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Undivided Teacher Training Program

The Role of ChatGPT in Teaching English as a Foreign Language
A ChatGPT szerepe az angol mint idegen nyelv oktatásban

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Aláírás

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Név (olvashatóan)

Abstract

ChatGPT 3.5 has become a popular tool for teachers of English as a Foreign Language (EFL). This current exploratory study aimed to investigate two main areas where ChatGPT can be utilized to enhance the efficacy of teaching; the use of ChatGPT to support lesson planning and assessment, and the ways in which it can support teachers in improving students' foreign language skills. In addition to the review of the literature, data was gathered through interviews and a questionnaire survey. In total, 52 EFL teachers teaching in Hungary completed the online questionnaire from among whom 6 teachers (2 teacher trainees and 4 experienced full-time teachers) were selected randomly for semi-structured in-depth interviews. The interviews were analyzed with a qualitative approach, using the constant comparative method. In addition, descriptive statistics were calculated based on quantitative data from the questionnaire to answer the research questions. The results indicate that EFL teachers use ChatGPT to brainstorm ideas - using it only as a springboard - for the lesson, but they do not find ChatGPT helpful for assessment or feedback as they believe it is solely the teacher's responsibility to evaluate students' progress. Finally, ChatGPT is the most useful for improving reading and writing skills through generating adaptive texts and sample essays to assist students in structuring their ideas. Teachers also use ChatGPT to develop speaking skills by generating debate topics and arguments. Nonetheless, they do not use it to develop listening skills due to the lack of voice recognition in the free version of ChatGPT and only use it to generate culture-based texts to improve students' intercultural competence. These results imply that EFL teachers now use ChatGPT mainly for background work, but a wide range of possible implementations that could add to teachers' expertise and help them stay in their position as the 'human-in-the-loop'.

Keywords: ChatGPT, AI-assisted teaching, teaching English as a foreign language, lesson planning, foreign language skills development

Table of contents

Abstract	2
1. Introduction.....	5
2. Review of the literature.....	7
2.1. Natural Language Processing	7
2.2. Types of chatbots in EFL teaching	9
2.3. Lesson planning and assessment with ChatGPT	10
2.4. Improving foreign language skills with ChatGPT.....	13
2.4.2. Improving writing skills with ChatGPT	16
2.4.3. Improving speaking skills with ChatGPT	17
2.4.4. Improving intercultural competence with ChatGPT.....	19
3. Methods.....	20
3.1. Research approach of the two research questions	20
3.2. Instruments and participants.....	20
3.2.1. Procedures	21
3.2.2. Questionnaire	25
3.2.3. Interview.....	25
3.3. Methods of data analysis	26
3.4. Ethical considerations	26
3.5. Limitations and directions for future research	27
4. Results.....	29
4.1 Using ChatGPT to brainstorm ideas for lesson plans but not used for assessment.....	29
4.2 Supporting the improvement of language skills	32
5. Conclusions	35
5.1. ChatGPT as an ‘idea bank’ for customized lesson planning, and assessment	35
5.2. Supporting teachers with materials to develop foreign language skills	35
5.3. Possible pedagogical implications of this current research.....	36
6. A ChatGPT szerepe az angol, mint idegen nyelv oktatásban	39
6.1. Elméleti háttér	39
6.1.1. Témaválasztás indoklása	39
6.1.2. A természetes nyelvfeldolgozás (NLP) és nagy nyelvi modellek (LLM).....	40
6.1.3. Chatbotok az angol, mint idegen nyelv tanításban.....	41
6.2. Módszer.....	42
6.3. Eredmény és konklúzió	43

References	46
Appendices	50
Appendix A - Figure 10	50
Appendix B - Online questionnaire	51
Appendix C Interview questions	58
Appendix D Tables of the main categories emerging from the interviews with examples..	60
Appendix E - Figure 11	67
Appendix F - Figure 12	68
Appendix G - Figure 13	69
Appendix H - Figure 14	70
Appendix I - Figure 15	71
Appendix J - Figure 16	72
Appendix K - Figure 17	73

1. Introduction

ChatGPT is one of the well-known application areas of Natural Language Processing (NLP). Using deep learning (a type of machine learning), it learns from its experience (available data) and improves itself through several interactions with the user (Sharma et al., 2021). It has been trained on vast amounts of internet text data, which enables it to understand the context of a conversation and generate human-like responses in several languages (Deng & Lin, 2022; Jeon & Lee, 2023). The familiar language used by NLP tools “makes it easier for humans to communicate and collaborate with machines, by allowing them to do so in the natural human language they use every day” (Stryker & Holdsworth, 2024, par. 5). As a result of intensive developments in NLP, ChatGPT – powered by a Large Language Model (LLM) that has access to billions of texts written by humans – is capable of performing more complex tasks than previous forms of chatbots (Jeon & Lee, 2023). Through deep learning, which is suitable for dealing with larger sets of data and complexity, ChatGPT can create contextual relationships – called neural networks – among immense amounts of information (Sharma et al., 2021; Bonner et al., 2023). Consequently, talking to a machine is as easy as talking to a human being.

Since the launch of ChatGPT (Chat Generative Pre-trained Transformer) on November 30, 2022, when it became accessible for both teachers and students, I have been keeping track of its effects on language teaching and its impact on language teachers’ work. At first, this NLP tool appeared to be able to substitute teachers in various aspects, even jeopardizing their positions in the classroom. The first wave of apprehension – regarding teachers being replaced by artificial intelligence (AI) – started to settle once users realized that ChatGPT, being a general-purpose chatbot (Jeon & Lee, 2023) has only been trained to perform daily, simple conversations with the user via question-and-answer dialogue structure. Unlike customized and special purpose chatbots, it has not been developed for language learning purposes, hence, it cannot substitute educational professionals and their pedagogical insight. As a result, teachers are not likely to be replaced by this form of AI any time soon, but they can build a partnership with AI as an assisting tool, allowing them to delegate mundane, repetitive or time-consuming tasks (Amin, 2023; Bonner et al., 2023; Kostka & Toncelli, 2023). ChatGPT can assist teachers in creating customized lesson plans, saving their preparation time by creating teaching materials, and also serving as an assessment tool (Amin, 2023). Furthermore, it can revolutionize language learning by providing real-time, personalized language learning experiences for students as it can imitate a native English speaker in a written conversation (Murphy et al., 2023) to develop students’ language skills and develop intercultural skills.

Some of the above-mentioned implications, however, are still only theoretical, as only a limited amount of empirical evidence exists regarding teacher-chatbot collaborations in the field of language teaching and learning. This inspired me to delve deeper into this topic to see how teachers use ChatGPT and where the integration of AI currently stands in Hungary in English language teaching, specifically focusing on the most under-researched areas, such as lesson planning and assessment along with the development of five foreign language skills (reading, writing, speaking, listening and intercultural competence) with ChatGPT.

This paper will first present the theoretical background of ChatGPT in the Review of the Literature (Section 2) and then the areas for which EFL teachers can utilize it in their teaching, with a focus on (1) using ChatGPT for lesson planning and assessment; and (2) using it to improve the four macro skills and intercultural competence. The Methods section (Section 3) will provide a description of the participants and the research procedures, along with the data analysis methods. After that, the research findings will be presented (Section 4) focusing on the two research questions which guided the review of the literature:

- 1) How can ChatGPT help teachers in lesson planning and assessment?
- 2) How can ChatGPT support EFL teachers in improving students' foreign language skills?

A total of 52 EFL teachers in Hungary participated in the online questionnaire survey which is one of the research instruments used for data collection in the current exploratory study. In addition, in-depth interviews were conducted with 6 teachers to support the interpretation of the data from the questionnaire. The overall aim of this exploratory study is to reveal the extent and the ways in which teachers allow ChatGPT to assist them with their work and at what stage of the teaching process (e.g., planning, assessment, skills development).

The Conclusions (Section 5) aim to provide EFL teachers with practical information – and inspiration – on how to use ChatGPT for language teaching, especially for areas that have not been exploited yet, and to start experimenting with more complex roles it can fulfill in teaching in addition to the planning phase and the generation of materials.

Finally, Section 6 will provide a Hungarian summary of the main chapters of the paper.

2. Review of the literature

In this chapter, first, natural language processing (Section 2.1) is discussed, including the types of chatbots used in EFL teaching (Section 2.2) with a special focus on ChatGPT, a widely used, popular, general-purpose chatbot powered by LLM. After the definitions of the key terms in this paper, the remaining sections outline what the relevant literature proposes concerning (1) using ChatGPT in lesson planning and for assessment (Section 2.3); and (2) improving productive and receptive skills alongside with intercultural competence with ChatGPT (Section 2.4).

2.1. Natural Language Processing

The most alluring feature of ChatGPT is its capability to perform easy human-like conversations with the user, using natural language. Machine learning makes this human-like interaction possible through algorithms which analyze millions of human texts – words, sentences, and paragraphs – to train themselves and understand the context of various forms of human communication. This is called natural language processing, a sub-class of artificial intelligence, in which the machine learns from its experience (Sharma et al., 2021). Bonner et al. (2023) describe this machine learning as a three-step process. First, the machine analyzes the data from the input, based on which it builds a model and finally undertakes an action. These steps are iterated in a continuous loop, since the output generates new data, which amends the model, causing new action – this is defined as ‘machine learning’. According to Hirschberg and Manning (2015):

Computational linguistics, also known as natural language processing (NLP), is the subfield of computer science concerned with using computational techniques to learn, understand, and produce human language content. Computational linguistic systems can have multiple purposes: The goal can be aiding human-human communication, such as in machine translation (MT), aiding human-machine communication, such as with conversational agents; or benefiting both humans and machines by analyzing and learning from the enormous quantity of human language content that is now available online. (p. 261)

Nadkarni et al. (2011) confirm that NLP – which began in the 1950s – is indeed the intersection of AI and linguistics, capable of retrieving information from texts. Still, in the earlier approaches – especially in machine translation – the system failed to engage with complex elements of the language like homographs or metaphors, resulting in inadequate

translations. This problem was overcome by Chomsky's (1956) theoretical analysis of the language through transformational grammar, which laid the foundations of a programming-language syntax by introducing a notation system that used strict rules for creating longer utterances. On the other hand, natural language is unpredictable and complex; therefore, a more suitable programming language, called Prolog, was designed specifically for NLP applications. Even so, these applications still had two major areas where they could not handle the natural language's unrestrictive nature and ambiguity (Nadkarni et al., 2011): analyzing the semantics of discourse, and the limitation posed by such handwritten rules in handling deficient spoken and telegraphic prose. Consequently, in the 1980s this resulted in a reorientation of programming languages, employing large, annotated bodies of texts – i.e. corpora – to train machine-learning algorithms used by NLP tools. This new approach upgraded their performance, as they learned and evaluated copious real language data utilizing information about the frequencies of the most commonly used language items, including natural language errors. This way, even when they fail, they “degrade more gracefully with unfamiliar/erroneous input” (Nadkarni et al., 2011, p. 545).

Such an upgraded version of NLP is ChatGPT, which is powered by an LLM, analyzing billions of texts. LLMs are neural networks as interpreted in Bonner et al. (2023) that utilize deep learning. Unlike machine learning, which stores data in categories based on common content features, neural networks categorize information by its relationship with other pieces of information, forming a network of connections, similarly to the way in which the human brain organizes information. It searches for the topic and related topics that best apply in the given context, this is what enables deep learning to deal with large and complex data sets (Sharma et al., 2021). Therefore, ChatGPT is an advanced version of natural language processing, able to complete more complex tasks and analyze a greater amount of text.

After explaining how ChatGPT functions as an NLP tool powered by an LLM, the following part will elaborate on the three types of chatbots being used in EFL teaching, providing insight into the reason why teachers find it problematic to integrate ChatGPT into EFL teaching.

2.2. Types of chatbots in EFL teaching

Chatbots have leveraged language learning into the AI era in which they have become active participants in the learning and teaching process, offering personalized learning experiences as “conversational pedagogical agents” (Kuhail et al., 2022, p. 975).

Educational chatbots provide a cost-effective method to engage students in the learning process by instantaneously providing them with course content, assignments, and study resources, along with one-on-one interaction (Kuhail et al., 2022). The interaction can be user-driven (powered by AI, using flexible dialogue determined by the questions of the user) or chatbot-driven (scripted).

ChatGPT can maintain limitless conversational turns on a specific topic, answering the user’s questions, remembering their previous statements, comprehending follow-up corrections, and declining inappropriate requests (Jeon & Lee, 2023). Stojanov (2023) in her autoethnographic study examined the interaction ChatGPT 3.5 with her. The chatbot acted as a ‘knowledgeable other’ – similar to a personal tutor – to help her acquire knowledge on a certain topic. She concluded that the greatest benefit of this kind of chatbot-student interaction is the constant feedback it provides during the learning process, enhancing learner motivation. Still, inconsistency in providing knowledge was perceived in the conversation process along with inaccuracies, which undermines goal-oriented learning. ChatGPT can take several divergent paths as the conversation expands, thus undermining initial learning goals. Therefore, it is hazardous for students to completely rely on ChatGPT to attain knowledge. Although teachers might use it to provide individualized language instruction, especially in online classes with students from various backgrounds where teachers’ generic instruction might not resonate with all students. ChatGPT provides more versatile explanations of the course material, acting as a personal tutor, tailoring instruction to the student’s proficiency level, interest, and cultural context (Al-khresheh, 2024).

According to Jeon and Lee (2023), there are three types of chatbots applicable for EFL teaching:

- (1) General-purpose chatbots: engage in daily, simple conversations via question-and-answer dialogue structure, mostly used in online courses;
- (2) Specific purpose chatbots: more complex structures, designed by commercial developers for language learning;
- (3) Customized chatbots: created by researchers and teachers for particular language learning contexts using visual chatbot development platforms. (p. 15875)

OpenAI's ChatGPT, which can access to data up to 2021, is a general-purpose chatbot which might be helpful in developing communicational strategies when learning a foreign language, but it was not specifically designed for language learning purposes.

Empirical research has been conducted using queries to pilot ChatGPT to write an academic paper on Artificial Intelligence for Education (Zhai, 2022). Among other ideas, ChatGPT recommended the following applications of AI in education: (1) personalizing learning by tailoring educational content to individual learners' interests and needs and providing personalized lesson plans, (2) automating administrative tasks like grading and assessment, course scheduling and student record management, (3) tutoring and mentorship by providing personalized instruction and support. This research proved that ChatGPT has high potential in several areas. Firstly, it is able to construct coherent academic texts, which can be useful not only for learners and teachers but for researchers as well. Secondly, with several back-and-forth interactions, it provides relevant knowledge while maintaining lengthy conversations through multiple follow-up questions. This way, the user can acquire more than general knowledge in a specific field. Thirdly, without claiming to cover all aspects, its suggested educational implications also provide a general overview of the areas where ChatGPT can be harnessed by teachers. These areas will be further explored in this current study to understand how ChatGPT can actually be utilized in teaching.

This section reviewed the three types of chatbots (general-purpose, specific purpose, customized chatbots) and their role in EFL teaching, concluding that ChatGPT 3.5, the free version currently available to anyone, unlike customized and specific purpose chatbots, was not designed to aid language learning in the first place. The next section provides information on how ChatGPT, as a general-purpose chatbot can still be utilized in EFL teaching, strictly from teachers' perspective to enhance their efficacy in planning and assessment.

2.3. Lesson planning and assessment with ChatGPT

Lesson planning involves teachers' complex thinking skills and understanding of the situation, including background information about the learners, their goals and ways to approach reaching those goals, information about the learners' interests, or average performance based on ongoing assessment, just to mention a few of the ideas that shape a lesson before it happens. This background knowledge and previous experience enables teachers to envisage the lesson(s) or a variety of lesson structures and activities to be able to predict what will work with a given group and what may not be so tangible or useful. Various aspects need to be considered beforehand to make the lesson goal-oriented. Decisions need to be made regarding the particular teaching

aim (skills, topic), selected tasks, and their sequencing, as well as classroom management (e.g., giving instructions, seating arrangements, timing activities or managing classroom interactions; see for example: Scrivener, 2011; Ur, 2024). All these decisions are made in accordance with the learners' individual goals and needs in mind. Regardless of how meticulously the lesson is planned, teachers need to be aware of 'planning paradoxes'; emerging situations necessitating immediate response from the teacher whether to follow the initial plan or divert from it (Harmer, 2015). Even though the focus should be on the learners, not having a plan would increase the risk of directionless lessons. The plan can prepare teachers to deal with the unexpected. Not to mention the administrative duty of writing up official lesson plans or course plans, which is a rather time-consuming part of a teacher's job. ChatGPT can enhance teachers' efficiency by automatizing some of these processes, offloading some of the burden of administrative tasks and allowing them to focus more on classroom management and deal with unexpected situations (Amin, 2023).

