



Exploring English as a Foreign Language Teachers' Perceptions of ChatGPT Integration in Language Teaching

Turgay Kucuk¹ , Behcet Celik¹ , and Mustafa Bingol¹ 

¹ English Language Teaching Department, Tishk International University, Erbil-KRI, Iraq.

Correspondence: Turgay Kucuk, Tishk International University, Erbil, Iraq.

Email: turgay.kucuk@tiu.edu.iq

DOI: <https://doi.org/10.23918/ijsses.v13i1p4>

Abstract: This study was conducted during the 2024-2025 academic year to gather and analyze the opinions of 11 EFL teachers at a private international university regarding the integration of ChatGPT into their foreign language classes. The primary objective of this study was to identify the concerns and benefits of ChatGPT use among these 11 teachers. After identifying these concerns, we aimed to identify the factors contributing to these concerns. Quantitative data were collected using a 16-question Likert-scale questionnaire administered to the teachers via Google Forms, while qualitative data were collected using 5 semi-structured, open-ended questions at the end of the study. Based on the data obtained, over 91% of participants emphasized that ChatGPT could be quite useful in EFL classes, but that ethical rules and a general framework needed to be clearly defined. The study concluded that teacher guidance is needed to maximize ChatGPT's effective use. Because few studies have examined teachers' opinions on the use of ChatGPT in EFL classes in Iraq, this study will be an important resource for future research.

Keywords: Attitudes, ChatGPT, EFL Teachers, Language Learning, Language Teaching, Technology Integration

1. Introduction

Language teachers have rapidly begun using artificial intelligence tools in recent years due to their curiosity. When it comes to artificial intelligence tools, ChatGPT immediately comes to mind for almost everyone today. Teachers who have been teaching using traditional methods for many years need to renew themselves, and this application is a lifesaver for them. Teachers are searching for methods to incorporate ChatGPT into their lessons because of these factors. According to a study by Al-khresheh (2024), teachers have said that ChatGPT is useful when used in EFL classes. Additionally, ChatGPT can give teachers and students the chance to connect socially and communicate with one another, claim Jeon and Lee (2023). Additionally, according to some, ChatGPT provides cutting-edge approaches to language instruction that no other approach has previously provided (Kohnke et al., 2023). These results suggest that proper use of ChatGPT will benefit both teachers and students.

Received: 23.10.2025

Accepted: 11.04.2026

Published: 13.04.2026

Kucuk, T., Celik, B., & Bingol, M. (2026). Exploring English as a Foreign Language Teachers' Perceptions of ChatGPT Integration in Language Teaching. *International Journal of Social Sciences & Educational Studies*, 13(1), 64-84.

Integrating ChatGPT into EFL classrooms comes with both benefits and drawbacks. Teachers' opinions about this technology vary widely (Gao et al., 2024). While some are careful and hesitant, others see it as an opportunity that carries certain risks (Derakhshan & Ghiasvand, 2024; Ulla et al., 2023). These differences show that educators' attitudes play a key role in how successfully technology is adopted in teaching. They also underline the importance of offering proper guidance and support to help teachers make the most of such tools.

ChatGPT is now a part of many parts of life. Almost everyone knows about this app now. It has become more and more popular in the last few years, especially in schools. Some colleges and universities have even set up departments for artificial intelligence. A lot of research says that teachers should get better at this (Arefian et al., 2024; Celik, 2024). Research indicates that, when utilized correctly, unexpected outcomes may be achieved (Jeon, 2024). Moreover, evidence exists that ChatGPT can assist students in enhancing their writing abilities (Widiati & Rusdin, 2023). All of these results point to the fact that carefully combining this kind of technology will change the way we teach in the future.

ChatGPT is not a tool that works for everyone. There are many ways that ChatGPT can help teachers. Students love this app so much that some even call it their best friend. But you should never forget about moral issues. There are also some problems, like the chance that students will rely too much on ChatGPT. Studies indicate that educators ought to exercise caution when utilizing ChatGPT (Kohnke et al., 2023). It can also help teachers do their jobs (Jeon & Lee, 2023). Some teachers are concerned that it might make managing the classroom harder (Ulla et al., 2023). People are still arguing about this issue, and it will be important for a long time.

Ethics is important for both students and teachers. Some studies say that ChatGPT can make it harder to be honest in school (Ulla et al., 2023). Some people are worried that it will make students less critical thinkers (Mohammadkarimi, 2023). For this reason, Kohnke et al. (2023) say that teachers should only use ChatGPT for learning and teaching.

How well teachers know how to use technology has a lot to do with how well ChatGPT works in the classroom. Some research indicates that educators are unprepared for this process (Alharbi, 2023). At this point, it is very important to learn digital skills (Mohammadkarimi, 2024). Additionally, it is stressed that teachers must keep improving their skills in both their field and technology (Jeon, 2024).

ChatGPT gives students a lot of chances to learn on their own. Students can get help that is specific to them and learn at their own speed (Baskara, 2023). Teachers are worried, though, about how this tool affects students' ability to think critically (Darwin et al., 2024). ChatGPT seems to promote collaborative learning when used properly (Arefian et al., 2024).

This study aims to examine EFL teachers' perceptions of ChatGPT integration. Previous studies indicate that teachers' attitudes toward technology play a decisive role in this integration (Gao et al., 2024). Furthermore, some research emphasizes that teachers are open to technological tools that can be used alongside ChatGPT (Arefian et al., 2024). Furthermore, it has been established that teachers' attitudes toward ChatGPT are influential in the acceptance of such applications (Derakhshan & Ghiasvand, 2024). These findings demonstrate how important it is to consider teachers' views during the integration process.

2. Literature Review

In recent years, studies focusing on ChatGPT have increased in number both in other countries around the world and in Iraq. The popularity of ChatGPT raises questions about why it should not be used in language teaching. The main focus of many studies is on how ChatGPT and teacher interaction should be (Kucuk, 2023). Reviewing recent studies, the research indicates that ChatGPT supports language learning (Kohnke et al., 2023). Teachers and artificial intelligence complement each other's shortcomings (Jeon & Lee, 2023). Wong and Looi (2024) examined that the actual year of maturation for this idea was 2024. Al-khresheh (2024) examined how EFL teachers should integrate this technology into the EFL field. A comprehensive literature review reveals that many studies have been conducted on this topic, but the main point emphasized is the necessity for these types of artificial intelligence tools to be under the control of teachers and to be synthesized by them (Jeon & Lee, 2023; Kohnke et al., 2023; Wong & Looi, 2024).

