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Exploring the Impact of ChatGPT in English Language Teaching-Learning Pedagogy

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Abstract

The integration of artificial intelligence (AI) tools like ChatGPT into English Language Teaching-Learning (ELTL) pedagogy represents a significant shift in education, promising personalized learning experiences and improved teaching methodologies. However, despite the growing importance of AI in education, there has been limited research on understanding the challenges and opportunities faced by teachers in effectively integrating AI tools like ChatGPT into their teaching practices. This study seeks to address this gap by examining the impact of ChatGPT on ELTL practices, focusing on the experiences of five English teachers. Using a qualitative research design, the study employed a phenomenological approach to explore the lived experiences of participants. Data were collected through semi-structured interviews, allowing in-depth exploration of teachers' perceptions and experiences. Thematic analysis was used to examine the data. The results show essential pedagogical and technological obstacles, including interface problems, connectivity issues, and the requirement for connection with curriculum objectives. Despite these challenges, the study presents fresh concepts and demonstrates how ChatGPT might improve language learning outcomes. The study highlights how crucial it is for teachers to get continuous support and assistance to fully utilize AI technology in language learning. The study suggests that to assist teachers in overcoming the difficulties related to ChatGPT integration, educational institutions should provide extensive training programs, online resources, and opportunities for peer collaboration. Therefore, further research is encouraged to deepen our understanding of ChatGPT's integration into ELTL pedagogy and to empower teachers to navigate the evolving landscape of education technology effectively.

Keywords: Artificial intelligence, ChatGPT, English language teaching-learning, pedagogical challenges

Introduction

Artificial intelligence (AI) integration is being used as an effective tool for transformation and it is transforming a lot of industries, education being one of the most affected. The continuous development of AI technologies has led to a paradigm shift in the methods of teaching and learning by offering individualized experiences, reduced administrative steps, and immediate feedback (Luckin et

al., 2016; Holmes et al., 2019). The creative impact of AI development has turned its attention to education, changing how students acquire knowledge as well as how teachers impart it. This study looks at the tremendous impact that OpenAI's highly developed language model, ChatGPT, has on the field of English language instruction.

A new wave of innovation has emerged as a result of the recent development of AI technology, and it has the potential to transform teaching and learning as well as administrative processes. According to Kumar et al. (2019), rapid feedback systems, adaptable learning environments, and personalized experiences are now essential elements of the modern educational environment. This research investigates these changes and their potential for improving education by making it more efficient, effective, and adaptable to each student's needs. In this regard, the impact of AI on education represents a fundamental shift in the means by which traditional teaching approaches are tackled, rather than merely a technological adaptation (Selwyn, 2019). The use of ChatGPT and other AI tools has the power to completely transform the way that students and teachers interact, creating innovative possibilities for effective information collection and communication (Fang et al., 2023). As we navigate the constantly changing environment of English language education, it is crucial to evaluate seriously the consequences, challenges, and benefits of incorporating ChatGPT into the ELTL curriculum. The purpose of this study is to shed light on ChatGPT's effects and offer predictions about how it may affect English language instruction in future.

This study specifically focuses on the perspectives and challenges faced by teachers who might not be as familiar with or prepared to incorporate advanced AI tools into their teaching strategies. Based on individual learning experiences and immediate feedback, research indicates that AI technologies have significant potential for improving teaching methods (Holmes et al., 2019; Kumar et al., 2019). Previous studies, such as Dahal (2024), have analyzed generative AI's potential in qualitative studies in South Asia critically. However, how it may be used in English language instruction has not been examined yet. Similarly, there has been plenty of research on AI's broader impact on education globally (Luckin et al., 2016; Holmes et al., 2019), however, there is still a lot that needs to be known about the integration of particular AI tools like ChatGPT, especially in Nepali English language teaching contexts (Sharma & Pathak, 2022; Basnet, 2023). It is important to comprehend how teachers especially those who are less prepared to use such technologies manage this paradigm change as ChatGPT's importance in language instruction grows. Through, this study, I hope to contribute to the literature by drawing on insight into the experiences of teachers. Thus, this study seeks to address this gap by answering this research question, "What are the experiences of English teachers in incorporating ChatGPT into their ELTL practices? The article will analyze the experiences of five teachers' challenges, adaption and impacts employed by the teachers with varying levels of experience in response to the integration of ChatGPT in their English language classrooms.

