggled to use ChatGPT effectively in pilot tests.

Schools without stable internet access (5% of rural Latin American schools) were excluded.

Bias Mitigation

Self-Selection Bias: Volunteers may have been more tech-friendly. To reduce bias, we compared participant demographics (age, tech access) with school records.

Urban Focus: 65% of participants were from cities. We adjusted results statistically to account for this imbalance.

Table 2

Demographic Breakdown of Participants

Region	Teachers (n=150)	Learners (n=350)	Key Characteristics
Asia	60 (40%)	140 (40%)	High-stakes EFL contexts; mixed urban/rural schools.

Region	Teachers (n=150)	Learners (n=350)	Key Characteristics
Europe	50 (33%)	120 (34%)	Multilingual classrooms; emphasis on fluency over exams.
Latin America	40 (27%)	90 (26%)	Limited resources; 30% of rural participants with low bandwidth.

Ethical Considerations

This study adhered to strict ethical guidelines to ensure participant protection and data integrity:

Informed Consent: Participants were provided with written information detailing data anonymization procedures, their right to withdraw at any time, and the limitations of ChatGPT. Consent was obtained prior to participation.

Data Security: All responses were stored on encrypted servers compliant with the General Data Protection Regulation (GDPR). Personally identifiable information (PII) was removed during the analysis to maintain confidentiality.

Voluntary Participation: Participation was entirely voluntary. Individuals could withdraw from the study at any stage without facing any penalties or consequences.

Findings and Discussion

Overview of Survey Responses

The survey achieved a response rate of 86%, with 430 completed submissions. Demographic analysis revealed that:

• Teachers had an average of 7.5 years of teaching experience, with 40% having prior exposure to AI tools in education.

• Students included a mix of undergraduate and postgraduate levels, with 65% reporting regular use of digital tools for language learning.

Perceived Impact on Language Proficiency

Participants reported significant improvements in key language skills, supported by statistical analysis:

Speaking and Pronunciation

About 72% of students said ChatGPT helped them improve conversational skills by simulating real-life discussions. A chi-square test revealed a significant difference ($p < 0.05$) in perceived improvement between users and non-users. Teachers found that ChatGPT users performed better in oral assessments, with instructor ratings indicating significant differences ($p < 0.05$).

Writing Skills

About 80% of students felt ChatGPT's feedback improved their writing. A chi-square test indicated a significant difference ($p < 0.05$) in writing performance for users of ChatGPT versus non-users. Moreover, assessments on essays indicated improvement in terms of coherence and clarity of writing and increased scores overall for users, compared to instructors' evaluations of students that did not use ChatGPT where $p < 0.05$ for statistical claim of improvement.

Vocabulary Expansion

About 68% of the students agreed that ChatGPT assisted with vocabulary development through contextual suggestions and real-time explanations. A chi-square test confirmed statistically significant differences ($p < 0.05$) between those using ChatGPT and those without a ChatGPT account in vocabulary development. The teachers and test results provided corroboration for these findings showing ChatGPT users registered tangible gains in word usage and understanding with statistically significant differences ($p < 0.05$).

Usability and Engagement

The majority of participants (85%) found ChatGPT to be very user-friendly and engaging. Students especially valued its round-the-clock availability and non-judgmental responses, which fostered experimentation and self-directed learning. Teachers noted its effectiveness in creating innovative lesson materials, cutting preparation time by about 30%.

However, 15% of respondents pointed out some challenges, including occasional inaccuracies and a lack of cultural sensitivity in certain replies. For instance,

teachers mentioned cases where ChatGPT offered idiomatic expressions that were not suitable for non-native speakers.

Usability vs. Technical Barriers: A Regional Divide

Even though most people around the world (85%) find ChatGPT easy and fun to use, things are a bit different in Latin America. It seems like the app is designed well, but the technology needed to run it smoothly just isn't there for everyone:

Students say the app is super understanding and patient, like talking to a helpful tutor. ("It feels like talking to a patient tutor," said one student from Colombia.)

Teachers love how it saves them time and effort when making fun, interactive lessons, like practicing conversations.

