Instructors vs. Learners' Insights On ChatGPT Use in EFL Settings: Beneficial or Unfavorable?

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ABSTRACT

The application of ChatGPT, an AI-driven tool launched in 2022, has sparked debate in the English as a Foreign Language (EFL) setting since its emergence, with some questioning its effectiveness and others favoring its use. This study aimed to explore the insights of how students and instructors perceive ChatGPT in the EFL context. Using a descriptive qualitative method, 34 participants comprising 17 EFL students and 17 EFL instructors provided their insights through Likert-scale questionnaires. Thematic Analysis was used to examine the data. Results revealed mixed perspectives: the majority of both students (52.9%) and instructors (52.9%) agreed that ChatGPT positively contributes to English skill improvement. Similarly, most participants (58.8% students, and 64.7%) believed it provides a good learning experience. In terms of class participation, 35.3% of students and 47.1% of instructors considered ChatGPT effective. However, opinions on its user-friendliness were divided among students (35.3% disagreed, 29.4% agreed), while a majority of instructors (58.8%) found it not easy to use. Both groups (students: 50.8%, instructors: 53.9%) disagreed that ChatGPT enhances critical thinking, possibly due to its automation feature. Regarding future use, 35.3% of students and 41.2% of instructors expressed a positive outlook. In conclusion, ChatGPT is viewed favorably overall in the aspects measured, indicating its potential for use in EFL settings.

Keywords: *EFL students, EFL instructors, insights, ChatGPT, AI, EFL context.*

1. INTRODUCTION

In the era of globalization, proficiency in English is paramount, serving as the key to accessing business opportunities, information, and international collaboration. Amelia (2021) highlighted English as the most common and crucial language of communication in the Fourth Industrial Revolution and Society 5.0. Therefore, fluency in English optimizes learning, facilitates staying abreast of the latest developments, and expands academic networks globally. Facing global challenges, learning English through technology, particularly with ChatGPT, has become a strategic imperative. Sosas (2021) asserted that technology integration improves interpersonal relationships, enhances skills, reduces stress, and builds confidence in students.

In the context of English language learning, the intriguing utilization of AI technology like ChatGPT shows promise, even in its developmental phase. Previous research has been carried out to explore the effectiveness of using ChatGPT in education. Sharma & Yadav (2023) suggested that, albeit Chat GPT's formative stage, it can effectively contribute to teaching and learning, offering practical and in-depth interactions in English. This technology enhances grammar comprehension and provides instant feedback, allowing individuals to optimize their personal and effective English language learning experiences. Ngo (2023) reported that the students favor ChatGPT as it helps them find information faster, save time, provide feedback, and refine their writing. Elkhodr et al. (2023) also found that ICT students consider ChatGPT helpful and makes the learning more interesting. There is also a contrastive analysis conducted by Purnama et al. (2023) to examine the students' and teachers' perception about ChatGPT in science learning, and they found that the two groups have a positive perception about ChatGPT as it allows them to execute the tasks effectively and efficiently. Hatmanto & Sari (2023) stated that ChatGPT has the potential to enhance the effectiveness of English Language Teaching and Learning, aligning with constructivist learning theory and principles of communicative language teaching. Regular interaction with ChatGPT improves language proficiency and confidence in expressing ideas.

However, the use of ChatGPT also invites controversial opinions from critics. Despite its significant number of benefits in learning, the cons believe that its usage entails potential risks. Elmohandes & Marghany

(2024) asserted that the negative aspects of employing ChatGPT include the risk of bias, limitations in emotional intelligence, potential errors, and constraints in specialized knowledge. Lindebaum & Fleming (2024) also expressed concern that the most significant issue with ChatGPT is its potential to render academic work irresponsible and make human jobs irrelevant. Additionally, Suharmawan (2023) pointed out limitations in ChatGPT usage, encompassing restricted comprehension, ineffectiveness in substituting creative works, inconsistency in providing accurate responses, challenges in discerning between facts and opinions, and a requirement for a stable internet connection. Limna et al. (2023) said that it is crucial to acknowledge that ChatGPT also has its limitations, including the risk to academic integrity, potential bias in evaluations, factual inaccuracies, and an over-reliance on AI that may hinder the development of essential life skills.