Teachers can save time to automate certain aspects of lesson planning, using ChatGPT. It is capable of generating customized lesson plans that align with curriculum goals, materials, and exercises tailored to students' interests (Al-khresheh, 2024). Initial lesson plans can be provided by ChatGPT, suggesting specific topics, structuring the lessons, and organizing classroom activities (Huang & Li, 2023). However experienced teachers may be, the creative process of lesson planning can be draining – and teachers may find an infinite source of ideas helpful. When planning, teachers may also need someone to consult, and colleagues are not always available. Using ChatGPT to explore alternatives is like “brainstorming class ideas with other teachers and determining which would work within their context and aid their learners” (Bonner et al., 2023, p. 35). ChatGPT's strength is to automate banal tasks, but it does not substitute teachers' insight into educational methodology, pedagogy, or classroom management (Bonner et al., 2023). To execute tasks – such as lesson planning – appropriately, teachers should give informative and specific prompts. These prompts can be modified various times to provide the best version suited to the given teacher's context and needs. Such informative prompts should contain the topic/focus of the lesson, the aim of the lesson, skills that should be in focus, the classroom arrangement (maybe even the available equipment), students' background knowledge, age, interests, goals and needs, and the CEFR (Common European Framework of Reference) level for which ChatGPT should plan course materials (Bonner et al., 2023; Huang & Li, 2023). As a result, ChatGPT's efficacy depends on how the teacher uses it. In addition to lesson planning, ChatGPT may also be used to generate an outline to teachers about the knowledge and skills to be included in the curriculum (Lo, 2023) provided that they

give enough information in the prompt. However, solely relying on AI for lesson or curriculum planning is impossible, it may even hinder students' achievements if not integrated carefully (Abramson, 2023).

The second main domain in which ChatGPT can assist teachers is assessment in two ways: (1) generating assessment tasks – quizzes, multiple-choice tests – and (2) evaluating student performance. Using the data supplied by ChatGPT teachers can keep an eye on students' progress and pinpoint areas students are having difficulty with to modify teachers' approaches and subsequent learning activities accordingly (Kostka & Toncelli, 2023; Lo, 2023; Zhang, 2024). EFL teachers may not have experience or training in the grading schemes of all the kinds of language exams that their students would like to take. ChatGPT can grade papers if it is provided information about the marking system and may also recommend ways to improve it. Even if they do have experience in marking systems or if they only apply their own grading schemes, EFL teachers struggle with the workload of evaluating essays and providing feedback as it takes up most of their time. As Barshay (2024) says:

Even an efficient high school English teacher who can read and evaluate an essay in 20 minutes would spend 3,000 minutes, or 50 hours grading if she is teaching six classes of 25 students each. There are not enough hours in the day (par.1).

It may be argued that the aim of assessment is to assess whether the initial learning goals have been achieved. If teachers delegate all grading to ChatGPT, they will not be able to determine what to teach next as they fail to see reoccurring mistakes or lose track of students' progress. However, ChatGPT holds much more potential in this domain than what has been exploited by teachers. Indeed, few teachers use ChatGPT's dialogue history to determine students' progress. In Jeon and Lee's (2023) study only two teachers out of the eleven used ChatGPT's dialogue history to determine students' progress and discuss their results individually. While ChatGPT's feature of storing conversation details can provide valuable insight into students' progress, it also raises ethical questions about the barriers of data collection and storage (Amin, 2023). Teachers should warn students to protect their personal data while interacting with ChatGPT, keeping it to the minimum. However, teachers can delegate the most meticulous task of correcting grammar mistakes (spelling, and punctuation errors, as well) in students' essays to ChatGPT as this type of correction is often binary (either right or wrong), free of any personal information (Bonner et al., 2023) and explanations or corrections can be generated quickly.

Although several NLP tools are trained to score essays and carry out summative assessments, ChatGPT is a general-purpose AI, not trained specifically for assessment (Gardner

et al., 2021; Jeon & Lee, 2023). Teachers must keep in mind that ChatGPT-suggested assessment might not cover all targeted learning objectives. It is advised to teachers to only use ChatGPT to provide initial feedback and create tests (multiple-choice tests, gap-fill tasks) rather than use it for grading high-stakes tests (Barshay, 2024; Jeon & Lee, 2023; Lo, 2023).

After elaborating on how ChatGPT can assist teachers in planning and assessment, the next section will focus on how teachers can use ChatGPT to develop macro skills: receptive, productive skills, and intercultural competence.

2.4. Improving foreign language skills with ChatGPT

The following section presents possible implementations of ChatGPT for reading, writing, speaking, listening skills, and intercultural competence. Although language teaching is usually discussed with reference to the four skills (receptive: reading and listening, and productive: speaking and writing), culture is often mentioned as the fifth skill (Damen, 1987). Dealing with the cultural dimension of language is inevitable to avoid our students becoming ‘fluent fools’ who can communicate well, but get into all sorts of trouble when it comes to deciphering deeper beliefs and values of the social and philosophical content the language is rooted in. Therefore, language use surpasses accuracy and includes sensitivity to cultural differences that determine successful communication without misunderstandings (Bennett, 1997). The focal role of intercultural competence in the globalized world of the 21st century, where most countries are diverse and multicultural, is also emphasized in the European Commission’s (2019) pamphlet mentioning *cultural awareness and expression* as the 8th key competence to be developed in students to become responsible adults.

Teachers use all resources they can to improve the above-mentioned skills in students, which means ChatGPT’s access to a larger corpus of data offers greater scope for improving students’ foreign language skills.

2.4.1. Improving reading skills with ChatGPT

Huang and Lee (2023) claim that ChatGPT can design the perfect graded input for improving students’ reading skills. It can generate a wide range of language materials – sentences, paragraphs, articles – students can read and learn more about grammar and vocabulary. With ChatGPT, teachers do not have to spend time searching the internet for authentic texts in newspaper articles or literary works and edit those texts to suit the level of the students, but simply provide a few lines of specific instructions, and the text is automatically generated in seconds by the chatbot. Teachers can generate texts of any length and level, giving

a list of newly learned words to be included, and with any number of comprehension questions as shown in Figure 1. Apart from generating level-appropriate texts, ChatGPT can also assist with creating reading comprehension tasks for the text within seconds. Relying on its conversational memory, the teacher can ask the chatbot to create multiple-choice questions for the reading text. Below is an exemplary sample of such a prompt, not only instructing ChatGPT to create a specific number of multiple-choice questions for the text but also emphasizing that these questions should be focused on the main ideas in the text.

Figure 1

Prompt for generating multiple-choice questions for levelled text

Input (as a follow up in the same conversation thread as above)

Generate 4 multiple-choice comprehension questions about the main ideas in the text.

Note. Adapted from Bonner E., Lege, R., & Fraizer, E. (2023). *Table 8. Example of question generation for levelled text* [Picture]. Teaching English with Technology, 23(1), 23-41. <https://doi.org/10.56297/BKAM1691/WIEO1749>

Bonner et al. (2023) claim that teachers prefer ChatGPT as a tool that expands the resource repertoire from online ready-made materials and textbooks to more authentic texts. ChatGPT can generate personalized reading comprehension tasks with a coherent passage and several multiple-choice questions about the content, long texts (stories, news articles, poems), and question-and-answer pairs with ChatGPT (Xiao et al., 2023). Teachers only need to give the length, genre, difficulty level and topics to generate high-quality texts. The following (Figure 2) is an example of a well-structured prompt aiming to generate a level-appropriate text for learners at the B2 level.

Figure 2

Prompt for graded texts

Input

In language appropriate for a CEFR B2 English language learner, write a 200-250 word passage about the effect of the TV show CSI on forensic science.

Note. Adapted from Bonner, E., Lege, R., & Fraizer, E. (2023). *Table 7. Example of leveling text* [Picture]. Teaching English with Technology, 23(1), 23-41. <https://doi.org/10.56297/BKAM1691/WIEO1749>

This epitomizes the notion of a ‘specific prompt’. It needs to be direct; omitting redundancy that usually takes the form of unnecessary courtesy like ‘please’. Teachers should provide the specific level at which they want the text to be generated along with a word count range and the topic. The topic must align with the lesson’s teaching aims and learning goals.

However, it is still a common problem that the generated reading content is distinguishable from human-written text and the level of personalization might still fail to meet teachers' needs (Xiao et al., 2023). Consequently, the teacher must be precise with the educational level terminology in the prompt (e.g., CEFR C1, 4th grader, and so on) to receive accurate summaries (Bonner et al., 2023). Moreover, even academic texts can be tailored to the level of students by inserting the text and asking AI to make a level-appropriate, just-enough challenging summary.

2.4.2. Improving writing skills with ChatGPT

The technology that teachers choose for improving writing skills (especially with formal style) should ensure accuracy and appropriacy (Levy, 2009). Theoretically, ChatGPT can develop students' language skills further as it responds with perfect grammar (Murphy et al., 2023). Ever since then, a one-month cross-sectional study with 10 undergraduate students proved that ChatGPT is perfectly capable of identifying and correcting grammar mistakes in students' writings. Students who used ChatGPT made fewer mistakes in spelling, article usage, and subject-verb agreement (along with other types of grammar problem points). They also showed an improvement percentage above 70% over the four weeks (Jahan et al., 2024).

Teachers might see the potential in ChatGPT for including it in the writing instruction, but they still may be reluctant to allow their students to use it for writing their essays. The reason is that it can hinder creativity and critical thinking if students use it unethically. Therefore, Barrot (2023) describes a way in which ChatGPT can be integrated into writing instruction. Without doing the work instead of the students, she makes them use it as an additional output in their writing process: generate additional ideas of topics, generate sample texts as additional sources to study structural features, refine their initial outlines, get feedback for their drafts, and edit their final drafts to improve its vocabulary, grammar, and language style. ChatGPT can save teachers' time by providing personalized feedback to students on vocabulary, grammar, and syntax (Baskara, 2023).

The following example demonstrates a generic prompt – user-friendly for both teachers and students – that includes specific writing aspects for ChatGPT to focus on when improving essays, for example:

“Please review my paragraph, provide feedback on structure, grammatical errors, clarity, coherence, logic, and use of appropriate transition and cohesive device. I am not seeking rewrite, only feedback. (Paste Your Paragraph here).” (Huang, 2023, p. 75)

ChatGPT is also perfect for generating narrative prompts to give a focus to students and input for creative writing by defining the characters, story setting, and plot, as the example shows below:

Figure 3

An example of generating narrative prompts

Input
Create a short story introduction based on the following information: Character: Lacy Occupation: English Teacher Setting: Waikiki beach Action: Learning to surf
Output (AI response)
Lacy, an English teacher, stood on the sandy shores of Waikiki beach, watching the waves crash against the shore. She had always been fascinated by the ocean, but never dared to venture into the water. Today, however, she was determined to conquer her fear and learn how to surf. With a determined look on her face, she approached her instructor, ready to take on the waves and embrace the thrill of surfing.

Note. Adapted from Bonner E., Lege, R., & Fraizer, E. (2023). *Table 3. Example of generating narrative writing prompts* [Picture]. Teaching English with Technology, 23(1), 23-41.
<https://doi.org/10.56297/BKAM1691/WIEO1749>

2.4.3. Improving speaking skills with ChatGPT

ChatGPT can participate in and produce new situations for every student in role-plays to prepare them for real-life scenarios without the pressure of failure, also providing feedback on their performance (Mollick & Mollick, 2023).

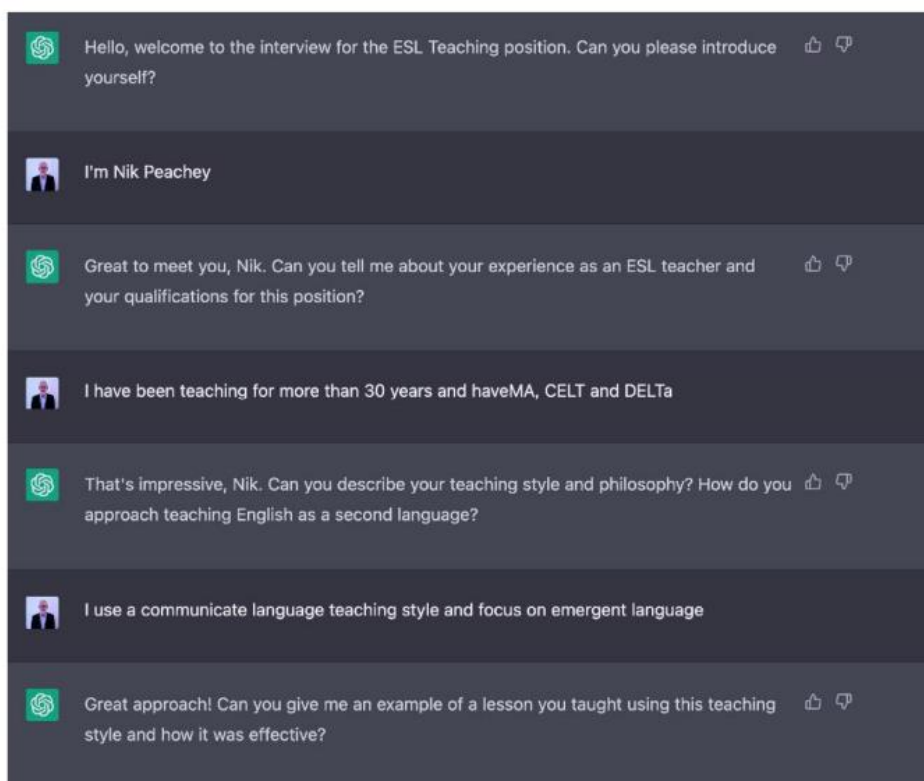
By prompting it to list phrases and expressions related to a certain topic (e.g., eating out) ChatGPT can expand students' vocabulary, improving their speaking performance (Zhang, 2024). ChatGPT can also generate arguments and counterarguments, or brainstorm ideas for discussion, which is helpful for students who are shy or struggle to generate ideas and organize their thoughts before entering the discussion (Abramson, 2023; Stojanov, 2023). Teachers can also generate texts or ask their students to brainstorm topics they are interested in speaking about. These speaking tasks can easily be adjusted to the students' level by providing an appropriate prompt for ChatGPT.

The example below demonstrates a conversation with ChatGPT based on a well-structured prompt, to enhance students' conversational skills in the setting of a job interview:

Figure 4

Practice speaking with ChatGPT

Example: Act as an interviewer. I will be the candidate, and you will ask me the interview questions for the ESL teaching position. I want you to only reply as the interviewer. Do not write all the conversation at once. I want you to only do the interview with me. Ask me the questions and wait for my answers. Do not write explanations. Ask me the questions one by one like an interviewer does and wait for my answers. My first sentence is "Hi", Figure 7.



Note. The image is taken from Ivanovska, L. (2023, October 13). *Figure 7: Act as an interviewer* [Picture]. 13th International Conference on Applied Internet and Information Technologies AIIT2023, Bitola, Republic of North Macedonia.

<https://eprints.uklo.edu.mk/id/eprint/9480/1/ChatGPT%20for%20EFL%20Teachers%20and%20Students.pdf>

Communication with ChatGPT is restricted solely to written forms of discourse now. Consequently, developing speaking skills with ChatGPT is an implicit process.