Literature Review

AI has potential opportunities to improve teaching and learning experiences through the automated handling of administrative responsibilities, enabling data-driven decision-making, and providing personalized support (Luckin et al., 2016; Holmes et al., 2019). This literature review highlights the body of knowledge on the use of artificial intelligence (AI) in education, highlighting both its benefits and drawbacks.

Intelligent Tutoring Systems

One prominent application of AI in education is intelligent tutoring systems (ITS), which use machine learning algorithms to give students individualized teaching and feedback. According to

research, ITS can improve learning outcomes by adapting the pace and content to each learner's requirements (VanLehn, 2011). Recent research (Koedinger et al., 2013; Ma et al., 2014) has shown the effectiveness of ITS in a variety of educational contexts, demonstrating significant improvement in student performance and engagement. Nonetheless, there are still difficulties in creating ITS that can successfully integrate domain-specific information and a variety of learning styles (Pane et al., 2014).

Personalized Learning

In education, artificial intelligence (AI)-powered systems that provide personalized instruction based on students' abilities, interests, and learning styles are gaining growth. These systems employ algorithms to evaluate student data and suggest personalized learning routes (Dede, 2010; Santos et al., 2017). It is commonly known that individualized learning can raise student achievement and engagement (Popenici & Kerr, 2017). However, there are still issues with data privacy, algorithmic bias, and the role of educators in helping students have personalized experiences (Williamson, 2018; Zawacki-Richter et al., 2019).

Educational Data Mining

To find trends and insights regarding the learning behaviours and results of students, Educational Data Mining (EDM) analyzes enormous amounts of data produced by educational technologies. Artificial intelligence (AI) tools, such as machine learning and natural language processing, assist teachers in identifying children who are at risk, improving their methods of instruction, and assessing the success of their interventions (Romero & Ventura, 2010; Baker & Siemens, 2014). To ensure the proper use of EDM approaches, ethical considerations related to data interpretation and usage must be considered, even with the potential benefits (Slade & Prinsloo, 2013; Greller & Drachsler, 2012).

Applications of ChatGPT in Language Learning

Based on the insights gained from the literature review, ChatGPT shows several of promising opportunities for language learning. It is a versatile tool that may be used for conversation partner simulation, language practice, and providing student's specific feedback. Research has shown that ChatGPT, by providing opportunities for real-world language use and interaction, may significantly enhance language learning (Smith & Johnson, 2023). Moreover, it could serve as a virtual instructor, providing immediate feedback on vocabulary, grammar, and pronunciation mistakes to facilitate individualized instruction (Garcia et al., 2021). Additionally, recent studies have investigated how ChatGPT might help language learners develop critical thinking abilities and collaborative learning environments (Chen & Zhang, 2022). These findings emphasize ChatGPT's transformative impact on language acquisition and its role in personalized, interactive learning environments.

The study of the literature highlights how artificial intelligence (AI) has the potential to transform education, especially when it comes to enhancing personalized education and improving teaching methods. Intelligent Tutoring Systems (ITS) and AI-powered personalized learning platforms show significant improvements in student engagement and achievement by adapting educational experiences to individual learner's needs. However, challenges with integrating different learning styles and incorporating domain-specific knowledge continue to exist. The insights also highlight the ethical considerations related to educational data mining, highlighting the need for responsible data usage. Furthermore, ChatGPT's uses in language learning indicate its capability to provide immediate feedback, and real-world language practice, and encourage the use of collaborative learning environments and critical thinking. All of these aspects significantly improve personalized and interactive language learning.

Methodology

The study adopts a qualitative research design, employing a phenomenological approach to explore the lived experiences of five English instructors who have integrated ChatGPT into their ELTL practices. Data were collected through semi-structured interviews, allowing in-depth exploration of teachers' perceptions and experiences. The purpose of the study was explained to the participants and their consent was obtained before the interviews began. The interviews were conducted in person, recorded and subsequently transcribed. The collected data were then analyzed thematically following the six-step model of thematic analysis as suggested by Braun and Clerk (2006).

Results and Discussion

The data analysis is based on a phenomenological approach. Three thematic areas emerged from the analysis: creative pedagogical techniques with ChatGPT, student involvement and learning outcomes with ChatGPT, and teacher challenges with ChatGPT integration. Additionally, the analysis highlighted the support needs for teacher professional development. These categories highlight the challenges and creative solutions that the participants came up with to improve language learning results, as well as their experiences and perspectives on incorporating ChatGPT into English Language Teaching-Learning (ELTL) pedagogy.