Therefore, it is crucial for users and educational providers to carefully consider embracing ChatGPT in the English teaching and learning context, ensuring that it benefits not only learners but also teachers. So far, there is little research directly contrasting EFL students' and lecturers' insights concerning the application of ChatGPT in EFL classrooms. Therefore, we intend to conduct a comparative assessment on the students' and lecturers' perceptions about ChatGPT as a facilitator in enhancing English language learning and teaching. The involvement of both parties in utilizing this technology is expected to create a dynamic learning environment, responsive to the needs of each stakeholder. Their opinions will shed light on the extent to which ChatGPT is accepted by its users in the field of English language teaching and learning as well as serve as guidance for further refinement and development in ChatGPT's implementation in the academic setting.

2. LITERATURE REVIEW

2.1   English Language Teaching and Learning

English plays an instrumental role as a universal means of communication. The global demand for proficient English speakers continues to rise along with the increasingly growing interdependence of countries in many sectors in the era of technology. The extent to which someone is eligible for a certain employment today also depends on how fluent the person is in English language.

Nonetheless, English language teaching and learning are not easy, especially in a place where it is regarded as the second or foreign language. It takes time and process with developmental errors frequently being produced within the learning time frame. Numerous methods have been created to ensure effective teaching delivery and the achievement of the desired learning goals, starting from traditional ones such as Grammar Translation Method (GTM) to modern ones such as Blended Learning that integrates offline and virtual elements. Each method has its own characteristics and continues to undergo refinement and updates to address the arising challenges in the EFL learning settings.

In this case, teachers are expected to be aware of the classroom needs and able to choose appropriate methods to provoke the students to think, interact, read, and speak English in updated fashions. The selection of teaching and learning methods as well as instruments for learning can have an impact on the students' learning outcome (Bourner, 1997).

To keep pace with the global technological revolution, teachers need to familiarize themselves with new technologies and adopt them in the classroom. The need to incorporate digital technology into English teaching and learning has now become increasingly immense, especially with the emergence of numerous smart, creative, and interactive platforms that can catalyze English learning progression in advanced ways. The application of the devices can stimulate feedback, and the feedback of teachers and students as direct users play a key role in future acceptance and development of the systems. As reported by Bordbar (2010), teachers and students who hold positive attitudes towards a certain type of technology tend to continue its use and make it a core element in teaching and learning. Their reviews associated with the system's effectiveness will also influence the decision-making about the extent to which it should be adopted in pedagogy.

2.2   ChatGPT

Rapid technological advancements have transformed the ways people execute tasks nowadays, including in the fields of teaching and learning. What was once done didactically and conventionally in the classroom setting can now be performed autonomously, more effectively more efficiently with the presence of technology. ChatGPT is a newly emerging technology in the form of a chatbot developed by Open Artificial Intelligence (AI). Since it was launched in 2022, it soon became a prima donna for its transformational ability to generate faster and human-like responses in a way that has never existed before. It can provide responses with impressive details following the users' prompts. The users only need to input a query on any topic in a chat box, and within seconds, the machine presents written output in a conversational tone (Sarrion, 2023). Among advanced and transformational features of ChatGPT are: 1) Intention Mechanism allowing the system to focus on the users' specific requests; 2) Generative model that is capable of creating the most updated data with relevant classification; 3) Generative Pre-Trained Transformer that processes and understands human language; 4) Language Model that can produce texts resembling human language; 4) Multimodal Neuron that can perform a specific assignment or request; 5) Supervised Fine Tuning to improve its performance on a particular task; and 6) Transfer Learning, a feature enabling the system to enhance its performance in the subsequent task and interconnect information generated in the previous task to information produced in the next task (Sarrion, 2023).

Since its emergence, ChatGPT has entered the classrooms. Even though it has not been widely or openly embraced yet due to various factors, some learners and educators have started to engage with it in meaningful ways to perform various tasks in the classrooms. Its effectiveness is still the subject of debates, with some finding it a necessary breakthrough and opportunity while some others perceive it as a threat to education.

3. METHODS

3.1   Research Design

This study adopted a qualitative design with a descriptive approach. According to Creswell (2012), a descriptive study design is employed to gather information about the current condition without altering the environment, with the aim of seeking detailed explanations of a studied phenomenon. In the context of this research, the focus was on comparing the perceptions of students and instructors regarding the utilization of ChatGPT technology as a facilitator in English language learning. The qualitative descriptive approach was expected to provide a comprehensive understanding of their views and experiences.