2.4.4. Improving listening skills with ChatGPT

While reading articles regarding how ChatGPT can improve listening skills, only one article suggested that combining ChatGPT with Convolutional Neural Networks (CNNs), like Duolingo and IBM's Watson, is the only way to develop students' listening skills in the classroom, as it does not have speech recognition (Xing, 2023). According to Al-khresheh (2024), ChatGPT is unable to improve listening as it cannot expose students to various accents, dialects, phonetic nuances, speech rates, or colloquialisms, which are crucial for listening comprehension.

On the other hand, the latest improvement of OpenAI, Talkio AI (<https://www.talkio.ai/>) Language Tutor or the GPT-powered Talkpal (<https://n9.cl/jle1z>) ChatGPT's extension program that have voice feature functions and can speak to the user, exposing them to authentic language. This refutes Al-khresheh's (2024) statement about ChatGPT's non-existent assistance in listening improvement. However, since these AI tools have only been released by the end of this current research, presumably only a few teachers might be aware of their accessibility. A third GPT-based LLM that can contribute to listening comprehension indirectly is Twee (<https://twee.com/>) which can generate listening comprehension tasks based on external audio materials.

2.4.4. Improving intercultural competence with ChatGPT

Intercultural competence includes knowledge about other cultures, the skill to express and interpret other cultural formalities, and an open attitude toward diversity, meaning when communicating with language users from different cultures, speakers must make a conscious effort to adjust, accept, and understand other people (Byram et al., 2002). Computers have decreased the proximity between different cultures by linking information across languages and cultures, and exposing students to various cultural influences (Chun et al., 2016). However, not every class has the chance to host international students and guarantee interaction with their local students. Not every learner has direct access to a native speaker of the target language or an authentic situation where they need to use the foreign language outside of the classroom.

ChatGPT can fill this gap by providing relevant cultural aspects to authentic situations (Jeon & Lee, 2023; Mollick & Mollick, 2023; Zhang, 2024). It can be used during the lesson or in addition to the lessons at school as a platform for exploring cultural questions and deepening students' global citizenship (Murphy et al., 2023). Teachers can utilize ChatGPT as a simulator or create role-play scenarios and texts that improve knowledge about or skills to practice culture-related situations or topics. It is a powerful tool in the hands of teachers to have them students practice intercultural competence.

After reviewing the literature, the data collection procedures and analytical approach of the current exploratory study are discussed in more detail in the Methods (Section 3) and Results section (Section 4).

3. Methods

This Methods section starts with the research approach in alignment with the two research questions, provides details about this study's participants and instruments and describes the procedures of data collection and the methods of data analysis. Finally, it mentions the ethical considerations and limitations of this current research, formulating possible directions for further research.

3.1. Research approach of the two research questions

The previously reviewed literature gave a general understanding based on the two research questions formulated at the beginning of this current exploratory study to investigate the extent to which EFL teacher in Hungary integrate ChatGPT into their work.

- (1) How can ChatGPT help teachers in lesson planning and assessment?
- (2) How can ChatGPT support teachers in improving students' foreign language skills?

These research questions guided the previous review of the relevant literature, which was followed by empirical research with EFL teachers in Hungary. An online questionnaire was conducted (n=52) with the aim to provide a general overview of the two main aspects of language teaching ChatGPT can influence based on the teachers' experience. The semi-structured in-depth interviews with the randomly selected 6 participants from the online survey were designed to get a deeper insight into ChatGPT's presence in EFL teaching from the teachers' perspectives and personal experiences.

The following part (Section 3.2) of this paper describes the instruments (the online questionnaire and semi-structured interviews) and presents detailed information about the participants.

3.2. Instruments and participants

The current exploratory study used a questionnaire, which received 52 responses. (For more details about the respondents' gender division, years of teaching experience, and schools they work in see Figure 5, Figure 6, Figure 7, and Figure 10 in Appendix A about the frequency of using ChatGPT). Six in-depth semi-structured interviews were conducted to collect information about the perspectives and experience of EFL teachers with ChatGPT 3.5 (being the most accessible LLM tool) in EFL teaching (aiding lesson planning and assessment, and foreign language skills development). Six teachers (two teacher trainees – TR1, TR2 – and four full-

time teachers – T1-T4) were randomly selected from those in the questionnaire who gave their consent to be interviewed by providing their email addresses at the beginning.

Table 1 below represents the timeline of the procedures concerning the construction of the research instruments (questionnaire, interview guide), alongside the participants involved.

Table 1

Data sources and participants

Date	Data sources and instruments	Participants
Nov. 2023 – Jan., 2024	Review of literature	-
February, 2024	Pilot interviews	2 participants: 5 th year teacher trainees
April, 2024	Questionnaire editing	-
May, 2024	Piloting the questionnaire	5 participants: 5 th year teacher trainees
June, 2024	Questionnaire (online)	52 participants
June-July, 2024	Interviews (online)	6 participants: 2 teacher trainees (one-semester teaching experience), 4 in-service teachers (20 or more years of teaching experience)

Note. The duration of instrument construction, piloting, and actual execution are indicated, as well.

The study was completed between November 2023 and July 2024. The data has been analyzed with two slightly different research focuses for the completion of the MA thesis programme and the present paper. The author’s MA thesis, entitled “*Challenges and Opportunities of Using Natural Language Processing Tools for Teaching English as a Foreign Language*” deals with the changing roles of language teachers as influenced by new technologies and the challenges and opportunities – as highlighted by the title – of using ChatGPT in language teaching. The present paper is more focused on planning, assessment and the use of ChatGPT for language teaching and learning from the point of view of skills development.

3.2.1. Procedures

Since it was an exploratory study, I intended to gain an initial picture of the scope of current practices regarding ChatGPT before finalizing the questions for the questionnaire; therefore, I conducted two pilot interviews with two teacher trainees in February who had experience with ChatGPT during their short-term teaching practice. As some questions did not yield adequate answers to the research questions within the scope of the present study, they needed to be altered to be more specific. Alternatives for sub-questions were designed for the participants to elaborate on the topics and to keep the interviews as structured as possible. After that, in April,

the online questionnaire was constructed based on the review of the relevant literature and the information gained from the pilot interviews. In May, the questionnaire was piloted: first, a respondent – whose answers were not calculated towards the final results – was asked to fill in the questionnaire and provide detailed feedback on the process concerning ambiguities, understandability, and timing issues. Then, the questionnaire was sent to the two teacher trainees who had helped with the piloting of the interviews earlier and to four other fellow teacher trainees before the question items were finalized.

Finally, the questionnaire was distributed between June and early July 2024 on social media platforms and via email using the “snowball sampling” (Parker et al., 2019, p. 4) method, asking former high school teachers, mentors, and fellow teacher trainees to forward it to their acquaintances who use ChatGPT (for more information about data of the questionnaire respondents see Figure 5, Figure 6, Figure 7 below, and Figure 10 in Appendix A).

Figure 5

Gender distribution of questionnaire participants

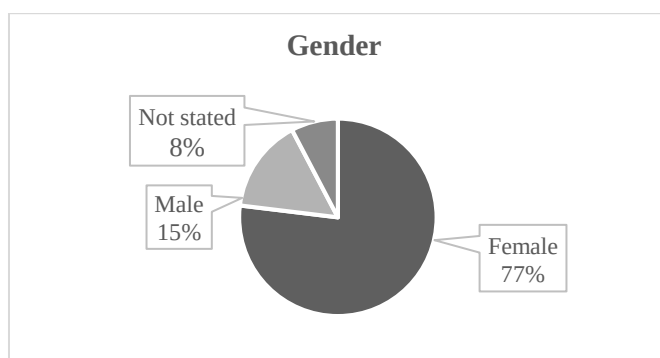


Figure 5 shows the percentage of the female and male respondents who completed the online questionnaire along with those who did not state their gender. It is notable that the majority of the respondents were female (77%) EFL teachers, with only 8% who did not declare their gender. Early research in the 1980s about the gender gap in IT revealed that women tend to have more negative attitudes and perceptions towards technology than men. Even though further studies in the 2000s concluded that despite both genders’ positive rating of their technological abilities, women showcased higher levels of anxiety and level of nervousness when using new technologies (Wong & Hanafi, 2007). However, assigning technology the stereotypical masculine image remains a simple overgeneralization. The 52 EFL teachers in this current study had equal prior exposure to ChatGPT and user experience. Therefore, their attitudes did not show any discrepancy. Moreover, this current exploratory study is highly

female-represented in nature, disputing the gender gap in digital skills. It is visible that female teachers are just as enthusiastic and competent in implementing ChatGPT in EFL teaching.

Figure 6

Years of teaching experience of the questionnaire respondents

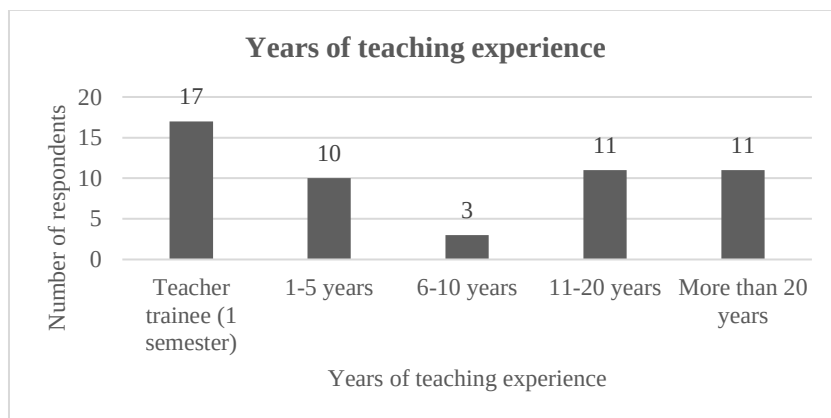


Figure 6 shows the composition of the sample population in terms of their years of teaching experience. Full-time teachers (n=35) outnumbered teacher trainees (n=17) in this study. This shows that the answers and results for the two research questions are represented by both digital natives and digital immigrants (Harmer, 2015). In addition, this is also evidence that ChatGPT is not only used by the younger generation of teachers but also by more experienced professionals in the field of education.

Figure 7

Workplace distribution of questionnaire participants

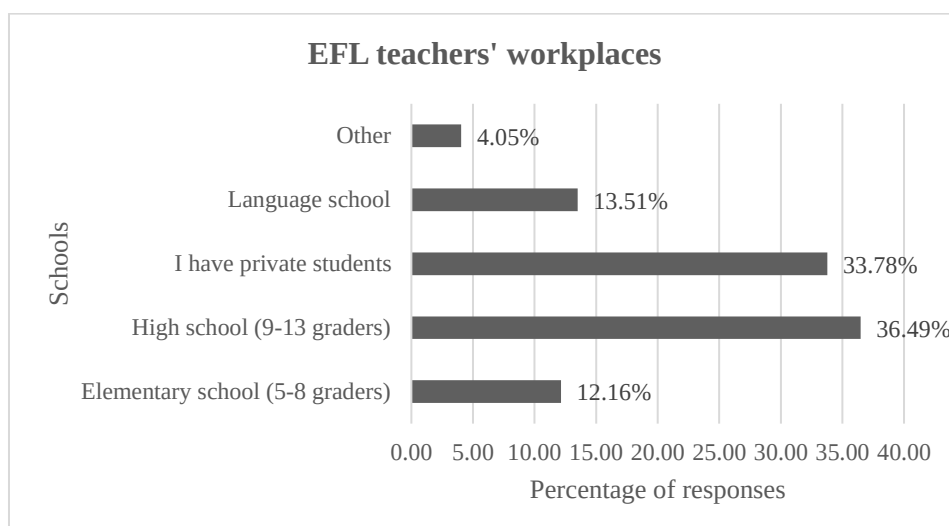


Figure 7 above shows the schools the respondents teach in. Apart from teaching experience, the questionnaire also collected data on the schools the respondents work at. The respondents could mark multiple answers regarding their level of teaching. The majority of the

respondents (36%) teach high schoolers, and 33% of the answers were allocated to having private students. This indicates that ChatGPT can serve as a supporting tool for preparing students for the Matura exam or the language exam, especially in regard to foreign language skills improvement.

From the 52 teacher trainees and full-time teachers who completed and provided their email addresses at the beginning of the questionnaire, 6 respondents were randomly selected for in-depth interviews (see Table 2) on MsTeams between late June and early July. The two interviews with the teacher trainees (TR1, TR2) could be recorded via MsTeams by offering automatically generated transcripts which were later downloaded and edited. However, the other four interviews with full-time teachers (T1-T4) were voice-recorded via a phone application, which was later transcribed for coding and sent to the participants for revision.

The data collected from the questionnaire and the interviews were analyzed between July and August, guided by the two research questions, using qualitative methods supported with quantitative data from the questionnaire.

Table 2 shows basic descriptive information about the interviewees. To ensure their anonymity, the interview participants are presented under pseudonyms.

Table 2

Basic information of the interviewees

Pseudonym	Gender	Years of teaching	School they are teaching in
TR1	woman	Teacher trainee (1 semester)	Private students, primary school, high school
TR2	woman	Teacher trainee (1 semester)	Elementary school
T1	woman	34 years	Vocational high school, private students, language school
T2	woman	24 years	Technical vocational high school, college teacher
T3	man	30 years	Vocational school for IT, private students
T4	woman	23 years	Elementary school, high school

Out of the 6 interviewees, three (T1-T4) were in-service teachers from high schools. Two of these teachers (T1-T2) were from the same vocational school and expressed open-mindedness to include AI technology in their teaching – not just for their background work, but also for allowing their students to interact with ChatGPT during the lessons. T3 was the only participant, whose school was a technical vocational school specializing in Information Technology, where

teachers are highly encouraged to implement the advances of AI into their methodology. T4 was from a ‘traditional’ high school where strict anti-mobile policy reduced her opportunity to use ChatGPT during classes.

Different circumstances offer different opportunities for EFL teachers to use ChatGPT in their teaching, so it revealed various aspects which EFL teachers found ChatGPT useful for.

The following subsections give more information about the online questionnaire (Section 3.2.2) and the interviews (Section 3.2.3).

3.2.2. Questionnaire

The online questionnaire (see Appendix B) had 25 closed-ended questions (including multiple-choice questions and Likert-scale questions) and some open-ended items to provide the opportunity for further elaboration. The online survey was designed in English, based on the literature consulted before and the initial information gained from the pilot interviews. It was originally divided into four sections based on the four research questions that had been investigated in my thesis. However, this paper focuses only on two main sections of the online questionnaire that are relevant to the two research questions concerning lesson planning, assessment and foreign language skills development.

The second section of the questionnaire (items 13-16) focused on how EFL teachers use ChatGPT for lesson planning and assessment.

The third section (items 17-23) focused on how EFL teachers use ChatGPT to improve productive and receptive skills along with intercultural competence.

3.2.3. Interview

Semi-structured interviews were administered with teachers of EFL focusing on the two research questions (see Section 3.1). The interviews were conducted in English, they consisted of 44 main questions and altogether 46 question options (see Appendix C). Each interview lasted around 90 minutes. The six interviews yielded 59 740 words of data in total. Since these interviews investigated other aspects of using ChatGPT in EFL teaching, as well, only the parts relevant to this paper will be presented here.

The semi-structured interview allowed space for participants to elaborate on newly emerging themes and to reflect on the issues raised in the open-ended sections of the questionnaire by other teachers. Question 13 (with its third sub-question) was taken and reformulated from Xiao and Zhi’s (2023, p. 11) sample interview protocol of their exploratory study on students’ perspectives on ChatGPT in the EFL classroom. These questions had to be

altered to make them suitable for this interview focusing more on teachers' experience and views. Questions 19-41 regarding foreign language skills development were formulated by me based on the information obtained from the literature and the pilot interviews. These questions were treated flexibly. If a teacher did not have experience in a certain area, questions concerning that aspect were disregarded to allow for time to elaborate on other ones.

The first four items on the list were warm-up questions to get to know participants better and to find out more about their attitude towards AI tools, including ChatGPT, in EFL teaching. Questions 13-18 dealt with ChatGPT's influence on lesson planning and assessment, and questions 19-41 were about ChatGPT's influence on foreign language skills development regarding reading (21-24), writing (25-29), speaking (30-33), listening (34-36), and intercultural competence (37-41).

3.3. Methods of data analysis

The data gained from the online questionnaire and interviews were analyzed with mixed methods, using qualitative methods, supported with quantitative data (Creswell, 2012).