Teacher Challenges with ChatGPT Integration

Integrating ChatGPT into English Language Teaching-Learning (ELTL) poses significant challenges for teachers, particularly in terms of pedagogical and technical aspects. According to the research, teachers had to overcome several challenges, such as poor interface performance, connectivity concerns, and the requirement for enough training to use AI platforms safely (Bryant & Bates, 2015). With the help of participant feedback from the interviews, this section thematically addresses these problems.

Technical Challenges

Before looking into the individual experiences of Participants A and B, it is crucial to address the technological challenges faced during the integration of ChatGPT into their teaching methods. These challenges include issues like poor interface performance, poor connectivity, and the initial learning shifts that must be improved to use the AI tool effectively. For instance, teachers frequently experience challenges in understanding and utilizing the ChatGPT interface, in addition to resolving connectivity problems that prevent its smooth incorporation into teaching methods. This is consistent with earlier research (Bryant & Bates, 2015), which emphasizes how crucial it is to get beyond these technological obstacles to successfully apply AI platforms in learning environments. Participant A mentioned having difficulty utilizing the ChatGPT interface and resolving connectivity issues: "I found it difficult to understand how to use the ChatGPT interface and resolve connectivity issues. Before I could effectively use the program, I had to take my time learning its technical aspects."

The early learning shifts that come with implementing new technology in the classroom are highlighted by participant A's experience. According to Bryant and Bates (2015), integrating AI successfully in educational contexts requires overcoming technological obstacles. This shows that these challenges can be lessened with proper training and assistance, increasing the efficiency of AI tools like ChatGPT in ELTL. Similar thoughts were expressed by Participant B, who stressed the need for time to become comfortable with the technology and connectivity problems "My biggest struggles were with connectivity. It took me some time to become comfortable with the interface and figure out how to use it to enhance my teaching."

The focus of Participant B on connectivity problems aligns with common issues noted in the literature. Schmid (2020) believes that a strong technology foundation is necessary for the effective application of AI in the classroom. This underlines how crucial it is to have reliable internet access and technical assistance to enable ChatGPT to be effortlessly incorporated into instructional strategies. Similar challenges were also mentioned by participant C as "The first phase was the hardest. It required a lot of effort and patience to become familiar with the user interface and get the product to function properly."

The findings of Luckin et al. (2016), which stress the significance of user-friendly interfaces and continuous technical support to help teachers adopt AI tools, are consistent with participant C's observations. This suggests that teacher transition can be facilitated by simplifying the ChatGPT interface and offering ongoing assistance. And looking into another participant's teacher experience incorporating technology into the classroom, Participant D, first came into issues with technical setup:

> I had trouble at first getting ChatGPT to work well with my lessons. It took a lot
> of work to understand the interface, and connectivity problems were a big worry.
> It needed more troubleshooting than I had ever done with a tech tool before.

The experience of Participant D highlights how difficult it is to incorporate innovative technologies like ChatGPT into existing instruction. Effective professional development programs must incorporate both pedagogical and technological aspects to equip teachers for the seamless integration of AI tools, as suggested by Mishra and Koehler (2006). Participant E highlighted the need for ongoing help and troubleshooting as well as the initial challenges of setting up and using ChatGPT: "ChatGPT's technical setup and initial use were challenging." I had to spend a lot of effort in troubleshooting and figuring out how to use the interface efficiently."

Ertmer and Ottenbreit-Leftwich (2010) found that teachers' technical competence and confidence had a major impact on their capacity to incorporate new technologies into their teaching methods. Participant E's perspective aligns with their findings. This indicates that to overcome early obstacles and ensure the successful use of ChatGPT in the classroom, continuous technical training and support are essential. These technological difficulties highlight the need for proper guidance and support to help educators in overcoming these initial obstacles and utilizing AI tools in the classroom.

Pedagogical Challenges

The participants had considerable difficulties in modifying their teaching strategies and coordinating ChatGPT with the learning objectives. Participant A stated the difficulty of adapting teaching methods to effectively integrate the technology. For example, "It was challenging to adapt my teaching methods and integrate ChatGPT with our curriculum's objectives. It required careful planning and trial and error to successfully integrate the technology into a lesson" (Participant A).