Since every teacher has their own opinion, EFL teachers have also responded to ChatGPT with different perceptions and interpretations. Studies have been conducted in different parts of the world on the integration of ChatGPT into education. Looking at these studies, a qualitative study conducted in Thailand found that most teachers had a positive attitude towards this topic but also expressed some concerns (Ulla et al., 2023). Far from Iraq, university teachers in China have expressed concerns about the risks that could arise if there is excessive dependence on such applications (Gao et al., 2024). Similarly, as in the study by Ulla et al. (2023), English instructors in higher education in Thailand emphasized the concerns of both teachers and students about the risks that could arise from excessive dependence on ChatGPT (Kohnke & Ulla, 2024). The positive and negative aspects of ChatGPT reflected in the studies highlight the fact that this application is a tool that requires careful attention. What will best shape the attitudes of teachers and students is access to proper support (Gao et al., 2024; Ulla et al., 2023; Kohnke & Ulla, 2024). Consequently, it is inevitable that students and teachers who do not receive adequate support regarding this type of artificial intelligence and technological applications will encounter certain difficulties.

When the studies presented are examined, ChatGPT has been used for different purposes. This is no different in the classroom. For example, it benefits teachers as an assistant and in content creation or when preparing lessons for students. Additionally, for students, it serves as an assistant they can turn to when they are struggling, allowing them to ask questions anytime and anywhere (Jeon & Lee, 2023). Research shows that while students may not fully master the use of ChatGPT, teachers are better at it than students (Jeon & Lee, 2023). Perhaps the reason teachers and students love ChatGPT so much is that it provides them with the answers they need (Kohnke et al., 2023). The benefits of ChatGPT increase when teachers and students understand and use it correctly (Al-khresheh, 2024). The most important task for today's educators is to fully explain these types of applications before implementing them and to ensure that they are clearly understood by the other party. Looking at the research conducted around the world, it has been stated that if the relationship between teachers and artificial intelligence is established correctly, surprising results will emerge in education (Jeon & Lee, 2023; Kohnke et al., 2023; Al-khresheh, 2024).

When examining studies conducted in the field of EFL both in Iraq and in different countries, it is observed that artificial intelligence is used in the field of writing and that academic studies are being conducted on this subject. According to Marzuki et al. (2023), the most challenging aspect for today's teachers is that after assigning writing assignments to students, they cannot distinguish between students' own work and

that produced by artificial intelligence in their feedback. This situation creates difficulties for teachers in analyzing students' work (Mohammadkarimi, 2023). In their extensive research conducted in Thailand, Ulla et al. (2023) emphasized that although ChatGPT is effective in helping teachers prepare lessons or check assignments, it is impossible to fully trust such applications. Due to these concerns, when teachers assign any homework to students, it should be clearly explained how students will provide feedback, and students should be sufficiently informed about this (Ulla et al., 2023; Marzuki et al., 2023; Mohammadkarimi, 2023; Kara & Kucuk, 2023).

Various academic studies have been conducted on the impact of artificial intelligence on teachers' perceptions. When examining the perceptions obtained from teachers, they shared the idea that artificial intelligence should be used in areas such as assessment and evaluation, lesson planning, etc. (Moorhouse & Kohnke, 2024). Most studies emphasize that if artificial intelligence applications and ChatGPT are introduced adequately, productive results will emerge (Moorhouse et al., 2024; Kucuk, 2023). Furthermore, the majority of teachers stated that ChatGPT should undergo another validity and ethics test after use, regardless of its purpose (Wang et al., 2025). Although most studies express concern about artificial intelligence, other studies emphasize that teachers need to be a little more flexible (Moorhouse & Kohnke, 2024; Moorhouse et al., 2024; Wang et al., 2025).

When examining studies investigating teacher perceptions of ChatGPT, two main topics are generally emphasized. First, teachers' ethical concerns, and second, the benefits this application offers in education (Derakhshan & Ghiasvand, 2024). Efforts to reduce ethical concerns have generally focused on the need for teachers to remain impartial and for information obtained through these applications to be kept confidential (Ulla et al., 2023). Wong and Looi (2024) emphasized that when using ChatGPT in education, it is beneficial to avoid excessive excitement and approach it within a logical framework. Considering these reasons, each educational institution should have clear and explicit rules regarding ChatGPT, thereby alleviating some of the concerns teachers may have (Derakhshan & Ghiasvand, 2024; Ulla et al., 2023; Wong & Looi, 2024; Kucuk, 2025).

The large number of studies conducted on ChatGPT in the field of EFL clearly demonstrates the importance of the topic. The qualitative studies presented on this subject show how ChatGPT is a helpful resource for teachers and students in the field of EFL (Arefian et al., 2024). The main reason for conducting so many studies examining teachers' perceptions is that teachers' thoughts play a major role in integrating this application into EFL. In addition, integration without teacher synthesis will produce unexpected results (Gao et al., 2024). Furthermore, rather than being simple, its integration into education requires the establishment of large commissions and going through extensive stages (Gan et al., 2023). These stages require long processes (Moorhouse & Kohnke, 2024). Future studies should investigate how such applications can be used in classroom settings and real environments, and measurement and evaluation tools for this purpose should be clearly defined (Arefian et al., 2024; Gao et al., 2024; Gan et al., 2023; Küçük, 2023).

2.1 Theoretical Framework

This study is grounded in y Davis (1989) and ElSayary (2024) studies. In both studies, scholars investigated teachers' and lecturers' perceptions regarding Technology Acceptance Model (TAM) and

ChatGPT-integrated education. They focused on two key elements, which were the usefulness and perceived ease of use. The study TAM offers a limitless source to understand how EFL teachers should integrate ChatGPT into their teaching. While teachers' perceptions about ChatGPT greatly influence the atmosphere of their lessons, on the other hand, some ethical concerns arise. When these pros and cons are examined, this study provides a comprehensive theoretical framework.