The data from the questionnaire – mostly quantitative with only a few questions orientated towards gathering qualitative data – was collected in an Excel document after the due date of the survey. The data in the Excel file was analyzed using descriptive statistics. The interpretation of the results was guided by the research questions and the relevant literature.

For the qualitative data of the questionnaire and the six interviews, the constant comparative analysis (Glaser & Strauss, 1967; Maykut & Morehouse, 1994) was used to determine emerging themes guided by the research questions to identify the main categories of EFL teachers' thoughts on using ChatGPT for their lesson planning and assessment, and which skills they use ChatGPT for the most and how. First, the interviews were read through to gain a general understanding of the data. After reading the first interview, initial coding was applied by breaking it down into discrete parts in which emergent themes were identified based on the relevant literature for the research questions. In the next phase, the remaining interviews were analyzed with constant comparison with previously emergent instances to form main categories (see Appendix D for the main categories emerging from the interviews).

3.4. Ethical considerations

The current exploratory study ensured that all its respondents and participants stayed anonymous during the data collection and protected their personal information. The

questionnaire and the interviews only asked for neutral data that did not lead to the identification of the respondent but was needed for the research.

In the introduction of both research instruments, the participants were ensured that their data would be treated confidentially and only be used to support this research. Providing their email address was optional – indicated both in the introduction and the first question – to protect the privacy of the respondents and give them the opportunity to decide whether they want to be interviewed in the subsequent phase of the study.

Before the interviews, the participants were informed via email about the length and language of the interview (whether they consent to use English), and their consent was obtained for the recording.

The main findings of this current exploratory study based on the analysis of the interviews will be summarized in the Results section (Section 4), supported by quantitative data from the questionnaire and the relevant literature.

3.5. Limitations and directions for future research

This current small-scale exploratory study, which received answers from 52 respondents in total, has several limitations that need to be pointed out to support further research. First of all, given the small proportion of respondents, the results cannot be generalized to all the EFL teachers in Hungary.

In order to draw more precise conclusions and gain a deeper understanding of the stage of ChatGPT's current integration by EFL teachers, a broader range of respondents would be needed; including equal representation of both genders to examine whether there is a gender gap in relation to digital literacy and technological skills.

Apart from unequal gender representation, there was also a disparity in the interviewees' years of teaching experience. Only two teacher trainees were selected for the in-depth interviews, which was not adequate to reveal any differences that the degree of professionalism would impose on technology use. Future research might need to focus more on the differences between digital natives and digital immigrants; and whether more years of teaching experience (leading to higher level professionalism) contribute to higher efficiency in the use of ChatGPT or its effect on teachers' pedagogical decisions about when to use ChatGPT or when to eliminate it from the teaching process.

Secondly, this study could have been more informative and illustrative if real products of teacher-chatbot interactions had been analyzed. For such data collection, both prompts and

outputs should be submitted for text analysis. For instance, ChatGPT-written lesson plans, or collecting samples of feedback given to students' essays by ChatGPT.

Furthermore, future lesson observations might yield a more comprehensive outlook on how teachers can stay the human-in-the-loop. Experiencing the in-class integration of ChatGPT first-hand, focusing less on teachers' background preparation, would reveal the foreign skills areas where ChatGPT is still not yet exploited. This way, more precise conclusions could be made for future implementations of the chatbot. One of these mostly unexploited skills would probably be listening, which cannot be improved directly by ChatGPT due to its lack of audio functions. However, by expanding the study to other LLMs (GPT-powered platforms, specifically trained to aid foreign language skills development), like Talkio AI or Talkpal, this impediment could be overcome. Since these chatbots have audio functions, students would be exposed to a specific variety of English, having their listening skills directly improved. However, as this current study reveals, ChatGPT's contribution is merely restricted to the role of a 'search engine', directing the teachers to audio materials. Hence, I would recommend focusing on Twee instead, a more specific-purpose AI-powered platform that is able to create various listening comprehension tasks. In a case study, these tasks could also be analyzed based on whether or how much they might be useful for students' listening skills development. A third direction would be a text analysis of teacher-compiled and Twee-generated listening comprehension tasks for quality and to test their efficiency.

Finally, a more complex use of ChatGPT, as in simulation, should be investigated as well. This current study has just scratched the surface of this area, revealing that most teachers were not aware of this function of the chatbot. Practices about how it can be utilized as a conversational agent in simulation to improve students' communication skills and intercultural competencies are still under-investigated. Such research might need to provide pre-training for teachers on how to prompt the chatbot to act as a person from a different cultural background. After that, they could execute real simulation tasks with their students. The conversation history of the chatbot could be collected and analyzed.

All in all, embarking on case studies based on the findings of this current research would also be beneficial to reveal more about ChatGPT-supported skills development.

4. Results

This section summarizes the main findings of the interviews, and the online questionnaire based on the two research questions and the relevant literature, supported by excerpts from the interviews and data from the questionnaire.

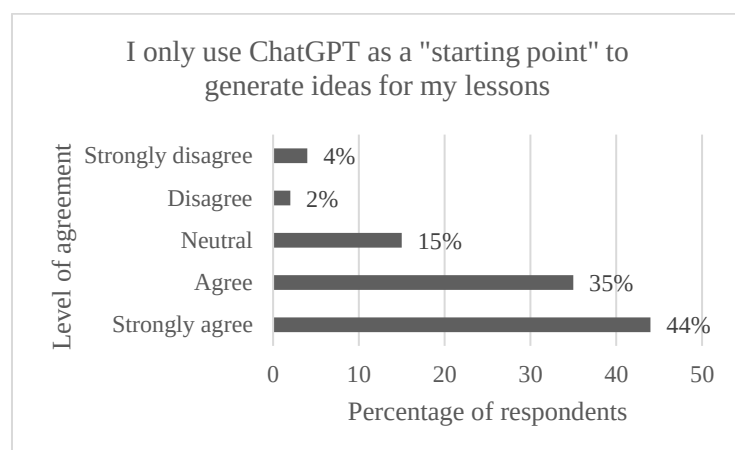
4.1 Using ChatGPT to brainstorm ideas for lesson plans but not used for assessment

Respondents' answers to the questionnaire and in the interviews reveal that teachers regularly use ChatGPT to generate ideas. All interviewees (n=6) have used ChatGPT as an 'idea bank' for their lessons to save time and find inspiration with new approaches for a specific task or seek authentic materials to supplement the syllabus (see Appendix D). *"I always work from my basic syllabus. I know what I want and how to do it. Letting in a different perspective – like another fellow teacher – is what ChatGPT can assist me with"* (T3). This way ChatGPT has the role of "another teacher to brainstorm creative class ideas" with (Bonner et al., 2023, p. 35). Generating ideas with ChatGPT allows teachers to focus on the *"delivery of the lessons and caring for individual needs"* (T4). Beyond brainstorming ideas, teachers can create customized teaching materials within seconds (Lo, 2023). 88% of the questionnaire respondents use ChatGPT to generate sentences and words, 79% create fill-in-the-gap tasks, and 71% generate reading comprehension tasks. For more information see Figure 11 in Appendix E.

Interestingly, the majority of teachers do not delegate the creation of whole lesson plans to it, as it would be “*unethical*” (TR1) and would not feel to be “*their own*” (TR1). According to TR2, ChatGPT “*cannot see the whole line of the lesson*” the way she does and the lessons it creates are not goal-oriented; therefore, she would not use it to write up whole lesson plans. 44% of the questionnaire respondents (Figure 8) also strongly agree that ChatGPT is only beneficial as a ‘starting point’.

Figure 8

Using ChatGPT as a starting point in lesson planning



This shows that the complex pedagogical activity of lesson planning requires human expertise and supervision to align the activities precisely with the lesson aims. T1 also mentioned a case in which she asked ChatGPT to create a “*funny lesson plan, and it could not do it. It only created three tasks, not enough for 45 minutes*” (T1). Although she tried to reconstruct the prompt several times, the chatbot still could not do what she had requested. The problem might have been that the word ‘funny’ was vague to the chatbot, and teachers have to be more precise with their terminology in their prompts to receive the desired outcome (Bonner et al., 2023). The word ‘funny’ is not a specific parameter the machine could work with, since it is a subjective notion. Even two people would differ in terms of what they consider funny. Instead of the ambiguous term ‘funny’, teachers should give information about the aims of the lesson and what they intend to achieve with the tasks. For instance, a prompt about generating tasks that facilitate cooperation and improve students’ speaking performance by using the vocabulary taught in the lesson might be more comprehensible for ChatGPT to model. “*When I ask it to plan a complete lesson, I just need to give the level and the topic*” (T2).

ChatGPT can create customized lessons if teachers provide specific information regarding the “*age group, students’ interests, needs, the topic of the lesson*” (T3) and ask “*ChatGPT to create tasks for a specific foreign language skill*” (T2). This justifies Amin’s

(2023) argument for educators using ChatGPT for lesson planning as it can customize lesson plans to cater to students' interests and specific needs.

Both the interviews and the questionnaire revealed that teachers are strongly against imparting assessment and feedback to ChatGPT (Table 3). Assessment and feedback both received low scores on their level of helpfulness, indicated by the zero value of mode meaning that teachers do not use ChatGPT to perform these tasks. Table 3 below represents how helpful the 52 respondents find ChatGPT for assessment and feedback on a scale of 1 to 5 (1 – not helpful at all, 5 – extremely helpful). For more detailed information regarding the different aspects ChatGPT is used by teachers for assessing and giving feedback on students' performances, see Figure 6 in Appendix F.

Table 3

Using ChatGPT for assessment and feedback

	Mean	Standard Error	Standard Deviation	Sample Variance	Range	Min.	Count
Assessment	1.87	0.21	1.52	2.31	5.00	0.00	52
Feedback	1.90	0.21	1.50	2.25	5.00	0.00	52

Five interviewees believe that it is the teacher's task to give feedback and assess students. Barshay (2024) also warns teachers against transferring grading to ChatGPT completely, since relying too much on ChatGPT for grading does not allow teachers to see the recurring mistakes in students' writing, which is crucial to deciding what to teach in the next lesson. Involving the chatbot actively in the students' evaluation is regarded as a way of irresponsibility by the majority of the teachers. In the interviews, only one teacher stated that he used ChatGPT to give feedback on essays based on "*content, vocabulary, grammar and style*" (T3). T2 said she would never use it to evaluate students as "*it did not learn where the student was previously*". This being the mainstream idea of the other teachers as well (n=5), they rather resort to using ChatGPT to create different types of tests, prompting it to adjust text and test items to the students' level (Bonner et al., 2023; Jeon & Lee, 2023). Teachers (n=4) create multiple-choice tests, reading comprehension tasks, and T/F question test items. Figure 12 in Appendix F provides a deeper insight into how helpful teachers find ChatGPT to assess different student performances, including essays, grammar mistakes, vocabulary knowledge, factual knowledge, complex concepts, speaking performance, and listening skills. Most teachers chose '*I do not know/I have no experience*' in using ChatGPT to assess any of the above-mentioned performances. 27% said they have not yet tried to assess essays or factual

knowledge, while 37% claimed to have no experience in assessing listening skills with ChatGPT. The latter is the least surprising, as ChatGPT has no audio functions to expose students to different accents, but it is salient that teachers do not use it for giving feedback on students' essays either. Even so, it can easily scan essays and provide feedback on grammar, vocabulary, and style within seconds, which could enhance the efficiency of assessment (Barrot, 2023).

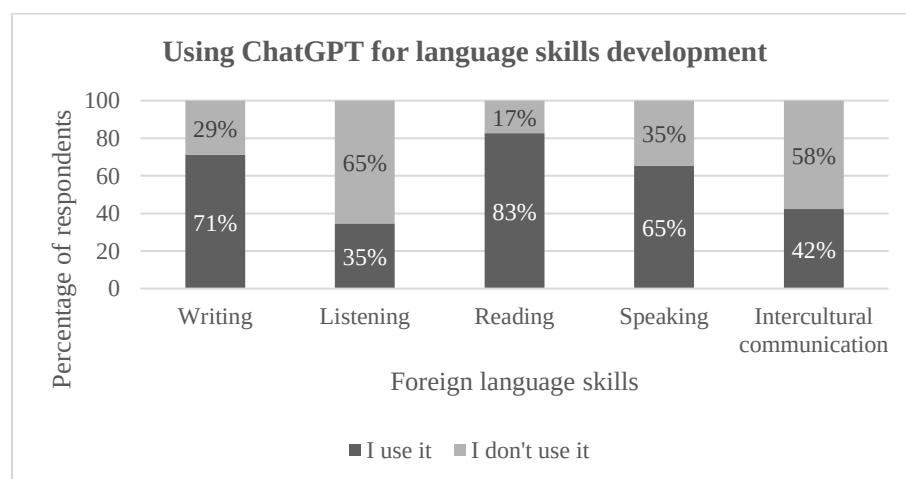
4.2 Supporting the improvement of language skills

Five foreign language skills were examined to understand how teachers develop them by ChatGPT. Results from the interviews are shown in Appendix D.

Descriptive statistics from the questionnaire reveal (Figure 9) that reading (83%) and writing (71%) are the skills that ChatGPT is the most helpful with according to EFL teachers. On the other hand, it is striking how low the percentage of those who use ChatGPT to improve intercultural competence (42%) and listening skills (35%) is. From Appendix G to Appendix K, the figures show in more detail how teachers implement ChatGPT in different areas of the five foreign language skills. For each question, since teachers could indicate multiple answers, the figures demonstrate the frequency of their responses regarding each skill.

Figure 9

Using ChatGPT to improve the five foreign language skills



Note. Figure 9 shows the percentage of EFL teachers who use ChatGPT to develop the five foreign language skills (reading, writing, speaking, intercultural competence, and listening) and those who do not use it.

Creating authentic texts and true-or-false tasks for reading both received 37 responses (Appendix G – Figure 13), while in the case of writing, generating narrative prompts received 28 responses (Appendix H – Figure 14). The majority (40 responses) create debate topics or questions for speaking activities with ChatGPT (see Appendix I – Figure 15).

Based on the frequency of responses (n=27), teachers do not use ChatGPT to develop intercultural competence, and apparently, simulation is the least exploited way of utilizing ChatGPT in the classroom with only 7 responses (Appendix J – Figure 16).

For listening, the majority of teachers (with 30 responses) do not use ChatGPT at all, and only 3 responses were allocated to using the chatbot to provide phonetic transcriptions (Appendix K – Figure 17).

The interviewees agree (n=5) that ChatGPT is the best at creating customized tasks for reading comprehension. However, one teacher said that instead of generating, he gives ChatGPT an authentic text to alter it accordingly: “*Change the level, vocabulary set, sometimes even the content*” (T3). In general, teachers said improving reading has become much easier, as ChatGPT can generate “*any kind of texts*” (TR2) “*in a minute*” (T1), “*adjusted to the level of students*” (T2). Huang and Lee (2023) also mention that ChatGPT offers a wide range of texts with target grammar and vocabulary to improve students’ reading skills.

Based on the questionnaire, the second skill teachers use ChatGPT to improve the most is writing. The interviewees (n=4) mentioned that ChatGPT generates excellent narrative prompts by providing “*the content, a starting sentence or keywords*” (T2) for students, “*the topic, the style students should write in*” (T3). “*It can also generate essay topics*” (T4) and “*topics for creative writing tasks*” (TR2). Moreover, teachers (n=3) also use ChatGPT to generate sample essays through which students can see how ideas are structured, and “*follow the script it gives them*” (T1) when they write their own essays. This is not a full integration of ChatGPT in the writing process, only partial utilization, using it as a springboard. Barrot (2023) says teachers could allow more interference of ChatGPT in various stages of the writing, including editing drafts, improving essays, and giving feedback on grammar and vocabulary.

Teachers (n=5) create debate topics with ChatGPT to improve speaking. T2 and T1’s students can use it in the initial stage to generate ideas (arguments for and against the debate topic). “*It is a great tool to help students prepare for the Matura exam’s individual long turn*” (T1). It works as an ignition, triggering further ideas from the students they can integrate into their speech. The teachers also emphasized that it boosts students’ confidence as they were more willing to participate in the debate sessions and were less afraid to speak up (Abramson, 2023; Stojanov, 2023).