3.2   Participants

The participants involved in this study were 17 students majoring in English Language and 17 instructors. They were chosen using the purposive sampling technique based on the following criteria: 1) the participants major/work in the English Department, and 2) the participants have ever used ChatGPT in teaching or learning.

3.3   Data Collection and Analysis

The researchers then distributed a Likert-scale questionnaire to both groups aiming to explore their insights and experiences regarding the use of ChatGPT as a tool in the context of learning and teaching English in the academic environment. The participants were requested to choose either Strongly Agree, Disagree, Fairly Agree (Neutral), Agree, and Strongly Agree. Subsequently, their responses were analyzed using a thematic analysis approach, facilitating thematic grouping. The results were then presented in the subsequent section and a conclusion was drawn.

4. RESULTS AND DISCUSSION

4.1   Results

The results of the data analysis are presented in this section, with the EFL students' perceptions being presented first, followed by the EFL's instructors' views. Their responses to seven statements were categorized

into five levels of agreement: Strongly Disagree, Disagree, Fairly Agree, Agree, and Strongly Agree. The responses offer insights into the benefits, challenges, and overall potential of ChatGPT in EFL education. The discussion regarding the comparison between the groups will be presented in the subsequent section.

4.1.1 Insights of EFL Students Regarding ChatGPT Application in EFL Context

The following table summarizes how EFL students perceive the application of ChatGPT in EFL context:

Table 1. Insights of EFL Students Regarding the Use of ChatGPT

No.	Statements	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
1.	ChatGPT can improve English Language skill.	5,9%	0%	52,9%	29,4%	11,8%
2.	ChatGPT provides a good experience in learning English.	0%	0%	29,4%	58,8%	11,8%
3.	ChatGPT improves EFL class participation.	0%	23,5%	35,3%	23,5%	17,6%
4.	ChatGPT is difficult to operate.	29,4%	35,3%	29,4%	-	5,9%
5.	ChatGPT helps improve critical thinking in EFL	20.2%	50.8%	16.5%	5.00%	7.5%
6.	ChatGPT can help improve grammar	0%	0%	10.0%	65.5%	24.5%
7.	ChatGPT is a promising tool for learning English skills sustainably.	5.9%	29.4%	35.3%	11.8%	17.6%

Table 1 shows a significant portion of students who perceived ChatGPT positively as a tool for improving their English language skills. More than half (52.9%) of respondents fairly agreed with this statement, and an additional 29.4% agreed, while only 5.9% strongly disagreed. Similarly, a substantial majority (58.8%) believed that ChatGPT provided a good learning experience, with 29.4% fairly agreeing and 11.8% strongly agreeing. This suggested that students generally found ChatGPT effective and supportive in facilitating their learning process.

When it came to EFL class participation, students' opinions were more divided. Although a combined majority (35.3% fairly agreed, 23.5% agreed, and 17.6% strongly agreed) perceived ChatGPT as improving English class participation, 23.5% disagreed. This indicated that while many students recognized the tool's potential to engage learners, some may not have experienced significant benefits in this regard.

On the other hand, challenges arose in the perceived ease of use of ChatGPT. A notable 35.3% of students disagreed that it was difficult to operate, and 29.4% strongly disagreed, indicating that they found the platform user-friendly. However, 29.4% fairly agreed, and 5.9% strongly agreed that it was challenging to use, highlighting a minority of users who may have faced operational difficulties.

In terms of critical thinking, perceptions leaned more toward skepticism. A significant 50.8% disagreed that ChatGPT helped improve critical thinking in EFL learning, and 20.2% strongly disagreed. Only a small

percentage (16.5% fairly agreed, 5% agreed, and 7.5% strongly agreed) believed it contributed positively to this area. This reflected a perception that ChatGPT's value lay more in providing knowledge than in fostering deeper analytical skills.

With regard to grammar, the majority of EFL students believed that ChatGPT was effective for polishing their grammatical mistakes, with 65.5% strongly agreeing, 24.5% agreeing, and 10% fairly agreeing. None of them disagreed with this statement. Finally, the statement that ChatGPT was a promising learning tool for sustainable learning garnered a more balanced response. While 35.3% fairly agreed and 17.6% strongly agreed with this claim, 29.4% disagreed, and 5.9% strongly disagreed. This indicated a cautious optimism among students about the long-term benefits of using ChatGPT in learning environments.