2.2 Purpose of the Study

The aim of this study is to investigate EFL teachers' attitudes towards integrating ChatPT into language teaching. In this context, the main objective is to examine how teachers perceive the benefits and drawbacks of this integration in the classroom environment, as well as to identify and analyze the factors influencing teachers' attitudes. Thus, this study aims to examine the contributions ChatGPT will make to language learning and, on the other hand, to minimize any concerns that may arise. To this end, the following two research questions were prepared to analyze teachers' views, with the goal of clarifying these two issues.

1. How do EFL teachers perceive the integration of ChatGPT into language teaching in terms of pedagogical benefits and challenges?
2. What factors influence EFL teachers' attitudes toward using ChatGPT in classroom practices?

3. Methodology

3.1 Research Design

This study employed a convergent mixed-method design in which we collected qualitative and quantitative data at the same time. The collected data were analyzed separately and then integrated to provide a comprehensive understanding of EFL teachers' perceptions of ChatGPT integration. The reason for applying this design is to compare the quantitative survey results and qualitative responses. This will help us enhance the depth and validity of the finding.

For this purpose, a total of 16 questions were developed with university educators who are experts in their fields: eight for the first research question and eight for the second research question. Before being tested on a general basis, these questions were pilot-tested with teachers at a private university language preparatory school, where deficiencies were identified and corrected. These 16 questions were presented to teachers online via Google Forms using a Likert-scale design. The survey was sent to the teachers as a link to their mobile devices. The teachers answered the questions comfortably, without being under time pressure. This way, the teachers' responses were recorded, providing quantitative data.

Secondly, to obtain qualitative data for the study, five participants were given open-ended questions using the ChatGPT questionnaire, and their responses were recorded for analysis. During this phase, the teachers were given the questions in writing on paper, and each participant was given 15 minutes to respond.

3.2 Participants

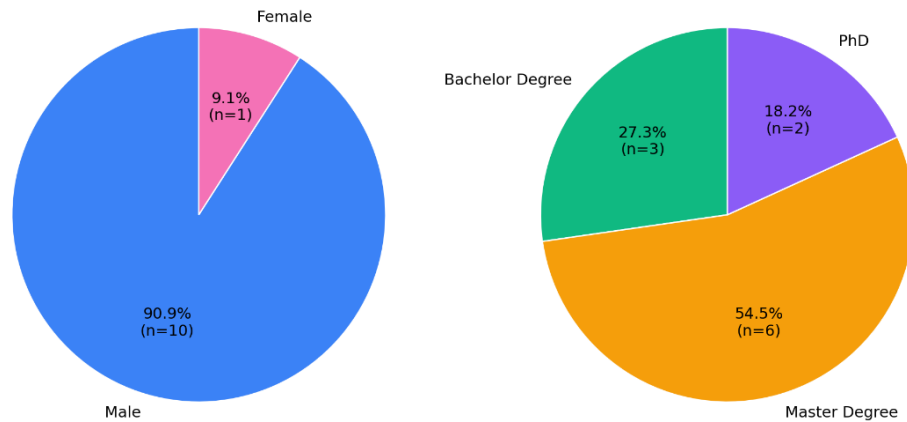


Figure 1: Demographic profile of participants.

Figure 1 shows the demographic information of the 11 participants in this study. Participants were recruited using a convenience sampling method. Participants were selected voluntarily from among a private international university's EFL teachers. Eleven participants responded to the questionnaire: 10 male and 1 female. Second, regarding the distribution of participants by educational level, six participants held a Master's degree, three participants held a Bachelor's degree, and two participants held a PhD. The participating instructors generally teach Foundation English, Academic English, Technical English, Academic Writing, and Advanced English at the university.

4. Findings

4.1 ChatGPT Questionnaire Analysis

This section was designed to gather teachers' concerns and benefits regarding the integration of ChatGPT into language teaching, and secondly, to answer the questions of what influences teachers' thoughts on the integration of this application into the classroom environment. A total of 18 figures and their detailed explanations are presented below.

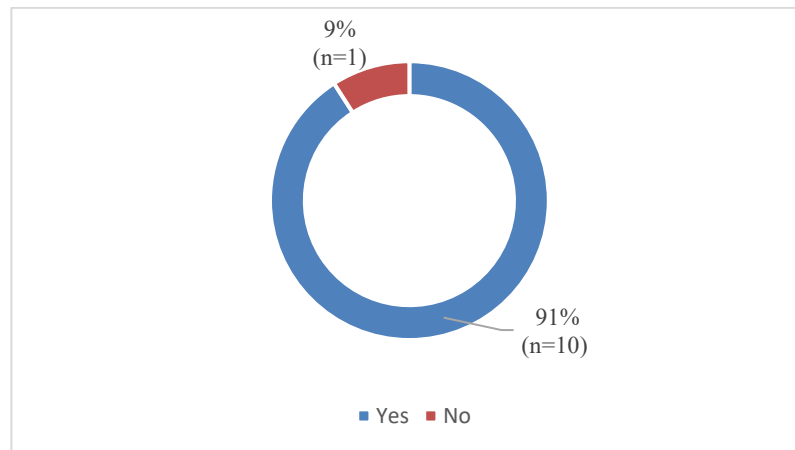


Figure 2: Do you use ChatGPT in your teaching?

Figure 2 summarizes the academic study. At the beginning of the 16-question questionnaire, participants were asked, "Do you use ChatGPT in your classes?" to gauge their familiarity with ChatGPT. As is evident in Figure 2, 10 of the 11 teachers who participated in the study answered yes to this question. This rate, 91%, is a significant average. Only one teacher stated that they did not use this application in their teaching. This data clearly demonstrates that ChatGPT is now ubiquitous in education and widely used by teachers.