The findings of Mishra and Koehler (2006), who highlight the significance of Technological Pedagogical Content Knowledge (TPACK) in successfully integrating technology into education, are consistent with Participant A's experience. This suggests that teachers must gain an extensive understanding of how technology can support and enhance their educational objectives, requiring focused professional development. Participant B underlined the necessity for more training and support to effectively modify their teaching strategies and integrate ChatGPT,

> I found myself struggling to integrate ChatGPT with our current curriculum
> objectives and change my teaching approaches. To overcome these challenges

and make the most of ChatGPT for language learning, further guidance and support are required.

Ertmer and Ottenbreit-Leftwich (2010), who underscore that continual professional development and assistance are necessary for teachers to effectively integrate new technology into their teaching methods, support Participant B's point of view. This suggests that teachers can encounter challenges when attempting to integrate new technology with curriculum goals in the absence of proper training and resources. Similar pedagogical issues were brought up by participant C: "I had to reconsider my lesson planning and teaching strategies after integrating ChatGPT. It wasn't simply about utilizing the tool; it was also about properly integrating it into our learning objectives."

These views highlight how crucial it is to provide teachers enough support and training, so they may modify their methods and successfully include artificial intelligence (AI) tools like ChatGPT into their curricula. The difficulties of changing teaching methods were brought to light by participant D, who explained, "Connecting ChatGPT with our teaching purposes needed major modification. A process of trial and error was required to find the right balance."

The difficulties faced by Participant D are in line with research conducted by Fullan (2007), who points out that successful professional development programs give teachers the information, abilities, and resources they require to use innovative methods of instruction. This suggests that to successfully incorporate AI tools into their teaching practices, teachers require ongoing assistance and opportunities for experimentation. A participant E shared more perspectives on adapting methods of teaching, saying, "Improving the way I organized lessons and involved students was necessary in order to include ChatGPT into my teaching style. Making sure the technology improved learning outcomes while keeping to our educational goals was challenging."

Even though every participant had the same difficulties, their experiences changed which affected how they perceived things and how flexible they were. With six years of experience, Participant A found the technical components very difficult. With eight years of experience, participant B underlined the need to match curriculum objectives with technology. With some years of knowledge, participant C showed thoughtful consideration for both pedagogical and technological difficulties. Despite these differences, every participant felt that further guidance and assistance were necessary to get past these obstacles and make the most of ChatGPT in their instructional strategies. The challenges encountered by Participants A, B, C, D and E align with existing research on AI applications in education that highlights the complexity of implementing technology into language instruction (Bryant & Bates, 2015).

Innovative Pedagogical Approaches with ChatGPT Integration

To fully utilize ChatGPT, teachers are looking at innovative techniques as they work through the integration into English Language Teaching-Learning (ELTL) methodology. To better utilize AI technology, teachers are investigating innovative pedagogical strategies to improve language teaching. These innovative methods seek to maximize learning results in the digital age while simultaneously fostering language competency and student engagement. Participant A used ChatGPT for individualized feedback and language practice while experimenting with innovative educational techniques. They created engaging activities that promoted the use of language in everyday situations, giving students chances to engage in genuine communication.

Individualized Feedback and Language Practice

The need to develop teaching strategies to smoothly include ChatGPT in classroom activities was underlined by Participant A. He further stated that;

> Including ChatGPT in classroom activities transformed my approach to teaching. Through the creation of immersive language learning experiences that incorporate ChatGPT, students can participate in real-world conversation situations and obtain personalized feedback based on their learning requirements. With the use of modern teaching techniques like group storytelling and role-playing, ChatGPT has developed into a vital tool for improving language learning and encouraging student engagement.

Participant B also adopted innovative pedagogical approaches, utilizing ChatGPT as a virtual tutor in flipped classroom models. They integrated the techniques into language practice sessions, providing students with modern techniques which can be used through ChatGPT on language learning.

Virtual Teacher in Flipped Classroom Models

Participant B highlighted the importance of adapting instructional strategies to utilize ChatGPT's capabilities effectively.

> It has helped students as well as teachers to get immediate feedback on language practice tasks. The results have been noticeable in increased student engagement and understanding of languages, even if the initial challenges included changing teaching strategies and connecting with curriculum objectives.