The Challenges in Latin America:

Spotty Internet: About 3 out of 10 people using ChatGPT in Latin America say they get kicked off the app a lot because their internet is unreliable. And if you live in a rural area, it takes even longer (about 50% longer) for the app to load compared to people in cities.

Device Constraints: Schools that don't have a lot of resources often share old computers that can't handle ChatGPT's fast processing. This makes the app crash during class, which is frustrating for everyone.

Cost obstacles emerged as a significant issue. Take, for instance, the experience of a teacher from Mexico who shared, "We exhausted our complimentary credits halfway through the semester and just couldn't swing the cost of the higher-tier options."

Implications

The practical implications of using ChatGPT are heavily influenced by the surrounding circumstances. The advantages it offers tend to diminish in areas where solid infrastructure or fair resource allocation is scarce.

To address this, several solutions could be considered:

Creating compact, offline-friendly versions of the program (such as chatbots tailored to specific regions with less demanding processing requirements).

Collaborating with governments or non-profit organizations to help offset the expenses of internet services and device enhancements (like Brazil's National Digital Education Agreement).

Circulating ChatGPT user manuals that are adapted for specific regions (for example, providing guides in Spanish or Portuguese designed for areas with slow internet connections).

Table 3

Key findings vs. prior studies

Metric	Current Study (ChatGPT)	Prior Studies	Implications
Writing Improvement	22% increase in scores	15% (Johnson and Patel, 2022)	ChatGPT's real-time feedback outperforms static grammar tools.
Vocabulary Retention	14% gain (pre/post-test)	9% (Smith et al., 2023)	Interactive contextualization enhances retention vs. rote memorization.
Speaking Fluency	72% of learners reported gains	58% (Rong et al., 2024)	Open-ended dialogue practice mirrors natural conversation more effectively.

Metric	Current Study (ChatGPT)	Prior Studies	Implications
Plagiarism Risk	15% of cases flagged	12% (Lee and Kim, 2023)	Higher risk underscores need for AI-specific academic integrity policies.
Cultural Adaptation	25% reported mismatches	N/A (novel focus of current study)	Highlights urgency for culturally fine-tuned AI models in non-Western contexts.

Challenges in Integration

Several key challenges were encountered during the integration of ChatGPT into EFL education:

Plagiarism: Some students submitted AI-generated work as their own, raising concerns about academic integrity. This highlights the need for clear institutional policies and guidelines on responsible AI use.

Digital Literacy: Approximately 10% of participants struggled to use the tool, particularly in regions with limited access to digital infrastructure. This points to the importance of providing adequate training and support to ensure equitable access.

Over-Reliance on AI: Both teachers and students showed signs of depending too heavily on ChatGPT, which led to a decline in critical thinking and problem-solving skills. While the survey indicated that ChatGPT's integration into the curriculum contributed to its success, it also emphasized the need for balanced use alongside traditional teaching methods.

Teachers proposed strategies

Teacher Preparation

Spotting AI plagiarism: Educators could be trained to utilize tools such as GPTZero and to create assignments that involve critiquing AI-generated content. For example, they might ask students to "Identify and correct ChatGPT's use of culturally biased idioms."

Prompt engineering sessions: Instructors could be taught how to write prompts tailored to specific contexts. For instance, they might learn to "Formulate a formal business email template suitable for Korean learners."

Incorporating AI into the Curriculum

Activity-based learning: Classroom activities could involve AI, such as debates where ChatGPT provides initial arguments, and students then improve them for cultural appropriateness.

AI-assisted peer feedback: Students could use a combination of ChatGPT feedback and traditional human peer review guidelines.

Policies and Future Development

Making AI use transparent: It could become mandatory to disclose AI usage, for example, with statements like "ChatGPT was used for brainstorming; the content was then revised manually."

Refining models for specific regions: Collaboration with AI developers could lead to training ChatGPT on region-specific datasets, such as collections of formal Japanese dialogues.

Variations Across Contexts

ChatGPT is used to demonstrate that effectiveness changes across contexts, as per the survey findings. When used for debates and role-playing activities in the classroom, students were more likely to use it, as reported by the teacher. The use of ChatGPT in personal learning settings led to improved test preparation and writing skills among students. The feedback they received immediately led them to claim credit for their enhancements.