In summary, the table reflected generally positive perceptions of ChatGPT's role in improving language skills and providing a good learning experience. However, it also revealed mixed opinions on its impact on class participation, critical thinking, and its ease of use, suggesting room for improvement in these areas.

4.1.2   Insights of EFL Instructors Regarding ChatGPT Application in EFL Context

The ways in which EFL instructors view and experience ChatGPT are presented below:

Table 2. **Insights of EFL Instructors about the Use of ChatGPT**

No.	Statements	Strongly Disagree	Disagree	Fairly Agree	Agree	Strongly Agree
1.	ChatGPT can improve English Language Skill.	0%	5.9%	52.9%	35.3%	5.9%
2.	ChatGPT provides a good experience in learning English.	0%	11,8%	17.6%	64.7%	5.9%
3.	ChatGPT improves EFL class participation.	0%	5.9%	47.1%	47.1%	0%
4.	ChatGPT is difficult to operate.	5.9%	-	23.5%	58.8%	11.8%
5.	ChatGPT helps improve critical thinking in EFL	23.2%	53.90%	10.5%	5.7%	6.7%
6.	ChatGPT can help improve grammar	12.7%	37.9%	25.0%	24.4%	0%
7.	ChatGPT is a promising tool for learning English skills sustainably.	5.9%	17.6%	41.2%	29.4%	5.9%

Table 2 displayed the insights of EFL instructors regarding the use of ChatGPT in English as a Foreign Language (EFL) teaching. It also included seven statements, with instructors' responses distributed across five levels of agreement: Strongly Disagree, Disagree, Fairly Agree, Agree, and Strongly Agree. The data shed light on how instructors perceived ChatGPT's potential and challenges in an educational setting.

Instructors showed a generally positive perception of ChatGPT's ability to improve English language skills. Over half of the respondents (52.9%) fairly agreed with this statement, while 35.3% agreed and 5.9%

strongly agreed. No instructors strongly disagreed or disagreed, indicating a broad consensus that ChatGPT could contribute positively to language skill development.

Similarly, the majority of instructors viewed ChatGPT as providing a good English learning experience. Most respondents (64.7%) agreed, with an additional 17.6% fairly agreeing and 5.9% strongly agreeing. However, a smaller proportion (11.8%) disagreed, suggesting that while most instructors found value in the tool, some may have felt its learning experience could be improved.

The use of ChatGPT to improve class participation was also viewed favorably by instructors. Nearly half of the respondents (47.1%) agreed, and another 47.1% fairly agreed, demonstrating strong support for this claim. Only 5.9% disagreed, and no one strongly disagreed, indicating that instructors saw ChatGPT as a useful engagement tool for students. When it came to ease of use, instructors generally found ChatGPT accessible. A majority (58.8%) agreed that it was not difficult to operate, and 23.5% fairly agreed, while 11.8% strongly agreed. However, 5.9% strongly disagreed, suggesting that a small proportion of instructors may have faced challenges in operating the tool.

The statement about ChatGPT helping to improve critical thinking in EFL contexts revealed more mixed perceptions. Over half of the instructors (53.9%) disagreed, and 23.2% strongly disagreed, indicating skepticism about its impact on critical thinking. A smaller proportion of respondents (10.5% fairly agreed, 5.7% agreed, and 6.7% strongly agreed) believed it contributed to fostering critical thinking skills, showing that some instructors recognized potential in this area.

EFL instructors' insights on ChatGPT's ability to help improve grammar revealed a wide distribution of opinions, with a significant portion expressing skepticism. A combined 50.6% either strongly disagreed (12.7%) or disagreed (37.9%) that ChatGPT was effective for grammar improvement, indicating notable reservations about its reliability or utility in this area. Meanwhile, 25.0% of instructors fairly agreed, and 24.4% agreed, showing that nearly half recognized some potential for ChatGPT to aid in grammar development. However, none of the instructors strongly agreed, suggesting that while some acknowledged its benefits, there was no overwhelming confidence in its capabilities for enhancing grammar proficiency.

Lastly, insights about ChatGPT being a promising learning tool for sustainable learning were cautiously optimistic. A significant proportion (41.2%) fairly agreed, with 29.4% agreeing and 5.9% strongly agreeing. However, 17.6% disagreed, and 5.9% strongly disagreed, indicating that some instructors remained uncertain about its long-term viability as a sustainable educational tool.