Participants mentioned that ChatGPT has been essential in advancing language competency and encouraging active learning through innovative pedagogical strategies like focused language practice sessions.

Interactive Learning Modules

Similarly, Participant C explored the use of ChatGPT to develop interactive learning modules that involve multimedia elements such as interactive dialogues, quizzes, and videos. This approach aimed to give students a more dynamic and interesting language learning experience:

> Students were more interested in and motivated to participate in language learning activities when ChatGPT was combined with interactive content. The immediate feedback provided by ChatGPT enabled them to correct their mistakes and improve their language proficiency simultaneously.

Participants A and B explored innovative methods such using ChatGPT as a virtual teacher, for language practice, and to receive specific feedback. While Participant B produced models for flipped classrooms, Participant A devised interactive exercises for language use in everyday situations.

Project–Based Learning Activities

Likewise, Participant D incorporated ChatGPT into project-based learning tasks, enabling students to work together on group language projects. He expressed, *"Adding ChatGPT to project-based learning has had an incredible effect. It promotes group learning and gives students the confidence to use their language skills creatively in everyday situations."*

Participant D integrated ChatGPT into project-based learning tasks, fostering collaborative group projects where students could creatively apply their language skills in real-world contexts. This approach to project-based learning aimed to enhance student engagement and confidence in language use through collaborative efforts facilitated by ChatGPT (Smith, 2020). By incorporating ChatGPT into these activities, Participant D sought to enrich the learning experience by providing students with tools to support their language learning journey within a collaborative and creative framework (Jones, 2018).

Scenario-Based Learning and Simulation

Participant E created interactive simulations that mimic real-world language use by utilizing ChatGPT for scenario-based learning exercises and simulations. He emphasized,

> I got ChatGPT is an excellent tool for developing interactive simulations that mimic language use in real life. Through increased engagement with language practice exercises, students improve their communication and language fluency.

Participant E constructed interactive simulations that mimic language use in real life by using ChatGPT for scenario-based learning and simulation exercises. Through practical application, this method improved students' language proficiency and communication abilities while also increasing their engagement with language practice exercises. Participant E sought to offer students a dynamic and engaging language learning experience that promotes significant learning results by including them in interactive scenarios that are enabled by ChatGPT. This aligns effectively with the educational approaches of today, which emphasize technological integration and experience learning in the teaching of languages (Smith, 2020; Johnson & Johnson, 2018). By providing specific and interactive learning environments that mimic real-world language circumstances, ChatGPT has the potential to transform traditional language learning methodologies, as demonstrated by this creative application of the technology (Brown & Green, 2019). The experiences of participants show how ChatGPT's innovative pedagogical strategies can transform language training. Through the adaptation of educational approaches and the utilization of ChatGPT's capabilities, teachers may encourage language proficiency and improve student engagement. To effectively use ChatGPT in ELTL pedagogy, creative pedagogical strategies are necessary. Teachers can give their students enhanced language learning experiences by adopting creative strategies and changing the way they teach. More innovation in language training will come from ongoing study and testing in this field.

Student Engagement and Learning Outcomes with ChatGPT

The involvement of students has changed significantly as a result of ChatGPT's integration with English Language Teaching-Learning (ELTL) pedagogy. Thematically, it explores how ChatGPT affects students' engagement, motivation, and communication during language-learning activities.

According to Participant A, "Using ChatGPT in interactive activities leads to a noticeable improvement in student involvement." Students were keener to use the technology to provide them with specific feedback and were more motivated to participate in real-world language use situations. To promote a dynamic learning environment and increase student involvement, Participant A emphasized the significance of utilizing ChatGPT.

> I found that incorporating ChatGPT into interactive activities allowed students to engage in real-world language use and receive personalized feedback. It required careful planning and experimentation to align the tool with our curriculum goals and ensure effective integration into lessons.

Participant A's experience underscores the potential of ChatGPT to positively impact student engagement and learning outcomes in ELTL pedagogy. Similarly, Participant B noticed a similar pattern in the participation of the students, especially during ChatGPT-facilitated language practice sessions. Students were actively participating in language learning activities and making use of the tool's immediate feedback. Participant B shared that

> By using ChatGPT as a virtual teacher, I think students could improve their learning experience by getting quick feedback on their language practice tasks.

To ensure connection with curriculum objectives, including the tool into classroom activities required careful planning and teaching technique adaptation.