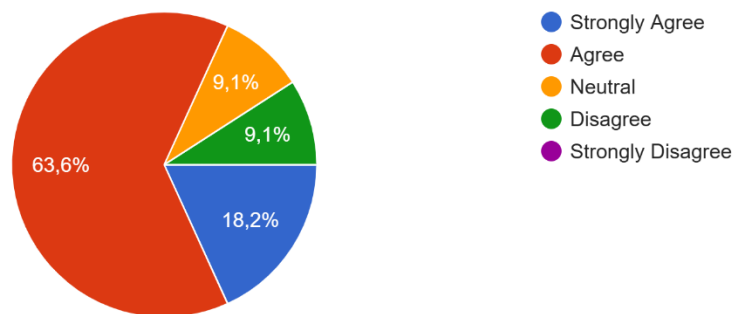


Figure 3: ChatGPT makes my language classes more interesting for students.

In Figure 3, participants were asked whether integrating ChatGPT into their lessons had an impact on student participation. A closer examination of the figure reveals that 63.6% of the teachers agreed and 18.2% strongly agreed. Since these two percentages are positive, overall, 81.8% of the teachers participating in the study stated that ChatGPT positively supported student participation in their lessons. On the other hand, 9.1% of the participants remained neutral and did not offer any opinion. Only 9.1% of the participants disagreed. Overall, EFL teachers stated that ChatGPT increased student participation in language classes.

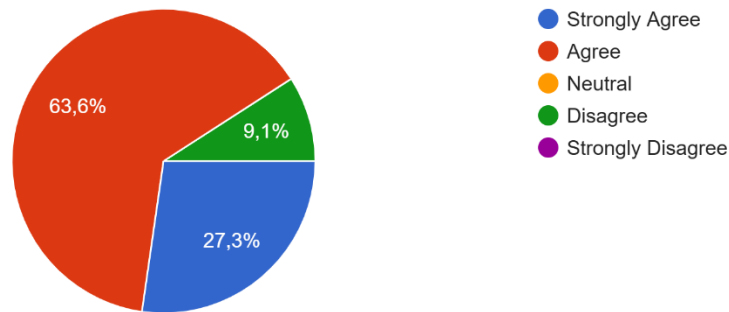


Figure 4: ChatGPT makes language lessons better overall.

When examining Figure 4, the participants' responses are clearly visible. The statement "Does ChatGPT improve the quality of language teaching?" was posed. Upon examining the responses obtained, 63.6% agreed, 27.3% strongly agreed. Meanwhile, 9.1% of participants remained neutral and did not express any opinion. None of the participants selected the answers "disagree" or "strongly disagree" to the questions directed at them. When these data were examined, the majority of teachers stated that the integration of ChatGPT into education is generally positive. The absence of negative opinions in the figure shows that they generally have a positive view of technology.

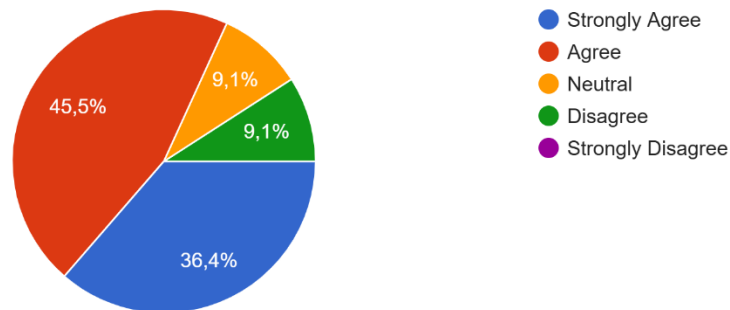


Figure 5: ChatGPT helps me come up with more fun and interactive ways to learn.

Figure 5 shows that participants were prompted to make statements regarding ChatGPT's ability to provide teachers with interactive and creative classroom environments in language teaching. Once again, the results did not surprise us. Most participants provided positive feedback in this regard. Upon detailed examination of the data, 45.5% agreed and 36.4% strongly agreed. Looking at the total positive responses, a high percentage of 81.9% of participants agreed. These data clearly show us that ChatGPT provides interactive and creative environments for teachers. On the other hand, 9.1% of participants remained neutral and did not express any opinion. 9.1% of participants selected the disagree option. Since this percentage is lower than the others, teachers' opinions are still recorded as positive.

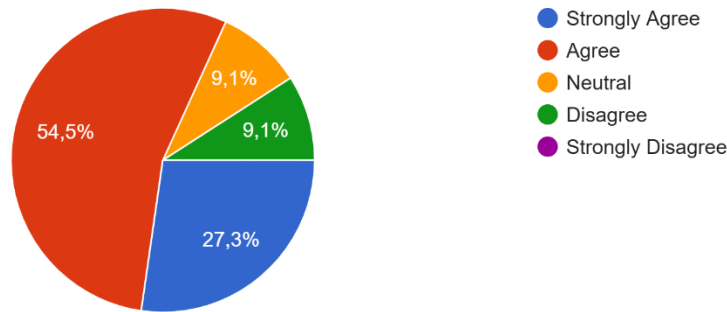


Figure 6: ChatGPT helps teachers save time when planning lessons and running the classroom.

Figure 6 was designed to reveal whether ChatGPT helps teachers save time both when planning lessons and during lessons. The figure shows that 54.5% of respondents selected the "agree" option, and an additional 27.3% selected the "strongly agree" option. This high percentage shows us that most participants use ChatGPT extensively in their lesson plans and during lessons. 9.1% of participants selected "neutral", and 9.1% selected "disagree." Overall, the table shows us that ChatGPT is considered an effective application for saving time by a high percentage of participants.

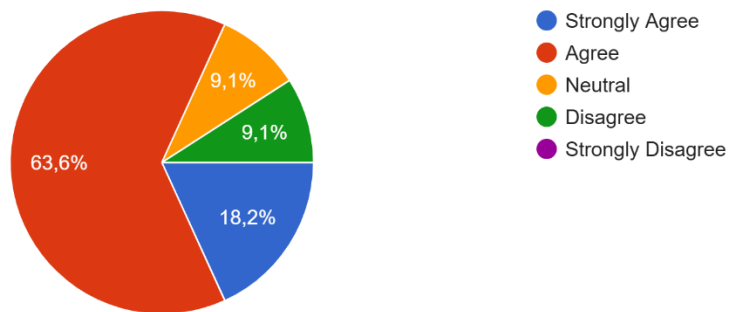


Figure 7: ChatGPT helps students learn in a way that works for them.