From the table, we could identify that EFL instructors largely appreciated ChatGPT's ability to improve English language skills and provide a good learning experience, with favorable views on its role in enhancing class participation. However, there was notable skepticism about its contribution to improving critical thinking, and a minority of instructors highlighted concerns regarding its ease of use and long-term potential.

4.2   Discussion

From the provided data above, a comparative assessment regarding the perceptions of students vs. EFL instructors with regard to ChatGPT application in the EFL context can be described below. The data reveals a nuanced landscape of opinions between the two groups on various themes related to ChatGPT's role in English language learning. The following are the themes and the comparison of perspectives between EFL students and instructor in each theme:

4.2.1   *ChatGPT Can Improve English Language Skills*

The data indicates a diversity of perspectives regarding the ChatGPT's ability to enhance English language skills. However, the majority of students in our study adopted a neutral stance (52.9%), indicating some degree of uncertainty. A significant portion of the students (29.4%) also agreed that ChatGPT is effective in the EFL settings while 11.8% of them strongly agreed with that proposition. Despite different extents, their responses fell within a positive scope. Only 5.9% of the students did not share this view. This positive attitude is similar

with the attitude of students in Nuntachit & Sugannasil's (2024) study, in which ChatGPT is believed to have a positive impact on English language education.

Similar to the students, it turned out the majority of English instructors also adopted a neutral stance (52.9%), followed by 35.3% who agreed to the statement. Interestingly, albeit statistically insignificant, the proportion of them who strongly agreed and disagreed were equal (5.9% and 5.9%, respectively).

This finding showed that EFL students and instructors generally shared a similar view and had a positive attitude towards the role of ChatGPT in English language proficiency building, likely due to its ability to provide personalized feedback and diverse language practice opportunities. These findings align with previous research, such as studies by Almelhes (2023) and Zawacki-Richter et al. (2019), which highlight AI's role in enhancing second language acquisition through personalized learning pathways and consistent engagement.

4.2.2 ChatGPT provides a Good English Learning Experience

From the perspective of students, ChatGPT provides a positive experience in learning English, with 58.8% of students agreeing, 29.4% remaining neutral, and 11.8% strongly agreeing. No students indicated strong disagreement or disagreement with the statement. These findings align with the research by Shoufan (2023) showing that students appreciate the capabilities of ChatGPT, finding it engaging, motivating, and providing a positive experience for both study and work.

However, stronger agreement was found on the EFL instructors' side when compared to EFL students. While 94.1% of instructors viewed ChatGPT as offering a good English learning experience, only 88.2% of students share this sentiment. This slight discrepancy may result from instructors' appreciation of ChatGPT's efficiency and adjustability in addressing various learning needs, which aligns with the findings by Zhao & Gao (2023), who emphasized instructors' tendency to value AI tools for their efficiency and ability to enhance classroom management and instruction, as well as in generating lesson ideas and preparing lessons, as noted in recent research by Ulla et al. (2023). Students, however, might prioritize interactive engagement, which could influence their perceptions of the learning experience. On the other hand, students might prioritize interactive engagement, which could be influenced by individual preferences and expectations from technology.

4.2.3 ChatGPT Improves EFL Class Participation

The role of ChatGPT in fostering EFL class participation showed more notable divergence. Among students, 76.4% agreed that ChatGPT improves participation in EFL classes, whereas instructors displayed stronger consensus, with 94.2% agreeing. This difference could reflect varying perspectives on what constitutes participation. For instructors, ChatGPT's ability to encourage students to engage with EFL content might be perceived as increasing participation, even if the interactions are less verbal or traditional. However, students might evaluate participation based on interpersonal dynamics and direct involvement in discussions, which might not be fully addressed by an AI tool. This aligns with prior research by Kisanga & Kisanga (2022), who found that while technology fosters participation, it cannot fully replicate human interaction in collaborative settings.

4.2.4 ChatGPT is Difficult to Operate

There is a great contradiction concerning the operation difficulty of using ChatGPT. Amongst students, 64.7% found it difficult to operate (i.e. combining "Strongly Disagree" and "Disagree" responses regarding difficulty), while most instructors (70.6%) disagreed with this claim. This again points towards a gap in terms of technology literacy, likely experience-based. On one hand were instructors, who likely approach ChatGPT used professionally and pedagogically, may have more confidence in taking better usages, while students may face barriers related to familiarity or adaptability. These findings support conclusions by Shaikh et al. (2023) who noted that user experience and digital literacy affect usability perceptions in using AI tools. Still, this is consistent with the research by Shoufan (2023), which stated that ChatGPT is easy and user-friendly, boosting the humanization of answer guidance and very valued in providing well-structured responses and good explanations for outputs.