Intercultural competence has not been as prominent as expected. Teachers (n=4) do not use ChatGPT in simulation as a person from a different culture, which might be the most innovative way of integrating it into the EFL classroom (Mollick & Mollick, 2023). The underlying cause is that the majority were not aware of such possible utilization. They rather

create cultural content – mostly reading tasks – to convey cultural knowledge. “*When doing a reading task, we compare an American kid’s schedule with a Hungarian kid’s*” (T4). Only T3 uses ChatGPT to create role-play cards to foster interaction among Hungarian and international students in the classroom.

ChatGPT is not used to improve listening directly, as it fails to address articulation or impose students to various speech rates (Al-khresheh, 2024). Nevertheless, half of the interviewees (n=3) use it to recommend videos, which was a new finding, not denoted by the relevant literature. “*As with reading, I create tasks with the right source; I’m looking for BBC news or podcast. I have it transcribed – that’s the authentic source and I have ChatGPT do the task for me*” (T3). Other ChatGPT-based platforms were mentioned too, like Twee, which is suitable for creating materials for listening, although not being the core focus of this study, it was not investigated further.

5. Conclusions

After presenting the results, this section aims to provide the main conclusions of the current exploratory study in relation to the two research questions, along with suggesting pedagogical implications.

5.1. ChatGPT as an ‘idea bank’ for customized lesson planning, and assessment

Based on the results of the analysis of the interviews and the questionnaire, EFL teachers do not create whole lesson plans with ChatGPT, but only use it as a starting point. ChatGPT is a creative “idea bank” to provide them with different perspectives and more versatile options for certain tasks. They can generate customized materials (words and sentences, fill-in-the-gap tasks, and reading comprehension tasks) within seconds.

Apart from creating assessment tasks (n=4), ChatGPT is completely excluded from the assessment, as teachers believe only they can evaluate their students based on their progress. They think ChatGPT cannot track students’ progress, however, its history log contains information on the student-chatbot interaction which could be counted toward the final grade of the student (Jeon & Lee, 2023). Only one teacher (T3) used ChatGPT to help him give feedback on students’ essays by correcting the text for grammar, and vocabulary errors and evaluating based on the style. However, it is the teacher’s prerogative to decide on what grade to give to the student, ChatGPT should be used by teachers more for initial feedback, as it has ‘perfect’ grammar (Murphy, 2023).

5.2. Supporting teachers with materials to develop foreign language skills

ChatGPT is the best at supporting the development of reading and writing skills with adaptive texts (providing specific prompts about the difficulty level, students’ interest, the lesson topic, target grammar and vocabulary items to include). Narrative prompts with starting sentences and content setting can initiate the writing process. Teachers also generate sample essays to help them follow it as a script, structuring their ideas. Apart from these, ChatGPT holds more potential in improving writing by involving it throughout various stages of the writing process, including brainstorming essay topics, editing and correcting students’ drafts, and providing feedback to improve their essays.

Teachers can also generate speaking prompts easily, supporting students with for and against ideas for the debate. According to teachers, after generating ideas with ChatGPT, students participate in the debate more willingly, which improves their speaking performance

by reducing their anxiety about being judged by their classmates for their ideas. Consequently, it is worth considering as teachers whether it is beneficial for students if we let them rely on ChatGPT's ideas instead of theirs. Eliminating it from the speaking performance is unreasonable, as it can launch students by providing ideas to build in their arguments, but the value of human creativity should not be disregarded either. Teachers should emphasize that ChatGPT is only a springboard in the speaking process, not a replacement for creativity and critical thinking.

Intercultural competence is the least exploited skill with ChatGPT according to this current research. Though ChatGPT offers a unique opportunity to use it in conversation simulation as a person from a different culture, most teachers were unaware of this possibility. They rather used its text-centric feature to create cultural content to convey cultural knowledge. After the interviews, teachers expressed their enthusiasm for trying it out in simulation with their students in school. This calls for further research to explore how ChatGPT can be successfully integrated to develop intercultural competence as a conversation agent.

5.3. Possible pedagogical implications of this current research

Based on the results of this current research, ChatGPT can aid teachers' work in multiple areas. Teachers are highly encouraged to brainstorm ideas with ChatGPT, since its output is drawn directly from the enormous corpus ChatGPT is trained on. Therefore, it saves time for teachers who no longer have to search for hours for relevant materials and alter them to make them suitable for their lessons. With ChatGPT, it only takes a few seconds to generate several creative ideas. On the other hand, most teachers would not go any further than using ChatGPT as an 'idea bank' or a 'springboard', in order to preserve their leading role in the planning phase as experts. There is a high chance of ChatGPT-generated whole lesson plans not complying with the teachers' expectations or lacking clear aims for the lesson, which makes teachers even more reluctant to use it for generating whole lesson plans. Although lesson planning involves complex cognitive skills only teachers are capable of at the moment, obtaining pedagogical and methodological insight, I would recommend using it for generating whole sample lesson plans. Its principle is similar to brainstorming ideas with the additional advantage that teachers would have an initially structured frame for their lessons, not just a collage of distinct ideas.

Apart from creating lesson plans, teachers can also delegate task creation to ChatGPT. For instance, grammar tasks with multiple-choice questions, reading comprehension tasks, and texts. The more specific and concrete the prompts are, the better the chance is that the tasks will be of high quality. Before ChatGPT, teachers were confined to using coursebook materials and

those available on the internet, which required a hefty amount of time to find and edit to suit their learners' needs. It is worth consulting with other teacher colleagues to become familiar with the kind of prompt instructions that provide the required results and draw the necessary conclusions about the specific features that need to be included in a good prompt. According to the interviewees, being specific in the prompt means giving context along which the chatbot can work. Such context is information about the group the teacher teaches (students' age, interest, and level of language proficiency). Depending on the type of task we want to design with ChatGPT, providing the number of learners might be necessary too, as well as giving the topic of the lesson. However, based on the findings, ChatGPT does not always manage to plan tasks for the provided CEFR level in the prompt; therefore, teachers always need to be cautious to check the generated task for level appropriacy.

Teachers in this exploratory study claimed that based on their perception, ChatGPT is unable to assess students, as it only sees the current achievement of the student, but not their overall progress. Based on their conviction, assessment cannot be delegated to ChatGPT but should remain in the hands of teachers. However, ChatGPT's greatest strength is that it can scan any text within seconds and analyze its structure. As a result, teachers are encouraged to use it for formative assessment when giving feedback on students' essays with a special focus on grammar, vocabulary, punctuation, style, coherence, and cohesion. Moreover, teachers can also utilize ChatGPT to create test materials.

As for foreign language skills development, this paper suggests applying ChatGPT in more complex roles. The findings denote that ChatGPT is overused for background work (generating adaptive texts, narrative prompts for writing) resulting in a lack of in-class use, depriving the teacher-chatbot collaborative teaching to exert its effect fully. Most teachers only create materials for skills development, whereas, using it as a conversational agent might achieve better results in students' speaking performance than only using it for textual input.

This paper also suggests that ChatGPT may be integrated more into the writing process, allowing students to use it at various stages of their writing to enhance their writing skills. Such stages would be brainstorming ideas, editing, drafting, and giving feedback. However, according to the findings, generating sample essays with ChatGPT can also enhance students' writing, as they gain a deeper insight into how a paper should be structured.

Finally, it was pointed out in this study that most teachers were not aware that ChatGPT can be used in simulation to develop intercultural competence via live conversation. On the other hand, once they learnt how ChatGPT can be used to substitute a person with a different cultural background in a conversation, they welcomed the innovative idea and claimed they

would definitely employ it in class. Since not every school has the opportunity to host foreigners, this paper encourages teachers to use ChatGPT in intercultural communication development, since ChatGPT can resolve this obstacle as it is at hand.

Further research and a systematic overview of how AI can be integrated to improve teachers' efficiency and engage learners would be necessary. Longitudinal studies would be effective in collecting evidence on ChatGPT's effect on learners' progress. This would mean test analyses of the several types of tests ChatGPT can generate for summative assessment. Also, collecting ChatGPT-given feedback and detecting to what extent it improves students' writing by applying discourse analysis of written texts would contribute to the techniques of teaching writing. As a result, universities could also benefit from the implications by focusing more on those areas in their curriculum to train AI-competent novice teachers. This study was a first step towards exploring the field of AI in language teaching, more in-depth studies focusing on each of the skills would be necessary and at the same time, a mindful approach to changing teachers' roles. Moreover, the use of AI technologies necessitates an enhanced focus on teaching students how to use chatbots in an ethical and responsible way. One possible solution would be a school librarian-teacher collaboration to help students achieve higher levels of information literacy skills and communication technology skills (IFLA, 2021).

The school library, as a 'center for digital citizenship', instructs learners to use information and technology ethically and safely. It functions as an IT laboratory or 'technological space' for both students and teachers where they can use all sorts of mediums to gain access to information (IFLA, 2015). The library can also educate students to be more aware of the importance of protecting their data and to learn more about plagiarism in connection with copyright.

6. A ChatGPT szerepe az angol, mint idegen nyelv oktatásban

A hatodik fejezet a jelenlegi feltáró tanulmány magyar nyelvű összefoglalója, amely ismerteti a dolgozat főbb fejezeteinek lényegi elemeit. A fejezet három fő részből áll. Az első rész (6.1) bemutatja a témaválasztás indoklását, a témához kapcsolódó szakirodalmat, tisztázva a ChatGPT, mint természetes nyelvfeldolgozáson alapuló nagy nyelvi modell elméleti háttérét és működésének alapelveit. A szakirodalmi összefoglaló további része a ChatGPT alkalmazási lehetőségeit térképezi fel az angol, mint idegen nyelv oktatására vonatkozóan. A szakirodalmi háttér alapján a kutatás empirikus része az alábbi két kutatási kérdésre keresi a választ:

(1) Hogyan teheti hatékonyabbá az óratervezést és értékelést a ChatGPT?

(2) Milyen nyelvi készségeket lehet a ChatGPT-vel fejleszteni?

A fejezet második része (6.2) az empirikus vizsgálat módszertani háttérét foglalja össze, bemutatja a résztvevőket, az adatgyűjtés folyamatát és az adatelemzés módszerét.

A harmadik rész (6.3) összefoglalja az eredményeket a szakirodalom, az online kérdőíves felmérés (n=52), illetve az interjúk alapján (n=6); és következtetéseket fogalmaz meg a ChatGPT pedagógiai alkalmazásával kapcsolatban az óratervezés és értékelés, illetve az öt idegen nyelvi képesség (olvasás-, írás-, beszédkészség, hallgatás utáni szövegértés, és interkulturális kompetencia) fejlesztése terén.

6.1. Elméleti háttér

2022 november 30-án az OpenAI cég által fejlesztett ChatGPT, természetes nyelvfeldolgozáson (Natural Language Processing, NLP) alapuló nagy nyelvi modellje (Large Language Model, LLM) új fejezetet nyitott az angol, mint idegen nyelv oktatásának történetében. A Mesterséges Intelligencián (MI) alapuló chatbot egy olyan eszköz az angol nyelvtanárok kezében, amely az oktatást az MI-korszakba emeli, átformálva a tanításról való gondolkodást, elméletet és gyakorlatot egyaránt. A tanároknak egyrészt rugalmasan kell alkalmazkodniuk a ChatGPT jelenlétéhez, másrészt meg kell őrizniük az irányító szerepüket az oktatási folyamatban a chatbottal szemben. Hosszú távon pedig úgy tűnik elkerülhetetlenné válik, hogy kidolgozzunk egy olyan megközelítést, amelyben a tanárok egy chatbottal együttműködve hatékonyabbá tehetik a tanítással kapcsolatos feladatok elvégzését.

6.1.1. Témaválasztás indoklása

Mivel erről a témáról viszonylag kevés empirikus kutatás született, és a chatbot által kínált lehetőségek tárházának egy része egyenlőre csak elméleti szinten mozog, jelen feltáró tanulmányomat célja, hogy nagyobb rálátást biztosítson arra, hogy a gyakorlatban a ChatGPT

integrációja milyen mértékig valósult meg eddig az angol, mint idegen nyelv oktatásban Magyarországon. Az oktatás egyik kulcsszerepe, hogy a társadalmi változásokat lekövetve, azokkal összhangban felkészítse a diákokat a jövőre, fejlesztve képességeiket és bővítve tudásukat. A természetes nyelvfeldolgozás manapság már az élet minden területén jelen van, az egészségügytől a pénzügyeken át egészen az oktatásig. Éppen ezért szükséges feltárni azokat a módokat, ahogyan ez a legújabb, mindenki számára elérhető nagy nyelvi modell, megkönnyítheti a tanárok munkáját, és velük együttműködve – nem átvéve szerepüket – növelheti a készségfejlesztés hatékonyságát. Jelen tanulmány ezt vizsgálja egy online kérdőív és hat mély interjú által, reflektálva az adatokra a szakirodalom alapján.

6.1.2. A természetes nyelvfeldolgozás (NLP) és nagy nyelvi modellek (LLM)

Hirschberg és Manning (2015) szerint a természetes nyelvfeldolgozás a számítástechnika azon ága, amely számítógépes nyelvészetként is ismert; képes az emberi nyelv tartalmának tanulására, megértésére és előállítására egyaránt. A természetes nyelvfeldolgozást több területen is használják, például a gépi fordításnál, beszédpartnerként a kommunikációs készség fejlesztésére, vagy az online elérhető szövegtörzsek elemzéséhez és tanulmányozásához.

Ezek az algoritmusok a gépi tanulásnak köszönhetően az ember-számítógép interakciókból gyűjtött információból fejlesztik önmagukat egy három lépéses folyamatban: adatelemzés, modellalkotás és műveletvégrehajtás (Bonner et al., 2023). Ennek köszönhetően a rendszer az önfejlesztő működésének köszönhetően egyre nagyobb tudásra tesz szert, így a géppel való interakció olyan egyszerűvé válik, mint az emberekkel való kommunikáció. Az NLP applikációkra 1970-es években kifejlesztett nyelv, a Prolog, Chomsky generatív nyelvtan elméletére építve (Nadkarni et al., 2011) logikai formulákkal dolgozik. A természetes nyelvi inputot elemezve emberi szövegek – szavak, mondatok, bekezdések – millióit tanulmányozza és a megtanult mintát adja vissza az outputban. Az információt közös ismertetőjegyek alapján kategóriákba szervezi.

A ChatGPT-vel való kommunikáció így teljesen természetes (emberi), ami ráadásul nagy nyelvi modellként (LLM) sokkal több – akár többmilliárd – szöveghez fér hozzá, és komplexebb feladatok elvégzésére képes mélytanulás útján. Egyfajta neuron hálózatot alkot, amelyben kontextuális kapcsolatokat alakít ki a hatalmas mennyiségű információn belül, az emberhez hasonlóan szervezve az információt azoknak az egymáshoz való viszonyuk alapján (Bonner et al., 2023).

6.1.3. Chatbotok az angol, mint idegen nyelv tanításban

Több nyelvtanítási céllal fejlesztett chatbot is létezik (pl., Speakmate.ai, Yourteacher.ai, TalkPal.ai, stb.), azonban ezekhez előfizetés szükséges, így kevésbé népszerűek. A ChatGPT egy általános célú chatbot, amely kérdés-válasz párbeszédstruktúrák révén egyszerű, hétköznapi beszélgetést folytat a felhasználóval. A specifikus és testreszabott chatbotoktól eltérően nem nyelvtanulási célból hozták létre, így nem csoda, hogy kihívást jelent tanárként, hogy ezt az eltérő funkciójú chatbotot nyelvtanítási céllal alkalmazzuk (Jeon & Lee, 2023).

Zhai (2022) a ChatGPT segítségével rámutatott olyan területekre, ahol jól alkalmazható a tanításban. Ilyen alkalmazási területek a személyreszabott tanítás, értékelés és az osztályzás, illetve a tutorálás és mentorálás, ami az egyéni oktatási feltételek megteremtése, a tanuló erősségeinek és nehézségeinek felmérése által személyre szabott, egyéni oktatás. Kostka és Toncelli (2023) kiemelte továbbá, hogy a ChatGPT a tanároknak segítségére lehet óratervezésnél ötletek generálásával.