Figure 7 presents the results of a survey asking teachers whether ChatGPT is an application tailored to students' needs. A high percentage of teachers, 63.6%, selected the "agree" option. 18.2% selected the "strongly agree" option, meaning that a total of 81.8% of participants gave positive responses. As in the previous figure, 9.1% of participants were neutral, and another 9.1% selected the disagree option. Overall, teachers reported that they believe ChatGPT is a useful tool for students.

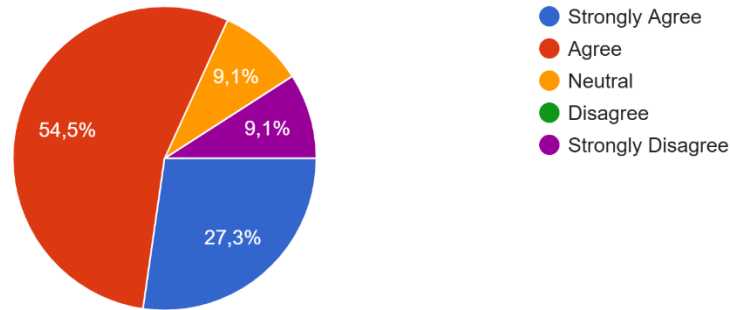


Figure 8: ChatGPT helps students improve their language skills effectively.

Figure 8 was created to investigate the support ChatGPT provides for students' language skills from the teachers' perspective. Based on the responses received from teachers, 81.8% of participants gave positive responses to the given statement. Looking at the details, 54.5% agreed and 27.3% strongly agreed. These data show us that, from the teachers' perspective, ChatGPT improves students' language skills. As with the other statements, 9.1% of participants were neutral, and 9.15% selected the disagree option. Since this percentage is small compared to the positive responses, ChatGPT's positive aspects outweigh the negative ones.

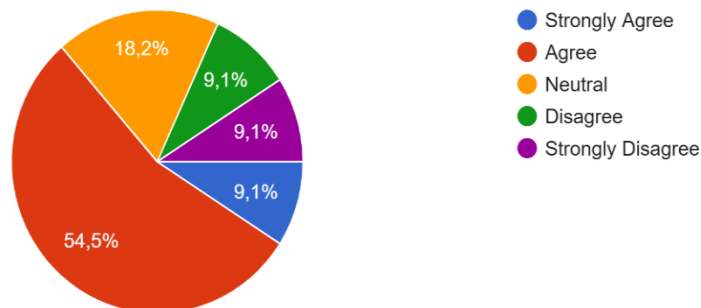


Figure 9: ChatGPT makes it easier and more interesting for students to interact in class.

Figure 9 shows that teachers were asked about the statement that ChatGPT, integrated into EFL lessons, increased students' motivation to participate in class and made lessons more enjoyable. The overall picture has not changed much in this statement. Overall, 72.7% of teachers' opinions remained positive. Of the EFL teachers who participated in our study, 18.2% were neutral. A relatively small 9.1% chose "disagree." We were surprised to see a participant who said "strongly disagree" to this statement because it was the first time we had seen such a statement. The quantitative data collected from participants demonstrated that ChatGPT was an engaging application for students.

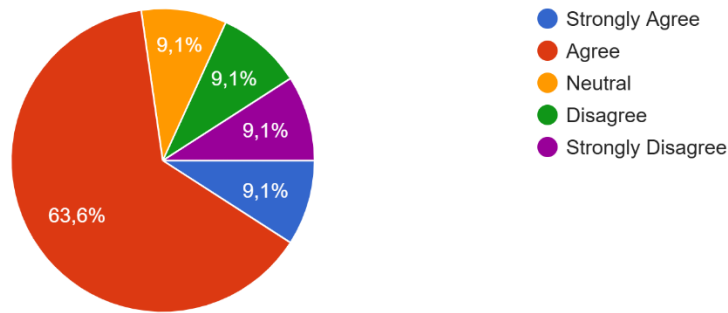


Figure 10: ChatGPT suits my personal educational purposes very well.

We did a study in Figure 10 to find things that our teachers and ChatGPT have in common. Out of the 11 lecturers who took part, 63.6% said "yes" and 9.1% said "strongly." This new picture shows that ChatGPT and our teachers have some things in common. We also learned from the data that these two schools working together will lead to good results. One person said "neutral," another said "disagree," and a third said "strongly disagree" in response to this statement. These are small percentages, so they don't change the big picture.

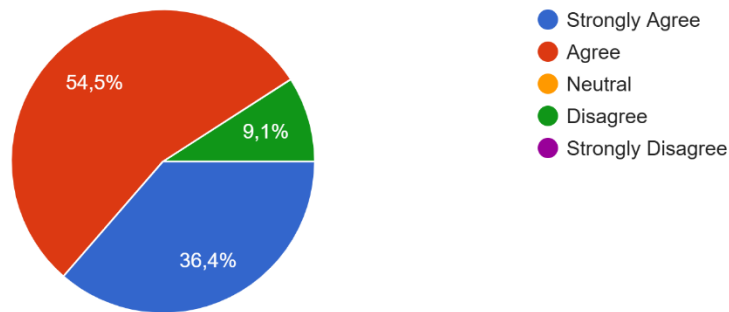


Figure 11: I think I have enough digital knowledge to use ChatGPT.

While ChatGPT is a powerful application, the digital skills of the teachers who will use it are crucial. Figure 11 tries to find out how good teachers are with technology. Participants were asked to respond to the statement, "I am confident in my digital skills to use ChatGPT effectively," in this situation. 54.5% of those who took part agreed with this statement, and 36.4% strongly agreed. There was only one person who disagreed. In total, 90.9% of the people who took part think their digital skills are good enough. This picture shows a bright future and gives people hope.