4.2.5 ChatGPT Improves Critical Thinking in EFL

The most prominent difference between students and instructors is related to ChatGPT's role in fostering critical thinking in EFL. While 71% of students concurred with the statement that ChatGPT helps improve critical thinking in English language learning, this percentage rose to 77.1% among instructors. This collective skepticism may reveal an insight into the fact that critical thinking is often rendered in quite subtle ways, through debate and metacognitive processes not actually capable of being replicated in entirely the same form by using AI tools. Prior studies, such as those by Darwin et al. (2024), support this view, arguing that while AI tools can scaffold knowledge, they are limited in guiding students through the deeper, iterative processes required for critical analysis and synthesis. Educators have also noted that AI-generated feedback lacks the depth required to stimulate students' critical thinking abilities (Fryer et al., 2020).

4.2.6   ChatGPT Can Help Improve English Grammar

The insights of EFL students and instructors regarding ChatGPT's ability to help improve grammar reveal a stark contrast. Among students, the overwhelming majority expressed positive views, with 65.5% agreeing and 24.5% strongly agreeing that ChatGPT aids in grammar improvement, while none expressed disagreement. In contrast, instructors were more skeptical, with a significant proportion disagreeing (37.9%) or strongly disagreeing (12.7%) with this claim. Only 24.4% of instructors agreed and 25.0% fairly agreed, with none strongly agreeing. This discrepancy may reflect differences in expectations; students may view ChatGPT as an accessible, practical tool for grammar practice, whereas instructors, likely more critical of its linguistic nuances and pedagogical limitations, might focus on the inaccuracies or lack of depth in AI-generated feedback. It may also stem from their familiarity with other grammar correction tools, like Grammarly. This contrast underscores the need for further exploration of how AI tools like ChatGPT can bridge the gap between learners' enthusiasm and educators' concerns.

4.2.7   ChatGPT is a Promising Tool for Learning English Skills Sustainably

Finally, perceptions of ChatGPT as a promising tool for English learning in the long term are cautiously optimistic in both groups, though instructors expressed slightly more confidence. Among EFL instructors, 76.5% agree, compared to 64.7% of students. This difference may be attributed to instructors' broader perspective on long-term pedagogical benefits, such as scalability, adaptability, and resource efficiency. EFL students, however, may weigh their immediate experiences more heavily, which might temper their optimism. This observation is consistent with the findings of Silva et al. (2024), who noted that students' perceptions of educational technologies are often shaped by their personal interaction with the tool, while instructors consider both immediate and future implications.

5. CONCLUSION

This study provides an in-depth comparative analysis of the perceptions of EFL instructors and learners regarding the integration of ChatGPT into language education. The findings demonstrate that while both groups generally acknowledge the potential benefits of ChatGPT, their evaluations differ in several key areas. Instructors view ChatGPT as a valuable supplementary tool that can streamline lesson preparation, enhance creativity, and provide learners with diverse opportunities for language practice. However, they remain cautious about its limitations, particularly its inability to foster higher-order thinking skills and the potential for misuse.

Learners, on the other hand, appreciate ChatGPT's accessibility and ease of use as a resource for immediate feedback and self-directed learning. Nonetheless, concerns about its reliability, particularly regarding accuracy and contextual appropriateness, limit their confidence in using the tool independently. Furthermore, both groups express reservations about the overreliance on AI, emphasizing the need for human guidance to ensure meaningful and effective learning outcomes.

The study also highlights broader implications for the role of AI in education. While ChatGPT offers innovative possibilities for language learning, it cannot replace the nuanced interaction and adaptive feedback provided by skilled educators. Its use must be carefully framed to complement traditional methods rather than

substitute them entirely. In this sense, the integration of ChatGPT should align with pedagogical goals that prioritize critical thinking, creativity, and collaborative learning.

This study is not without limitations. The findings are constrained by its sample size and demographic focus, which may not reflect broader views of all EFL learners and instructors globally. Thus, it is recommended for future researchers to include a larger sample size with more than one demographic focus. This study is expected to provide valuable insights for policymakers and educators about the importance of equipping instructors with the skills to integrate AI into English language learning and teaching practices effectively.

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