Mivel a ChatGPT idegennyelv-oktatással kapcsolatos alkalmazásáról viszonylag kevés empirikus tanulmány született, jelen vizsgálat célja, hogy mélyebben feltárja a már elméleti szinten megfogalmazott, vagy még csak kezdetleges szinten kihasznált lehetőségek jelenlegi gyakorlatát Magyarországon tanító angol nyelvtanárok szemszögéből. Ez a dolgozat két kutatási kérdésre fókuszál:

(1) Hogyan teheti hatékonyabbá az óratervezést és értékelést a ChatGPT?

(2) Milyen nyelvi készségeket lehet a ChatGPT-vel fejleszteni?

A szakirodalmi összefoglalót ez két kutatási kérdés irányította, fontos azonban kiemelni, hogy a kérdések egy nagyobb, a ChatGPT nyelvtanításban betöltött szerepéről szóló vizsgálat részét képezték. Az eredmények egy részét itt mutatom be, a korábbi eredmények többi részét pedig a szakdolgozatomban is ismertettem. A szakdolgozat *A természetes nyelvfeldolgozó modellek használatának kihívásai és lehetőségei az angol mint idegen nyelv tanításában (Challenges and Opportunities of Using Natural Language Processing Tools for Teaching English as a Foreign Language)* címmel a tanári szerepek ChatGPT használatához kapcsolódó változásával, az MI-hez kapcsolódó kihívásokkal és lehetőségekkel foglalkozott.

A tanulmány feltáró jellege nagymértékű nyitottságot és rugalmasságot követelt, hogy a jelenlegi helyzetről minél hitelesebb képet lehessen alkotni. Online kérdőív (n=52) és félig strukturált mély interjúk (n=6) adatait elemezve kerültek kiértékelésre az eredmények, amelyekből konklúziókat vontam le.

A vizsgálat elején a két kutatási kérdéshez kapcsolódóan a szakirodalom alapján kirajzolódtak azok a területek, amelyeken a ChatGPT segítheti az angol tanárok háttérmunkáját,

és a tanulók nyelvi készségeinek a fejlesztését. Ahogy azt már Zhai (2022) tanulmánya is feltárta, tanárok leginkább az óratervezésnél alkalmazhatják a ChatGPT-t, nem csak ötletgenerálásra, de akár egész óratervek készítésére, illetve személyre szabott tartalomgyártásra. Az értékelés terén a chatbotnak hasznos szerepe lehet, hiszen pillanatok alatt képes visszajelzést adni bármilyen terjedelmű esszére, így hatékonyabbá tehetné az értékelést (Barshay, 2024). Ezen kívül, tesztfeladatok előállítására is alkalmas (Lo, 2023). A második kérdésre öt nagy idegen nyelvi készséget vizsgáltam (olvasás, írás, hallgatás, beszédkészség és interkulturális kompetencia). Bár hagyományosan négy idegennyelvi készséget szokás megkülönböztetni, az interkulturális kompetencia régóta megjelent ötödik készségként a nyelvtanításban, hiszen a nyelv a kultúra szerves része (Damen, 1987). A szakirodalom azt hangsúlyozza, hogy a hallgatás készségen kívül (Al-khresheh, 2024) a többi négy készség fejlesztésére használhatják a ChatGPT-t a tanárok inkább a gyakorlatban. A ChatGPT specifikus promptok (utasítások) által percek alatt képes létrehozni a legkülönbözőbb stílusú szövegeket, amellyel adott nyelvtani szerkezeteket is gyakoroltathatnak a tanárok (Huang & Li, 2023). Íráskészségnél minél inkább a tanulók aktív bevonására szorgalmazza a kutatók a ChatGPT-t, bevonva azt írási folyamat főbb állomásainál: ötletgenerálás, mintaesszék készíttetése, vázlatok szerkesztése, visszajelzés (feedback) adása, és a már megírt esszék tökéletesítése (Barrot, 2023). A leginnovatív eljárás szerint a ChatGPT-t aktív beszédpartnerként is lehet használni a beszédkészség és az interkulturális kompetencia fejlesztéséhez, szimulációs helyzetben (Mollick & Mollick, 2023; Murphy, 2023). A kérdőív és az interjú ezek alapján mérte fel a tanárok véleményét, gyakorlatát.

6.2. Módszer

Jelen feltáró tanulmányhoz a kérdőív továbbítása online, véletlenszerű, "hólabda-mintavételi" (Parker et al., 2019) technikával történt. A kiindulási pontot tanár, illetve tanárjelölt ismerősök biztosították, akik szintén olyan kollégáknak továbbították, akik használnak ChatGPT-t. A kérdőívet 52 tanár töltötte ki, közülük 6 beleegyezett egy interjúban való részvételbe. Az interjúk félig strukturált, mélyinterjúk voltak, céljuk a gyakorlat mögött álló tanári attitűd megismerése volt. A hat interjúalany kiválasztása kérdőíves beleegyezésük alapján történt. A résztvevőket a továbbiakban – anonimitásukat biztosítva – kódokkal jelöltem, megkülönböztetve a teljes állásúakat (T1-T4) és tanárjelölteket (TR1-TR2). Az adatokat vegyes módszerrel elemeztem. A két kutatási kérdésre vonatkozó válaszok eredményeit a kérdőívből leíró statisztikával, a félig strukturált interjúkat folyamatos összehasonlító módszerrel (Glaser & Strauss, 1967; Maykut & Morehouse, 1994) elemeztem. Az eredményeket a három adatforrás

(szakirodalom, kérdőív és interjúk) összehasonlításával értékelttem ki, majd vontam le a következtetéseket.

6.3. Eredmény és konklúzió

Az első kutatási kérdés eredményei az óratervezésre vonatkozóan azt mutatják, hogy a tanárok csak kiindulópontként használják a ChatGPT-t, egyfajta ötletbankként. Rengeteg időt spórolnak meg azzal a tanárok, hogy segít nekik az ötletelésben, alternatív feladatokat, megoldásokat javasol egy-egy témára. Ugyanakkor egyáltalán nem akarják megspórolni a tervezés egészét. Teljes óraterveket nem gyártatnak vele, mert nem látja úgy át az óra menetét, mint egy tanár, nem olyan célorientált (TR2). Személyreszabott tartalomgyártásra ugyanakkor tökéletesnek tartják. A tanulók szintjének megfelelő tartalmakat, feladatokat (pl. igaz-hamis, feleletválasztós, szövegértési feladatokat) képesek generálni pillanatokon belül, ami régebben több órás kutatást és szerkesztést vett igénybe. A kitöltők 88%-a egyszerűbb műveletekre használja, mint például szavak, mondatok generálására.

A kérdőívekből az derült ki, hogy értékeléshez a tanárok egyáltalán nem használják a ChatGPT-t eszközként, ami meglepő volt, hiszen időtakarékoság szempontjából a ChatGPT hatékonyabbá tehetné az értékelés folyamatát. Magyarázatot arra, hogy ez miért van így, az interjúk adtak. Egy tanár (T3) kivételével, aki szokott ChatGPT-vel visszajelzést íratni a diákok beadandó feladataira, értékelve a nyelvtant, szókincset, tartalmi elemeket, és a stílust, a tanárok többsége (n=5) nem tartja *“etikusnak”* (TR1), hogy egy géppel értékeljenek diákokat, mivel az *“csak a pillanatnyi teljesítményét látja a diáknak, a fejlődését nem képes követni”* (T2). Jeon és Lee (2023) tanulmányában ugyanakkor volt példa olyan tanárra, aki értékelésnél felhasználta a diák-chatbot interakcióit rögzítő chat történetet a fejlődés értékeléséhez. A megkérdezettek többsége (n=4) inkább személyreszabott tesztanyagokat készít ChatGPT-vel.

Válaszolva a második kutatási kérdésre, a kérdőív alapján az öt nagy idegen nyelvi készséghez a kitöltők 83%-a olvasáskészség fejlesztésére, 71%-a íráskészség fejlesztésére, 65%-a beszéd-készség fejlesztésére használja a ChatGPT-t a tanítása során leginkább. Az olvasáskészséghez a tanulók nyelvi készség-szintjéhez alkalmazkodó szöveget generáltatnak a tanárok, vagy autentikus forrásokat szerkesztetnek át. Az íráskészségnél viszont nem vonják be a folyamat főbb állomásaiba. Inkább narratív promptokat (n=4) és mintaesszéket (n=3) készíttetnek, amivel elindítják a diákok gondolkodását, és követhetik a megadott struktúrát. Továbbá a beszéd-készség fejlesztéséhez vitatémákat generálnak (n=5), például a diákok a ChatGPT-vel (is) gyűjthetnek érveket egy adott állítás mellett és ellen, amelyeket

belefoglalhatnak saját érvelésükbe. Végezetül, a hallott szövegértés fejlesztésére funkcióbeli hiányosságai miatt kevésbé használják a tanárok (35%), viszont meglepő eredményként az jött ki, hogy interkulturális kompetencia fejlesztéséhez is viszonylag kevésbé alkalmazzák (42%). Az interjúk alapján az derült ki, hogy a legtöbben (n=6) nem is tudtak arról, hogy a ChatGPT szimulációs helyzetben, mint egy másik kulturális háttérrel rendelkező személy, fejlesztheti a diákok interkulturális kompetenciáját, felkészítve őket az életszerű helyzetekre (Murphy et al., 2023). Egy tanár (T3), bár nem volt neki meglepő az ötlet, azt mondta, kimondottan az ehhez a funkcióhoz meglévő technikai felszereltség esetén el tudná elképzelni, hogy szimulációs helyzetben használtassa a diákokkal. Ehelyett inkább szerepjáték kártyákat szokott készíttetni a ChatGPT-vel, ami alapján élő interakciót folytathatnak az iskolába érkező külföldi diákokkal az órán. A többi tanár pozitív és nyitott attitűdöt tanúsított, mikor a szimulációs alkalmazás szóba került, jelezve, hogy mindenképp ki szeretnék majd próbálni.

A ChatGPT már sok területen integrálódott az idegen nyelv oktatásban, mégis a szakirodalom, illetve az eredmények rámutatnak, hogy az innovatívabb alkalmazások még nem valósultak meg teljesen. Egyenlőre előtérbe helyeződik a passzív használat a tanárok részéről (tartalomgyártás, ötletgenerálás óratervekhez, tesztanyagok készítése), de aktív használata az órákon (szimulációs helyzet, aktív beszédpartner, íráskészség több pontján bevonni, mint szerkesztő, értékelő) még várat magára. Mindenképpen érdemes átgondolni, és tovább kutatni, hogy azokon a területeken, ahol még passzív részese a chatbot a tanításnak, (értékelés, írásfolyamat, beszédpartner) érdemes lenne-e, és ha igen, hogyan lehetne aktív szereplőjévé tenni a tanulási-tanítási folyamatnak.

Ehhez további kutatási területeket kell meghatározni, amely mélyebben feltárná a ChatGPT lehetséges pedagógiai alkalmazásait. Hospitálások által nagyobb lehetőség lenne látni a chatbot konkrét órai alkalmazási lehetőségeit, kevésbé fókuszálva a tanári háttérmunka segítésére és nagyobb hangsúlyt fektetve tanulói felhasználói oldalra, a tanulói autonómia támogatására. A mostani vizsgálat során feltárt legkihagyottabb területekre lenne érdemes összpontosítani, például, hogy a chatbot mennyiben fejleszti a diákok kommunikációs képességét, interkulturális kompetenciáit beszélgető partnerként. A hallás utáni szövegértés fejlesztésének lehetőségeit is pontosabban meg kellene vizsgálni, kiterjesztve a felmérést más nagy nyelvi modellekre, amelyek GPT-alapon működnek. Például a Talkio AI vagy a Talkpal explicit módon is tudják a hallás utáni szövegértést fejleszteni, illetve a Tweep, vagy ahhoz hasonló applikációk használatának hatékonyságát, az általuk generált feladatok használhatóságát, minőségét is érdemes lenne vizsgálni hallás utáni szövegértési feladatokkal kapcsolatban. Ezeket a mintákat össze lehetne vetni tanárok által készített feladatokkal.

A tanári háttérmunka segítségét sem kell ugyanakkor teljesen háttérbe szorítani. Konkrét promptok és eredmények vizsgálata még átfogóbb képet adna a jelenlegi gyakorlatról, felhasználható mintát is szolgáltatva más pedagógusoknak. Például ChatGPT-generálta óraterveket lehetne begyűjteni elemzésre, különféle pedagógiai módszerek, megközelítések gyakorlati megvalósításához adott MI javaslatokat összevetve a tanárok is ötleteket kaphatnak, valamint megismerhetik az MI működését. Ezen felül konkrét formatív értékelési műveleteket is lehetne vizsgálni, amelyben a tanárok elküldik a ChatGPT által írt visszajelzést a diákok beadandóira, egyben beszámolva tapasztalataikról. A további kutatási, felhasználási lehetőségek száma végtelen, azonban ahhoz, hogy jobban lássuk, mit érdemes átültetni a gyakorlatba és hogyan, a legfontosabb területeken minél hamarabb lépéseket kell tenni annak érdekében, hogy a ChatGPT és az ahhoz hasonló alkalmazásokról való tudás a tanárképzés, tanártovábbképzés anyagának részét képezhesse.

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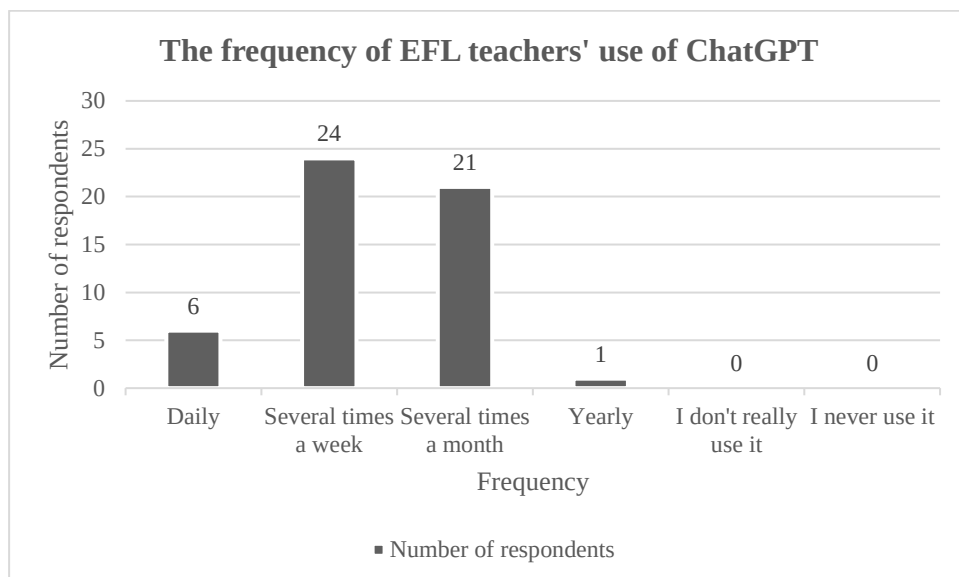
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Appendices

Appendix A - Figure 10

The frequency of EFL teachers' use of ChatGPT



Note. Based on the results of the online questionnaire (N=52).

Appendix B - Online questionnaire

The questionnaire presented here was sent to respondents via Google Form to discover more about teachers' use of ChatGPT in English teaching.

Dear Respondent,

My name is Rebeka Mezőfi and I am writing my thesis about ChatGPT in EFL (English as Foreign Language) teaching. I would like to find out more about ways English language teachers use ChatGPT from planning to assessment.

The survey is anonymous and can be cancelled at any time. Any data provided in this questionnaire will be treated confidentially and presented in my thesis only to support my research. This survey has 4 sections and takes about 10-12 minutes to complete!

Questions marked with an asterisk (*) cannot be skipped.

In case you are willing to be interviewed about your experience using ChatGPT as an English teacher, please, provide your email address at the beginning of this survey!