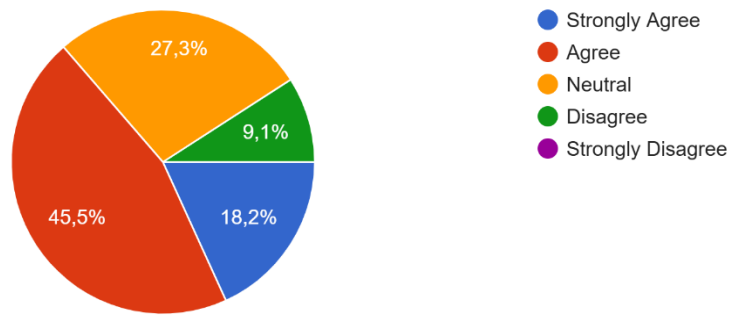


Figure 12: I am aware of the ethical issues raised by ChatGPT.

We made Figure 12 to see if teachers know about the moral issues that ChatGPT might bring up. 45.5% of our teachers said yes. 18.2% said they strongly agree. 27.3% of the people who took part did not respond and stayed neutral on this issue. Only one student, or 9.1%, disagreed. From the answers to the statement aimed at teachers, we can tell that most teachers know about the moral issues surrounding ChatGPT.

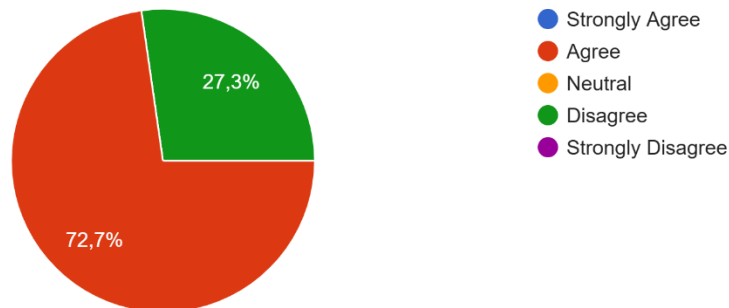


Figure 13: My institution offers sufficient assistance in incorporating ChatGPT into instruction.

Figure 13 shows that participants were asked to indicate whether teachers received sufficient support from their institutions for integrating ChatGPT into their EFL lessons. The responses obtained from participants fall into only two groups: agree and disagree. 72.7% of participants agreed, stating that they received the necessary support for ChatGPT integration at their institutions. Secondly, 27.3% selected disagree. Looking at the overall results, the number of those who received support from their institutions is significantly higher than that of those who did not.

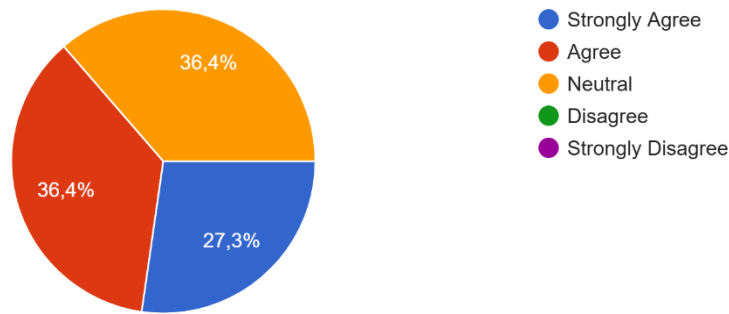


Figure 14: In my opinion, ChatGPT enhances rather than replaces the role of the teacher.

Perhaps the biggest concern for today's teachers is whether ChatGPT will one day replace them. In Figure 14, we attempted to gather teachers' perceptions on this topic. We presented teachers with the statement that ChatGPT is a tool to assist teachers and will not replace them. Examining the pie chart above reveals a reassuring picture for teachers. Of the 11 teachers who participated in the study, 36.4% responded "agree," 27.3% responded "strongly agree," and 36.4% remained neutral, expressing no opinion. As can be understood from these results, teachers viewed ChatGPT as an auxiliary tool. Teachers have no concerns that ChatGPT will replace them.

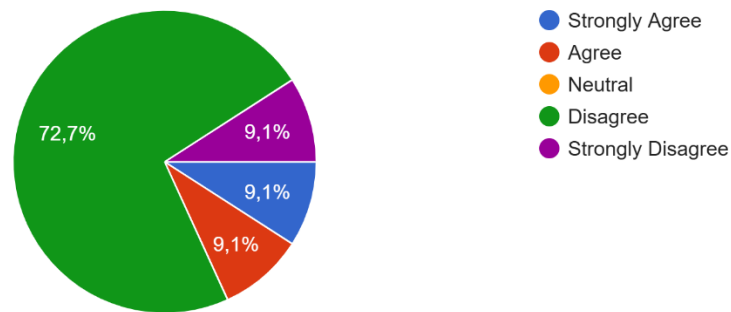


Figure 15: I worry that classroom management may suffer as a result of ChatGPT.

Figure 15 was directed at students to investigate concerns about whether ChatGPT, which continuously updates itself, would cause any problems in teachers' classroom management. A high percentage of participants (72.7%) selected the disagree option, indicating that they did not believe this application would cause any classroom management concerns. Only two participants selected the agree and strongly agree options. This percentage is very low when viewed in general.

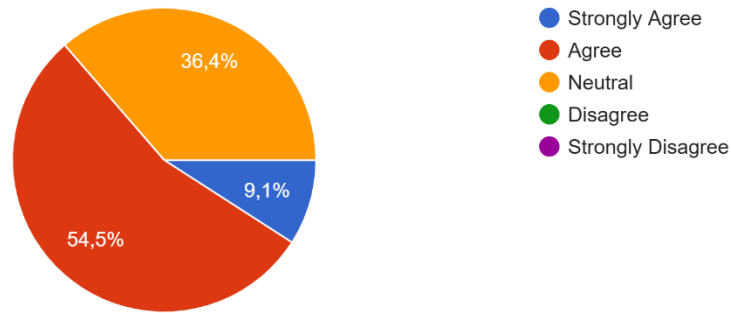


Figure 16: I believe that ChatGPT gives us reliable and correct teaching materials.

Figure 16 was created to measure the accuracy of the information ChatGPT provides to us from the teachers' perspective. 54.5% of participants responded "agree" and 9.1% responded "strongly agree." These data prove that the teachers participating in the study believe in the accuracy of the information provided by ChatGPT, which they use in their EFL lessons. A high percentage of 36.4% remained neutral in Figure 16. It is surprising that the participants did not give any negative responses to the statement presented.