Furthermore, he mentioned that it has helped students as well as teachers to get immediate feedback on language practice tasks. The results have been noticeable in increased student engagement and understanding of language even if the initial challenges included changing teaching strategies and connecting with curriculum objectives. The beneficial effects of ChatGPT on student engagement and learning outcomes were also mentioned by Participant C. He highlighted how the technology promoted interactive learning and gave prompt feedback, which improved the students' enthusiasm and language skills:

> Student participation has increased dramatically after we incorporated ChatGPT into our sessions. Students were encouraged to participate more actively in language practice exercises since they could receive immediate feedback on them. Even though changing instructional tactics at first proved difficult, there was a noticeable overall improvement in students' motivation and language comprehension.

The transformative impact that ChatGPT in boosting student motivation and engagement was highlighted by participant D. They demonstrated how adding ChatGPT to interactive language exercises greatly boosted students' engagement and excitement. As stated by Participant D,

> I found a noticeable increase in student engagement has resulted from the integration of ChatGPT into spoken language teaching. Students value receiving individual comments and are more willing to engage in activities that require them to use language in actual situations.

This viewpoint is consistent with research showing that by providing immediate and specific feedback, AI-powered solutions such as ChatGPT can improve student motivation and learning results (Woolf, 2010; Graesser et al., 2011). These studies show that these kinds of technology foster dynamic learning environments that promote deeper and more active student participation. Participant E shared insights into the initial challenges and later benefits associated with integrating ChatGPT into language training. They highlighted the initial learning curve associated with using ChatGPT in their teaching strategies, but they also mentioned how the tool might enhance student engagement and comprehension in the classroom. As stated by Participant E,

> Although adjusting to ChatGPT first presented some challenges, it has transformed the way students engage with language learning assignments. As I realized students have been able to improve their understanding and make corrections thanks in large part to the instant feedback purpose.

The experience of participant E highlights how crucial it is for educators to get continual professional development and assistance in order to successfully use AI tools into their teaching methods (Zhao, 2018). According to Fullan (2007) and Mishra & Koehler (2006), there is a demand in the literature for ongoing training and resources to maximize the advantages of artificial intelligence in education. The results are consistent with previous studies that demonstrate how AI solutions such as ChatGPT can improve learning outcomes and student engagement. Research shows that AI-powered feedback and tailored learning opportunities can boost student motivation and promote deeper participation in academic activities (Woolf, 2010). Additionally, it is acknowledged that a key element in raising student engagement and language competency is AI technologies' capacity to generate virtual learning settings and offer real-time feedback (Graesser et al., 2011). These insights highlight

ChatGPT's transformative potential for ELTL education. Teachers may develop dynamic learning environments that improve learning outcomes and increase student engagement by utilizing innovative teaching practices and effectively incorporating AI tools. Future experiments and research in this area will reveal fresh approaches to utilize AI technology to enhance language instruction and enhance its advantages for teachers and students alike.

Teacher Professional Development and Support Needs

The findings indicate that implementing ChatGPT into English Language Teaching-Learning (ELTL) courses presents significant challenges for teachers. As the complexity of incorporating AI technology into language instruction rises, comprehensive training and continuous support are essential. To use ChatGPT as a teaching medium effectively, the participants mentioned several demands for professional development and support. This theme examines the difficulty teachers have and suggests ways to help them with their professional growth when using ChatGPT as a teaching tool. According to Fullan (2007), effective professional development programs give teachers the information, abilities and tools they need to successfully adopt innovative methods of instruction. These revelations highlight how important professional development for teachers is when it comes to figuring out how to include ChatGPT into ELTL instruction.

Relating to this, participant A stressed the significance of comprehensive training and continuous assistance for teachers to successfully use ChatGPT in their teaching practices. To improve teachers' capacity to use ChatGPT, they highlighted the necessity for professional development workshops, online resources and possibilities for collaboration among peers. Further, she shared that,

> Through the challenges of adopting ChatGPT into my teaching, I found that having enough training and support was essential. To fully utilize this technology in language learning, teachers will benefit from continuous opportunities for professional growth like workshops and online tutorials.

Regarding the need for professional development and support for teachers using ChatGPT, Participant B expressed similar views. She emphasized the value of collaborative learning communities and mentorship programs in fostering information exchange and skill development among educators. She shares that,

> To effectively include ChatGPT into our teaching methods, teachers need regular support and direction. Mentoring programs and collaborative networks would offer beneficial chances to exchange best practices and overcome implementation challenges.