Should you have any further questions, I am available on the following email address: mezofi.rebeka@gmail.com

Thank you for contributing to my research!

Section 1

E-mail address

1. E-mail addresses will only be used for possible future interviews regarding using ChatGPT in EFL teaching.

E-mail address (optional):

Section 2

Teacher profile

The following questions will be asking about your teaching experience and your opinion of ChatGPT.

2. What is your gender? *
 - Woman
 - Man
 - I don't want to answer
3. How long have you been teaching? *
 - I am a teacher trainee (at least 1 semester of teaching experience)
 - 1-5 years
 - 6-10 years
 - 11-20 years

- more than 20 years
4. Where do you teach? (More answers are possible!) *
 - Elementary school (5-8 graders)
 - High school (9-13 graders)
 - I have private students
 - Language school
 - Other
 5. Does ChatGPT make your teaching easier? *
 - Yes
 - No
 - I don't know
 6. Which version do you use as an English language teacher? (more answers are possible) *
 - ChatGPT 3.5
 - ChatGPT 4.0
 - I use other AI (Artificial Intelligence)
 7. In case you chose "other AI" what platforms do you use?
 - Leonardo AI
 - Copilot
 - AI Chatting
 - Memrise
 - Gemini
 - Twee
 - Other
 8. How often do you use ChatGPT in your teaching? *
 - Daily
 - Several times a week
 - Several times a month
 - Yearly
 - I don't really use it for my lessons
 - I never use it for my lessons
 9. What do you use ChatGPT for? (More answers are possible!) *
 - To make my work faster
 - Brainstorming
 - Creating materials for the lessons
 - Personal interaction (chat about feelings, thoughts; check concepts...)
 - As a dictionary (checking words)
 - Reflecting on my lessons
 - Have ChatGPT in the role of a one-to-one consultant during the lessons
 - Other
 10. Do you assign ChatGPT tasks for your students in the lessons? *
 - Yes

- No
11. Do you think ChatGPT can replace English teachers? *
- Yes
 - No
 - Maybe
12. If you said "no", why do you think teachers cannot be replaced by ChatGPT?

Section 3

General usage of ChatGPT in English language teaching

The following questions will be asking about how you use ChatGPT specifically in your language teaching (from planning to assessment).

13. On a scale of 1 to 5 how helpful do you find ChatGPT in the following areas?
 1= Not helpful at all 2= Slightly helpful 3= Somewhat helpful 4= Very helpful
 5= Extremely helpful*

	1	2	3	4	5	I don't know/I don't use it for that
Generating ideas for the lessons						
Creating materials for the lessons						
Generating texts for students						
Explaining language concepts						
Giving feedback on student's assignments						
Translating						
Assessment						
Role-plays						
Interactive language games (e.g., word guessing, would-you- rather game...)						
Self-reflection (reflecting on your lessons with ChatGPT, asking for advice)						
Classroom management						
Teaching grammar						

14. The following statements will be in connection with lesson planning. Rate the following statements on a scale of 1 to 5 based on how strongly you agree with them!
1= Strongly Disagree 2= Disagree 3= Neither Agree nor Disagree 4= Agree 5= Strongly Agree *

	1	2	3	4	5
I love using ChatGPT for lesson planning.					
I find it easy to give the right prompt to ChatGPT to generate ideas for my lessons.					
ChatGPT makes lesson planning easier.					
ChatGPT saves my time with lesson planning.					
I find ChatGPT generated lesson plans accurate.					
Lesson plans created by ChatGPT need only a few adjustments.					
I prefer doing lesson plans on my own in order to feel it "mine".					
I only use ChatGPT as a "starting point" to generate ideas for my lessons.					
I use ChatGPT to recommend me materials I can use for my teaching.					

15. This part is focusing on ChatGPT as a content provider. Indicate whether you use ChatGPT to create the following materials for your lessons or not! Each line needs a response! *

	I use it	I don't use it
Dialogue scripts		
Short stories		
Sample words, sentences		
Role-play scenarios and characters		
Concept explanations/definitions (e.g., replacing textbook explanations)		
Warmers		
Fill-in the gap tasks		
Tests		
Narrative prompts for writing tasks		
Reading comprehension questions		
Listening tasks		
Songs, poems		

Translation tasks		
Speaking tasks		

16. How useful is ChatGPT for assessing the following student performances on a scale of 1 to 5? (Each row needs to be answered!)

1=Not helpful at all 2= Slightly helpful 3= Somewhat helpful 4= Very helpful 5= Extremely helpful*

	1	2	3	4	5	I don't know; I haven't tried it yet
Essays						
Vocabulary knowledge						
Grammar						
Factual knowledge						
Understanding more complex concepts						
Speaking performance (presentations, dialogues...)						
Listening skills						

Section 4

Using ChatGPT for developing the 5 skills.

This section contains questions related to using ChatGPT to develop writing, reading, listening, speaking and intercultural skills in students.

17. Which of the following skills can you teach/develop with ChatGPT? (All rows need to be answered!)

1= I can't/don't use it for this skill 2= I use ChatGPT to develop this skill in my students *

	1 (I don't use it)	2 (I use ChatGPT to develop this skill)
Writing		
Listening		
Reading		
Speaking		
Intercultural communication		

18. Which skill(s) can be improved the best with ChatGPT based on your experience? Why?

19. How do you use ChatGPT to develop writing! (More answers are possible!) *

- Generating narrative prompts
- Assessing students' writing
- Provide feedback on students' writing
- Check grammar mistakes
- Improve vocabulary
- Check for syntactic mistakes
- I don't use ChatGPT for this skill
- Other

20. How do you use AI (using ChatGPT) to develop listening? (More answers are possible!) *
- Listening comprehension tasks (e.g., fill in the gaps, multiple-choice, etc..)
 - Simulate real-time conversation
 - Dialect-based written texts (vocabulary, grammar, pronunciation)
 - Providing phonetic transcriptions
 - I don't use ChatGPT for this skill
 - Other
21. How do you use ChatGPT to develop reading? (More answers are possible!) *
- Generate comprehension questions
 - Create authentic texts (stories, poems, songs, etc...)
 - Making texts shorter
 - True-False tasks
 - Vocabulary-check task
 - Open-ended questions
 - I don't use ChatGPT for this skill
 - Other
22. How do you use ChatGPT to develop speaking? (More answers are possible!) *
- Simulate conversations
 - Create discussion topics
 - Create debate questions
 - Improve pronunciation (providing phonetic transcription, information about different accents)
 - Create presentation notes
 - Use ChatGPT to ask leading questions about literature
 - Simulate intercultural communication on the lesson
 - Improve vocabulary by checking the chat history
 - I don't use ChatGPT for this skill
 - Other
23. How do you use ChatGPT to develop intercultural communication? (More answers are possible!) *
- Create role-play scenarios
 - Create role-play characters
 - Simulate conversations on the lessons (using ChatGPT to impersonate someone from a different culture)
 - Provide cultural information
 - I don't use ChatGPT for this skill
 - Other

Drawbacks of ChatGPT

The following questions will ask about the risks and limitations of using ChatGPT in language teaching

24. What drawbacks/limitations have you experienced with ChatGPT in your teaching? (Multiple answers are possible!) *
- ChatGPT misunderstanding my prompts
 - Lack of knowledge to use the AI
 - Ethical issues (cheating, plagiarism)
 - Providing false information
 - Easy to mistake ChatGPT for a human being (relying on it for emotional support, personal advice...)
 - Distracting students' attention from the purpose of the lesson
 - Lacking pedagogical insight (doesn't know the students or their teachers)
 - Stereotypes in the output
 - Other
25. What are the areas ChatGPT cannot support your teaching with?

Appendix C Interview questions

1. How long have you been teaching?
2. (teacher trainee) Do you have plans to continue working as a teacher after you graduate?
3. What do you like most about being a teacher?
4. What do you think about applications like ChatGPT?
5. What is your approach to technology?
6. How easy was it for you to adapt to the changes ChatGPT caused in education?
7. What is your overall impression of ChatGPT?
 - How do you perceive the role of ChatGPT in teaching foreign languages?
8. How could you describe your role in language teaching? (Can you give some examples?)
 - In what ways does ChatGPT challenge teachers in their role?
9. In your opinion, in what ways does ChatGPT influence or reshape teaching?
 - How can ChatGPT make language teaching even more effective?
10. Are there any potential drawbacks? Mention some examples!
11. How should teachers teach their students to use ChatGPT ethically?
12. In your experience, how widespread is ChatGPT among English teachers?
13. Can you provide specific examples of how you have used ChatGPT in your classes?
 - What opportunities are there in your school for using ChatGPT during lessons?
 - What kind of tasks/activities do you design with ChatGPT?
 - How do you judge if the resources provided by ChatGPT are accurate or applicable for your classroom?
14. How do your students respond to the use of ChatGPT in learning activities?
15. How has the use of ChatGPT affected your lesson planning?
 - Do you find it easier or more challenging to incorporate ChatGPT into your lesson plans? Why?
 - How do you plan lessons with ChatGPT? Mention some examples!
16. In what ways has ChatGPT influenced your teaching methods during class?
 - Can you describe a lesson where ChatGPT played a significant role?
17. Which skills can you improve with ChatGPT the most?
 - Which skills cannot be improved with it?
18. How does ChatGPT impact your assessment strategies?
 - Do you use ChatGPT for formative or summative assessment? If so, how?
19. What techniques/strategies do you use to incorporate ChatGPT in skills development?
20. When do you try to avoid using ChatGPT?
 - Which skills do you find ChatGPT unhelpful for?
21. How can you develop reading skills with ChatGPT? (Share your experience.)
22. Can you share any specific activities or tasks you have created with ChatGPT for reading comprehension?
23. How did ChatGPT make teaching reading skills easier?
24. What are its limitations in teaching reading skills?
25. How do you use ChatGPT to develop writing skills? (Share your experience.)
26. What is your opinion about students using ChatGPT for writing assignments? How do you call their attention to the fallacies of AI?
27. How do you find teaching writing skills after the introduction of ChatGPT?
28. What types of writing tasks do you design with the help of ChatGPT?
29. How do you detect if students used ChatGPT for their writing assignments?
30. How do you use ChatGPT to develop speaking skills? (Share your experience.)

31. Can you give an example of a speaking activity facilitated by ChatGPT?
32. How useful do you find ChatGPT as a conversation partner?
33. Does ChatGPT make developing speaking skills easier? How?
34. How do you use ChatGPT to develop listening skills? (Share your experience.)
35. Can you mention any exercises or materials you have created using ChatGPT for listening?
36. What other alternatives (generative AI) do you use to develop listening skills?
37. How do you develop intercultural communication/competence with ChatGPT? (share some experience)
38. Have you used ChatGPT to create tasks that involve cultural exchange or knowledge? If so, how?
 - Can it convey cultural differences appropriately? (Mention some examples)
39. Do you use ChatGPT to simulate real-life conversations for your students with people from different cultures? How? Why not?
40. How do you use ChatGPT to help students practice cultural competence? (~37)
41. How effective do you find ChatGPT-generated role-plays/materials in developing intercultural competence?
42. What are some areas or aspects of teaching where you find ChatGPT cannot provide adequate support? (Can you mention examples from your own experience?)
43. Can you elaborate on any specific challenges or limitations you have encountered?
44. Are there any skills or competencies in foreign language teaching that you believe require more human intervention despite the use of ChatGPT?
 - Why do you think these areas are less suited for ChatGPT's involvement?
45. Do you use other generative AI tools next to ChatGPT to ensure credibility? If yes, which ones?
46. Other:

Appendix D Tables of the main categories emerging from the interviews with examples

Main categories based on the interviews

Main Categories	Codes
1.1 Lesson planning with ChatGPT	1.1.1 Getting inspiration and creative ideas
	1.1.2 Customized lessons
1.2 Assessment and feedback with ChatGPT	1.1.3 Creating customized test materials
	1.1.4 Using ChatGPT for grading
	1.1.5 Ethical issues
2.1. Reading	2.1.1 Generating customized texts
2.2 Writing	2.2.1 Providing writing prompts
	2.2.2 Sample essays
2.3 Speaking	2.3.1 Generating debate topics and ideas
2.4 Intercultural competence	2.4.1 Providing cultural knowledge through texts
	2.4.2 Role-play
	2.4.3 Using ChatGPT in simulation
2.5 Listening	2.5.1 Finding video links to create listening comprehension tasks

Note. The above table shows the main categories emerging from the content analysis of the interview transcripts. The main categories correspond to the number of the research question they feed into.

Main categories emerging from the interviews with examples

Main category	Codes	Examples
1.1 Lesson planning with ChatGPT	1.1.1 Getting inspiration and creative ideas	T3: “I know what I want so I don’t ask ChatGPT what kind of tasks to do, it’s always the how – I don’t let ChatGPT make decisions, I’m just asking for assistance, not fully plan a lesson plan, because it is what you have to go through.”
		T4: “With ChatGPT I don’t spend so much time with planning a lesson or finding ideas to make lesson more playful or interesting. It’s time-saving”; “It’s also challenging to include ChatGPT in lesson planning, because it can bring me in many different directions, which I don’t have in mind...but if I try to give some of my ideas to plan...it’s not just ChatGPT...it’s the human...the teacher and the class that’s important in lesson planning.”
		TR2: “In the prompt, I add the topic and ask ChatGPT to write some kind of tasks for me, which are creative. I don’t write the whole lesson plan with it; I just write part of it. I wouldn’t give out the whole lesson planning to ChatGPT. I can see where I like to start and the goal of the lesson, so I can see the whole line and maybe ChatGPT gives creative tasks, but as far as I’m concerned, there were some which weren’t goal oriented”
		TR1: “If I’m absolutely out of ideas and mostly it happens with me with warmers. There are many warmers but I can’t bring the same thing for them, so I ask ChatGPT: “give me a warmer about this topic. And it would give me ideas.”
		T1: “I wanted it to help me with creating funny lesson plans. I had to teach in front of the school board. I wanted a funny lesson plan for my 10th graders and it was not able to do that.”
		T2: “For instance, we are throwing the ball and collecting vocabulary which I can do as a teacher, but ChatGPT generates the lead-in question: why is it good to deal with climate change?”
	1.1.2 Customized lessons	T3: “For example, I want new vocabulary and ask ChatGPT how to approach that, what it would do with this age, they’re interested in a certain topic then I give the instruction accordingly – age group, SS’s interests, needs, topic.”
		T4: “In the prompt I always give the class size, time of the lesson, topic.”;

		T1: "I asked it to create a lesson plan on a funny topic and it couldn't do that. It only gave 3 tasks which were created. They weren't enough for 45 min. lesson. And they were not funny at all. So I tried it 6-8 times, one after the other. I tried to reconstruct the question or give other words to create the lesson plan and it didn't understand what I really wanted. Maybe it was my fault...I don't know..."
		T2: "When I ask it to plan a complete lesson, you just need to give the level and the topic. I have also planned a complete lesson with ChatGPT. You could just say: plan a lesson on something and it could do really well. You have to read it through, correct it and download it."
		TR2: "In the prompt, I add the topic and ask ChatGPT to write some kind of tasks for that"; "If there's a listening task, I ask it to give me a pre-listening task, a during listening task and a post-listening task."
		TR1: "There are many warmers but I can't bring the same thing for them, so I ask ChatGPT: give me a warmer about this topic."
1.2 Assessment and feedback with ChatGPT	1.2.1 Creating customized test materials	T3: "In reading comprehension, you can ask ChatGPT to create T/F statements and it can check them quite easily, but cannot evaluate answers to open-ended questions. "
		T4: "I create tests like T/F questions or open-ended questions for reading comprehension text, also changing the level of the text to match theirs. I use ChatGPT to rephrase standardized tests with a few alternations: change the order of the tasks, to create A-B groups."
		T1: "I only use it to create multiple-choice tests and reading comprehension tasks."
		T2: "I create different tests. So for creating exercises, tests, tasks, I use ChatGPT. For assessment, like assessing the student's work, I don't use it, but for the test, it's great."
	1.2.2 Using ChatGPT for grading	T3: "If you don't have time and want to be fast, you can use it for giving feedback, but you shouldn't give marks on that."
		T4: "I don't use ChatGPT to give grades on students' work. For assessment, I don't use ChatGPT at all, because it's me who assesses the students. I am more careful with assessment after ChatGPT was released."
		T1: "I haven't really used ChatGPT for evaluating my students"
		T2: "It did not learn where the student was and it can only see the momentary task, which is not compared with anything. For assessment, like assessing the student's work, I don't use it, but for the test, it's great."