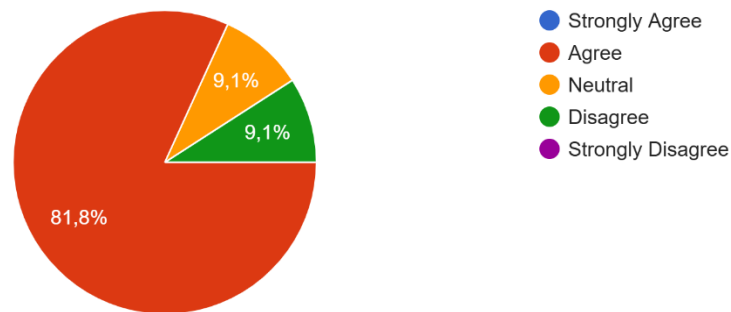


Figure 17: I think using ChatGPT necessitates ongoing professional growth.

Since ChatGPT constantly undergoes version changes and updates itself, teachers must also update themselves. Figure 17 shows the teachers' opinions on this attitude. As seen in the figure, 81.8% of participants selected the "agree" option, 9.1% were neutral, and 9.1% disagreed. These data reveal that educators teaching EFL must keep pace with technology and continuously improve themselves in this context.

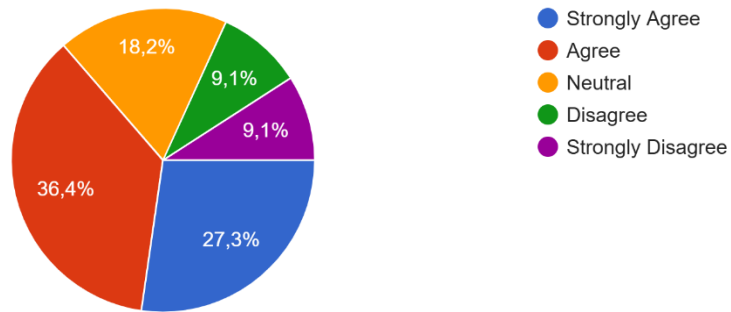


Figure 18: I believe that students who depend too much on ChatGPT might lose the ability to think critically.

The point that teachers and education scientists fear the most is that ChatGPT may reduce or completely eliminate students' critical thinking skills. In this context, Figure 18 reflects teachers' attitudes on this issue. A detailed examination of the visual reveals that 36.4% of teachers selected "agree" and 27.4% selected "strongly agree." When we add these two percentages together, we find that 63.8% of teachers stated that ChatGPT weakens students' critical thinking skills. This percentage is quite serious and is information we need to focus on. While 18.25% of participants remained neutral, a total of 2 students selected the options "agree," "disagree," and "strongly disagree."

4.2 Teachers' Semi-structured Interview Results

In this section, semi-structured interviews were conducted with 5 participants selected from the 11 teachers participating in the study using convenience sampling. Participants were asked two questions in writing and provided written responses. Participants were given 15 minutes to answer the two questions. The questions and the participants' responses are as follows.

Table 1: Semi-structured Interview Questions

1	What factors motivate or concern you about using ChatGPT in your classes?
2	How do you think ChatGPT affects the role of teachers?

Teacher 1

1. What I like most about ChatGPT is that it greatly increases my students' motivation. Since I teach more writing courses at the university, it provides serious support for my students in generating new ideas. Even though my students may love this application, I constantly check the accuracy of the information.
2. My personal opinion is that teachers should stop dictating and act more like guides. Just as a bird feeds its young directly, teachers should not do that; they should guide their students.

Teacher 2

1. After using ChatGPT, I observed that my students' self-confidence increased. This motivates me on one hand, but on the other hand, it makes me anxious. My students are not researching the answers they receive. My advice to other teachers is that they need to provide very good guidance.
2. My personal opinion is that today's teachers need to move beyond the role of simply imparting knowledge. They must learn technological skills themselves and also teach students how to learn. No matter how many years pass, no artificial intelligence application will ever replace the warmth and human touch of a teacher.

Teacher 3

1. With the use of ChatGPT in EFL classes, my students' curiosity level has increased significantly. I like this. The most noticeable change I see in students is that they use more words. What I don't like is that when my students struggle, they turn to ChatGPT instead of me. This makes me passive, and on the other hand, they also lose their productivity.
2. With the development of technology and artificial intelligence tools, today's teachers have moved away from their teaching positions. They now teach more about how to learn information. My friends and I share the common opinion that ChatGPT can never replace a teacher.

Teacher 4

1. Students sometimes request permission to use ChatGPT. I don't refuse. Cunning students cheat on each other. I believe that if we guide students correctly, we will achieve more effective results.
2. Students are learning from ChatGPT, but they don't know how to use it. Personally, I believe it's our responsibility to teach them how to use this information. We need to monitor our students' progress without leaving everything to ChatGPT. Because they are entrusted to us.

Teacher 5

1. Since phones are very common among today's students, ChatGPT attracts a lot of attention from my students. Even the passive students in my class are somehow answering my questions using ChatGPT. They do not think about the accuracy of these answers.
2. No matter how much technology advances, I believe that the role of the teacher will continue forever. It is our duty as educators to guide students who cannot even use a simple phone and teach them how to use that technology.

5. Discussion

Based on the questionnaires and semi-structured surveys we conducted with 11 teachers at a private international university, most participants reported using ChatGPT in their classes and expressed their satisfaction with it. The percentage of teachers using ChatGPT is quite high, at 91%. Overall, based on the data obtained, and based on the teachers' responses to the questionnaires, this approach makes lessons more engaging. As Kohnke et al. (2023) and Jeon & Lee (2023) argue in their literature review, it is

inappropriate to consider ChatGPT as separate from the teacher, and the common conclusions of our study are that this approach supports language learning. Furthermore, the findings of your study are almost identical to those of Wong and Looi (2024) and Al-khresheh (2024), which suggest that ChatGPT technology should be used under teacher supervision. Under research question 1, ChatGPT's benefits to education and language learning outweigh its harms. For this support for education and language teaching to continue smoothly, it needs to be under teacher supervision (Jeon & Lee, 2023). Overall, based on the feedback from 16 teachers, it appears that ChatGPT is a useful tool for both students and teachers in EFL classes.