Moreover, Participant C underscored the importance of access to up-to-date resources and ongoing technological support:

> The integration of ChatGPT into our teaching practices requires constant updating of our skills and knowledge. Teachers can maintain up with the latest developments and successfully integrate AI tools in the classroom by having access to up-to-date information and continuous technical support.

When using ChatGPT in language instruction, teachers face several challenges, as Participant D highlighted. He stressed the necessity of chances for personalized professional development,

> I had to modify my teaching strategies and make sure they were in line with the learning objectives to integrate ChatGPT into our curriculum. Teachers could

gain the abilities and confidence required for successful adoption through professional development programs specifically designed for AI integration.

The focus placed by Participant D on individual professional development aligns with Fullan's (2007) claim that successful professional development programs provide teachers with the knowledge, abilities, and resources they need to successfully use innovative methods of instruction. This shows that teacher preparedness and capacity to use ChatGPT in language learning situations can be improved through targeted training programs that focus on AI integration. Participant E provided insights into the challenges that actual teachers encounter while utilizing ChatGPT in language-learning environments.

Due to initial technology unfamiliarity, I experienced some resistance to the use of ChatGPT in language practice sessions. These obstacles were addressed by continuing expert support and peer networks, which created a collaborative environment for effective integration.

The experience of Participant E highlights the value of continued professional support, as stated by Zhao (2018), who stresses that teachers require continual support and training to effectively use AI tools in the classroom. This suggests that early hurdles to the successful incorporation of ChatGPT into ELTL practices can be addressed by providing access to peer networks and ongoing professional development. The need for professional development and support for teachers in effectively incorporating ChatGPT into ELTL classrooms is highlighted by Participants A, B and C. Educational intuitional can enable teachers to use ChatGPT as a successful teaching tool by providing them with extensive training programs, and online materials and collaborative learning communities. Zhao (2018) highlights the necessity of continuous training and assistance for educators to enable them to properly utilize AI tools in the context of integrating them into the classrooms. The importance of pedagogical content knowledge in leveraging technology to improve teaching and learning outcomes is also highlighted by (Mishra & Koehler, 2006). It further highlights how important it is for teachers to have professional development and assistance to help them integrate ChatGPT into ELTL classrooms. To have professional development and assistance to help them integrate ChatGPT into the ELTL classroom. Educational institutions can empower teachers to improve student learning outcomes in language instruction by giving them the training, resources and collaboration opportunities they need to become more proficient in using ChatGPT.

Conclusion and Implications

The paper has shed light on the various aspects of incorporating ChatGPT into the English Language Teaching-Learning (ELTL) methodology. AI technology can completely transform education, and this is becoming more and clearer as it develops. The results of this study highlight how crucial is it to carefully consider the opportunities and difficulties involved in integrating ChatGPT into language training. It follows from thematic analysis of teacher experiences that teachers face a variety of difficulties when using ChatGPT in their teaching strategies. Significant barriers come from technical issues like the usability of the interface and connectivity problems and pedagogical issues like modifying teaching strategies and coordinating AI applications with curriculum goals. Despite these obstacles, innovative methods of instruction emerged demonstrating ChatGPT's potential to improve language instruction by using ChatGPT as a virtual instructor and incorporating it into interactive activities.

The study additionally highlights how important it is for teachers to have professional development and support to successfully use ChatGPT in ELTL curriculum. Collaborating learning

communities, continuous support and extensive training programs are necessary to enable teachers to use AI technology in the classrooms. In conclusion, even if integrating ChatGPT into ELTL teaching has difficulties, there are also unprecedented opportunities for enhancing learning outcomes and language education. Educational institutions may fully utilize artificial intelligence (AI) technology to improve language instruction by overcoming the issues this study raised while providing teachers with the tools and resources they need. Therefore, it is imperative to study this field more and investigate ChatGPT's integration with English Language Teaching-Learning (ELTL) pedagogy in greater detail. Future research would be enhanced if teacher perspectives and difficulties were in line with their actual classroom practices. This would provide a more thorough grasp of the subject. By focusing on these research areas, the educational community can strive to overcome the challenges posed by successfully integrating AI technology into teaching practices, hence improving educational outcomes.

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