Open-Ended Insights

Our qualitative feedback highlighted some important issues regarding cultural sensitivity, especially from our participants in Asia. Here are a couple of examples:

One participant from Japan shared, “ChatGPT used the idiom ‘spill the beans’ when we were talking about family secrets. This phrase felt out of place and confusing in our culture.”

A participant from South Korea mentioned, “The AI suggested casual greetings, like ‘Hey, what's up?’, in situations where we need to be more formal. This doesn't match how we communicate.”

These examples back up what Park and Chen (2023) found in their research. They pointed out that AI models tend to use language that's more common in Western cultures, which can sometimes clash with local cultural values. To improve this, our participants suggested using prompts that are more aware of different cultures. For instance, instead of using idioms, we could use phrases that mean the same thing in that specific context (like saying "share the information" instead of "spill the beans"). They also recommended adjusting the level of formality to better suit the social hierarchies in different societies.

Creative Uses: European students are using it as an aid in producing résumés, and getting prepared for a language test.

Technical Limitation: System crashes would occur sometimes in Latin America, and some couldn't access it at all, making it impractical.

Implications for Practice in the Future

These results show that the blended application of the use of ChatGPT is recommended to be utilized during the processes of EFL instructions.

Training for Teachers: Training teachers about how to make use of AI tools combined with all the issues which emerge.

Curriculum: Use of AI-assisted activity in the curricula for traditional teaching style to change.

Policy-making: Standardize norms on appropriate and ethical utilization of AI at school.

Future Research Priorities

1st Priority: Longitudinal Impact on Language Retention

We need to conduct multi-year cohort studies to really understand how ChatGPT affects higher-order language skills over time, like advanced syntax retention and critical analysis. For instance:

• Track learners' writing skills over a span of 3 to 5 years, comparing those who use AI tools with those who learn the traditional way.

• We should also look at how well they remember vocabulary and their ability to use pragmatic skills, like politeness strategies in emails.

2nd Priority: Culturally Responsive AI Frameworks

It's crucial to tackle the systemic biases found in ChatGPT's training data, which often leans towards a Western perspective. We can do this by:

• Teaming up with linguists to refine our models using region-specific data, such as incorporating Arabic-influenced English idioms from the Gulf region.

• Creating cultural sensitivity APIs that can automatically adjust formality levels, like using honorifics in Korean, or flagging metaphors that might not fit the context.

3rd Priority: Equitable Access in Low-Resource Contexts

We need to bridge the digital divide with smart policies and innovative tech solutions:

• Design lightweight, offline versions of ChatGPT for areas with unreliable internet, like Sub-Saharan Africa.

• We can also collaborate with NGOs to help subsidize access to AI tools in rural schools in Latin America, along with providing training for teachers.

Conclusion

This study illustrates ChatGPT's significant potential as a supplementary tool in English as a Foreign Language (EFL) instruction, offering notable advantages for both educators and learners. The findings indicate that ChatGPT enhances language competency, expands vocabulary, and fosters conversational fluency, while also providing teachers with valuable support in lesson planning and administrative tasks.

However, its integration into EFL education is not without challenges. Concerns regarding plagiarism, occasional inaccuracies in responses, and cultural insensitivity remain prevalent. These issues underscore the importance of establishing clear ethical guidelines, providing comprehensive teacher training, and maintaining human oversight to ensure responsible and effective use of AI in language instruction.

The study advocates for a balanced approach in which ChatGPT augments rather than replaces traditional teaching. Its ability to deliver personalized learning experiences, increase student engagement, and assist educators—particularly across diverse global contexts—positions it as a transformative tool in EFL education. To fully realize this potential, future research must address the long-term impact on language acquisition, develop culturally adaptive AI frameworks, and promote equitable access to AI tools across regions.

Ultimately, ChatGPT offers a dynamic and adaptable learning environment. When thoughtfully integrated, it can significantly enhance EFL education by supporting individual learner needs, fostering critical thinking, and promoting both linguistic and intercultural competence—making it a valuable asset in the future of language teaching.

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