In the results of one-on-one, five-question semi-structured interviews conducted with teachers, most teachers stated that ChatGPT saved them time preparing lesson plans and made EFL lessons more enjoyable by going beyond the framework of traditional methods. A lot of teachers said that ChatGPT gave answers that were specific to each student's needs. This collected data aligns with learner-centered and adaptive learning theories, in which it is understood that tailored education improves students engagement and motivation. This information is in line with the research done by Moorhouse and Kohnke (2024) and Al Khresheh (2024). Qualitative data collected from teachers' statements indicated that numerous educators reported that ChatGPT enhanced student motivation. These qualitative data align closely with the assertions made by Jeon and Lee (2023) in their study, indicating that teachers have evolved from mere information transmitters to becoming more akin to guiding centers for students. This rapid change aligns with constructivist learning theory, which emphasizes the teacher's role as a facilitator, not a knowledge provider. Furthermore, over 90% of the teachers emphasized that ChatGPT has increased students' ability to express themselves and generate ideas. This positive outcome, in turn, has improved the quality of EFL lessons. As Kohnke et al. (2023) stated in their study, our study concluded that ChatGPT, if used under teacher supervision, can be a valuable tool for EFL lessons.

As in every study, our study also highlights some difficulties that the ChatGPT application creates for teachers. Over 85% of the teachers who participated in our study stated that the majority of students using this AI application have become unable to function without it and cannot answer even the simplest questions without consulting ChatGPT. This problem identified in our study has been similarly expressed by Ulla et al. (2023) and Kohnke and Ulla (2024) in their mixed studies. On the other hand, Wang et al.'s (2025) study also shares the same findings as our study. Both studies frequently mention ethical concerns and teachers' worries about privacy issues. Furthermore, the majority of teachers participating in our study reported that after students were introduced to ChatGPT, the number of original works produced by students decreased. These results are similar to those found in the studies by Marzuki et al. (2023) and Mohammadkarimi (2023). Both our study and the other two studies found that students had problems producing their own work. In response to these concerns, it has been concluded that clear rules for using ChatGPT must be established for students' work, as in Wong and Looi (2024) and this study. This finding also helps teacher cognition theory, which suggests that teachers' beliefs and clearly defined pedagogical frameworks play a crucial role in the effective integration of technology into instruction. This provides a clear answer to our first research question and emphasizes the difficulty and importance of the situation once again.

When the data for the second research question was collected, the main factors influencing teachers' opinions were identified. As stated in Kucuk (2024), the factors that most influence teachers' attitudes are not receiving the necessary support, not developing their technological skills, and being overly confident. The majority of the 11 participants in our study stated that they received sufficient support from their institutions. What really pleased us was that 91% of teachers stated that they had developed their technological skills and were familiar with ChatGPT. In addition, the vast majority of participants believed that they needed to renew themselves individually because technology is constantly advancing. Similar statements have been made in the studies by Gan et al. (2023) and Moorhouse and Kohnke (2024). In these two studies, researchers advocated for the integration of ChatGPT into language teaching to be done gradually and with support. On the other hand, many researchers, such as Wong and Looi (2024) and Derakhshan and Ghiasvand (2024), have emphasized that clearly defining the rules for this integration could generally alleviate concerns. As a common conclusion from the literature and our own work, just as the rules of a game must be clear, the rules for using ChatGPT must also be explained in a clear and understandable language.

6. Conclusion

In our study, "Exploring EFL Teachers' Perceptions of ChatGPT Integration in Language Teaching," we sought to collect and analyze the opinions of 11 EFL teachers at a private international university regarding the use of ChatGPT in foreign language classes. We collected both qualitative and quantitative data through a 16-question questionnaire administered to the teachers via Google Forms and face-to-face interviews. Based on this data, over 91% of the teachers in the study reported that using ChatGPT in their EFL classes was beneficial. Our teachers said that ChatGPT made their lessons more fun and less like school. Seeing their students happy is what makes our teachers happy. Teachers were happy that ChatGPT helped students go from being passive to being active. The most surprising and hopeful thing this study found was that the teachers were very sure of their technological skills and were willing to learn more in a world that is always changing. It turns out that ChatGPT helped our teachers more than we thought it would. This is a very good sign.

While our study yielded encouraging results, some concerning ones also emerged. Data from questionnaires and semi-structured surveys revealed that over 90% of our teachers stated that ChatGPT made students excessively dependent on themselves. Their biggest concern, however, is that some students fail to add their own interpretations to the answers they receive through this application and instead use the information they receive directly in their studies without judgment or verification. Furthermore, our teachers often find that students often give very similar answers to questions posed to them in academic studies simply because they use ChatGPT. In the results of a two-question semi-structured interview specifically directed to teachers, they stated that students should be supported in using ChatGPT, and the rules should be clearly stated. In the final question of the questionnaire, teachers gave reasonable answers to the question of how much ChatGPT could replace learning. Most teachers stated that this application could never replace them and could only be a supporting tool.

At the end of the study, our study gained completeness through the semi-structured survey questions directed to teachers. With the implementation of ChatGPT, teachers reported that they completed their tasks faster and spent more time with themselves and their families. They stated that classrooms integrated

with ChatGPT shifted from teacher-centered to student-centered. More than 91% of our teachers stated that no AI application should be used without teacher supervision. Furthermore, more than 95% of the participants stated that teachers should continue to guide students throughout their lives because ChatGPT cannot guide them like a teacher and has no feelings.

As a result, in the light of the analysis of both qualitative and quantitative data, it has been concluded that very beneficial results will emerge if ChatGPT is integrated into EFL lessons in a controlled and conscious manner. For future studies, it would be great if scholars keep the number of participants high. In addition, while this study generally highlighted positive opinions among teachers regarding ChatGPT, future studies would be more beneficial if the concerns surrounding this application were also addressed and analyzed.

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