		TR2: “For example, I can write the student’s grades into this little box and make a prompt to give a final grade. But I don’t think it’s a good thing. Because it might give a final grade, but if I say there’s a 3,4, and 5, then I see that the student is performing better, but ChatGPT is going to give me an average grade, which is a 4.”
	1.2.3 Ethical issues	T3: “I use ChatGPT for written and oral production transcribe, when I want to evaluate those. I have it recorded, transcribe and give it to ChatGPT for feedback. It’s only good for binary work: does it include this or not? -regarding vocab, target grammar, in case of a for and against essay, does it have for and against paragraphs?, but any further than that I wouldn’t go.”
		T4: “I am more careful with assessment after ChatGPT was released. I always evaluate the effort, even for lesser work, I give full score. ChatGPT cannot see creativity behind it, the own, independent ideas. ChatGPT doesn’t know how much effort a kid put in the task.”
		T1: “I haven’t really used ChatGPT for evaluating my students. I don’t know if it’s possible or not.”
		T2: “I became suspicious about evaluating students’ works - they use ChatGPT for cheating. The version I use do not show signs of learning, so it didn’t learn where the student was previously.”
		TR2: “It’s strange for me as a teacher. I think only a teacher can assess the whole growth of the student. I never used ChatGPT for assessment...but it could be used in a way that students write essays and you copy-paste it into ChatGPT and ask it to make a score or make a grade for the test or essay. With essays, AI doesn’t see the growth during the whole semester, because it only sees the essays that’s one part of a student’s performance.”
		TR1: “I haven’t used it for giving feedback yet, really should start using it.”
2.1. Reading	2.1.1. Generating customized texts	T3: “I always give these authentic texts (news reports) and sources and ask it to change the level, change the vocabulary set, sometimes even the content.”
		T4: “I try to generate reading tasks that suit the age-group. So it’s age, topic and grammar dependent. If I give these prompts, ChatGPT will write a good text for me. It also provides grammar explanations or highlights the sentences that are important for the grammar part. It also creates reading comprehension tasks.”

		T2: "The text is adjusted to the level of students: if you ask AI to write in a specific level then it will. And it's mostly okay. So the text should be easier or more difficult, because the level is the level where the students are on. When you write A1+ or B1 level, ChatGPT cannot know if we have just started B1 level, or we are toward the end of B1 level. I define the topic, have to check whether the grammar, the structure, the syntax is the students' level."
		T1: "I have only created multiple-choice tasks and gap-filling tasks for reading with AI. "ChatGPT makes teaching reading skills easier in a way that I can create tasks in a minute."
		TR2: "I think ChatGPT makes teaching reading easier, because you can generate any kind of text. You don't have to look on the internet for hours to find a suitable text for your students, because it can generate one."
2.2. Writing	2.2.1. Providing writing prompts	T3: "If I want my students to create a text, I have ChatGPT create a prompt for that, by instructing students what to write about, the style I want them to use, if the text should be descriptive, formal, informal..."
		T4: "I usually generate essay topics with ChatGPT, for example 'write down your schedule.'"
		T2: "It is very easy to ask ChatGPT to generate prompts for writing: creating the content and the task. So, either provide a situation, or give a starting sentence, so it can give keywords by which students have to go by."
		TR2: "there was a task about Robinson Crusoe where they had to write a letter. So ChatGPT offered me this option to write a letter to Robinson's family from the island, and there was another one where you have to write a diary from Friday's or Robinson's point of view: how they lived their life on the island, what they ate. It was really creative, so students liked the task!"
	2.2.2. Sample essays	T4: "ChatGPT can help them organize their idea and express their opinion. If I assign a writing assignment for homework, it's inevitable that they're going to use ChatGPT. Even if they only copy and remember how we write an exact word, it's effective."
		T1: "Once they had to write an essay about a topic...the problem is that students don't have ideas. Ask ChatGPT to write one for you and students can follow the script it gives them, trying to make their own essay."

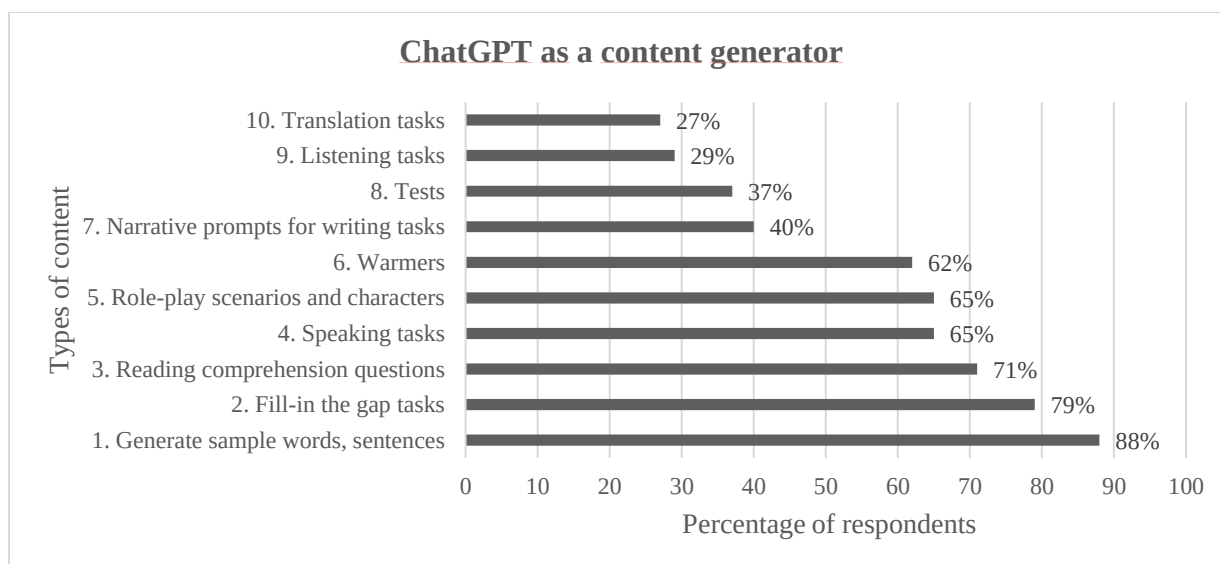
		TR1: "I don't let my students use ChatGPT when they write essays. If I used it, I would let students generate sample essays about something I want them to write about to see what it should look like, so they can do something similar. And they can look at it as like OK, so this is what it should look like."
2.3. Speaking	2.3.1. Generating debate topics and ideas	T3: "I always ask it to come up with debate topics in a certain field."
		T4: "I only use it for some debate topics occasionally."
		T1: "I use ChatGPT to prepare my students for the debate and individual long turn part of the exam, to help them how to get started, how to put a speech together. ChatGPT comes up with ideas and the students will be able to construct an individual speech. As the answers were given first by ChatGPT, not by them, they were much braver to start the conversation."
		T2: "ChatGPT can give ideas for debate. I have used it to write pro and con ideas on something and students could use them quite creatively. But they have to integrate it into their own ideas, not just only repeating what has been given to them."
		TR1: "I use ChatGPT to give debate topics to my student to improve their speaking."
2.4. Intercultural competence	2.4.1. Providing cultural knowledge through texts	T3: "I generate cultural content with ChatGPT: for Field of Cultural studies lessons, it's a great content maker."
		T4: "When doing a reading task, we compare an American kid's schedule with a Hungarian kid's."
		T2: "I created a reading task with ChatGPT about the 'History of Christmas' focusing on the differences between the different countries that celebrate it. It was mostly accurate."
		T1: "So just ask ChatGPT how this holiday is celebrated in this and that country (e.g. India), and it will tell you."
	2.4.2. Role-play	T3: "I create situational role-play cards that ask questions that HU and International students have to answer during the lesson."
	2.4.3. Using ChatGPT in simulation	TR1: "I never thought of using ChatGPT as a native speaker but thank you for the idea."
		T1: "To use ChatGPT in role-play scenarios for this, I haven't thought about it earlier, but why not?"
		T2: "So I don't use ChatGPT for simulations, or role-play partner."; "I have never thought of using it for simulation, but the idea seems interesting, so I might give it a try in September. I don't know how the students would react, but I'll give it a try and figure it out."

		T4: "I prefer to keep connections with people from other cultures." T3: "To practice intercultural skills in simulation, I'd need an IT lab." TR2: "I haven't tried to use ChatGPT to substitute a person in conversation. I think ChatGPT is still a better way to teach intercultural skills than textbooks. It gives an impression like when you talk to a man from another country. That's the interesting factor maybe."
2.5. Listening	2.5.1. Find video links to create listening comprehension tasks	T3: "I see it as reading...receptive skill. I create task with the right source...I'm looking for BBC news or podcast. I have it transcribed – that's the authentic source and I have ChatGPT do the task for me." T4: "I insert the video, and it makes T/F, multiple choice questionnaire or quizzes." T2: "You can have it for finding videos with YouTube links provided." T1: "I haven't used ChatGPT to develop listening, haven't even created materials"; "However, I use another AI." TR2: "I haven't created any listening materials with ChatGPT yet." TR1: "I don't know how ChatGPT can develop listening...like how?"

Appendix E - Figure 11

Figure 11

Types of customized content EFL teachers generate with ChatGPT

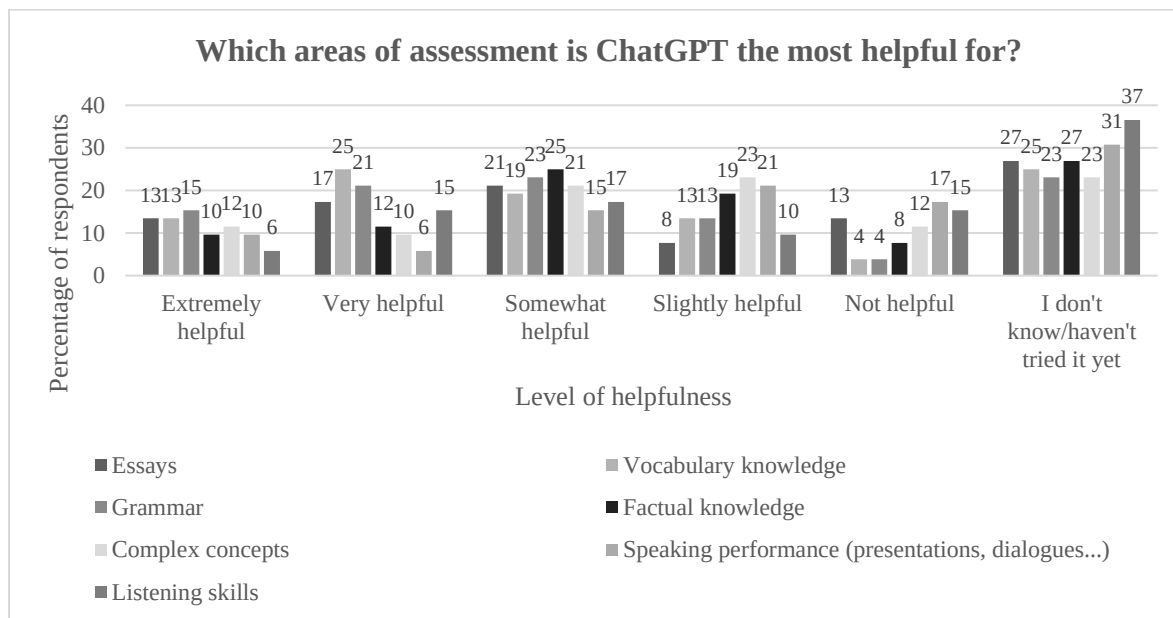


Note. The above figure shows the types of customized content teachers generate with ChatGPT for their lessons in ascending order.

Appendix F - Figure 12

Figure 12

ChatGPT for assessing students' performance

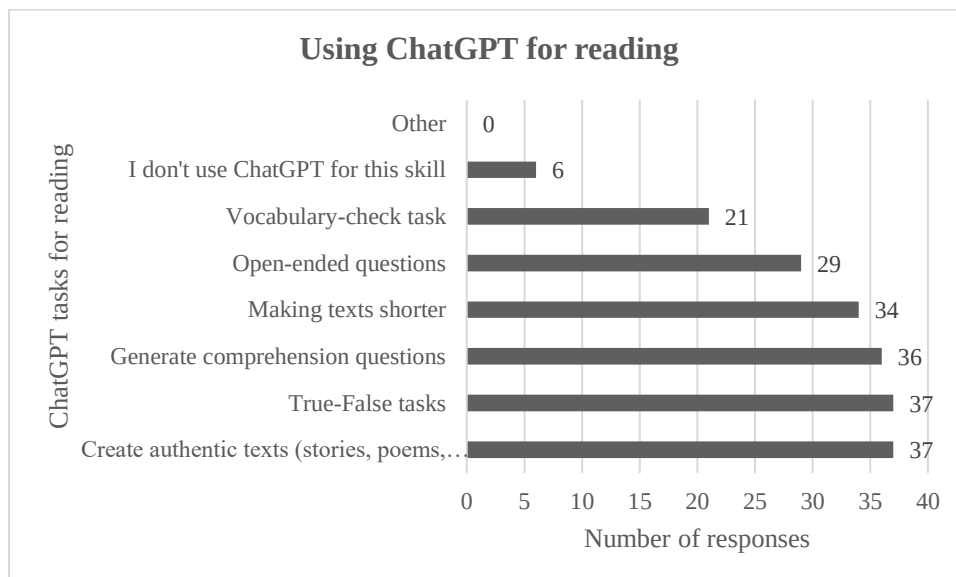


Note. The above figure shows the areas of assessment the 52 EFL teachers use ChatGPT for in percentage based on how helpful they find the chatbot to assess a particular skill or knowledge.

Appendix G - Figure 13

Figure 13

Frequency of EFL teachers using ChatGPT for reading

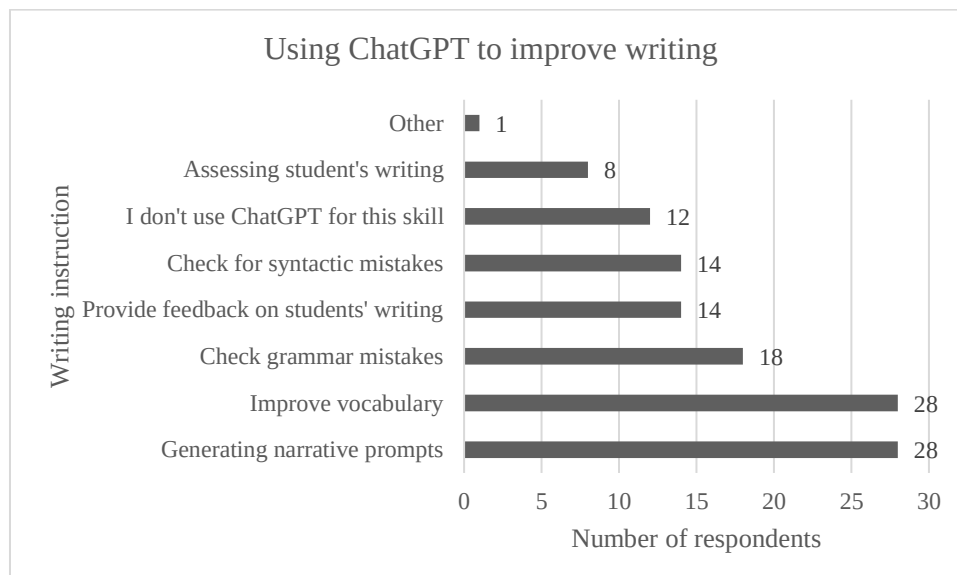


Note. Figure 13 shows the frequency of responses of EFL teachers for the tasks they use ChatGPT to improve reading.

Appendix H - Figure 14

Figure 14

Frequency of EFL teachers using ChatGPT for improving writing instruction

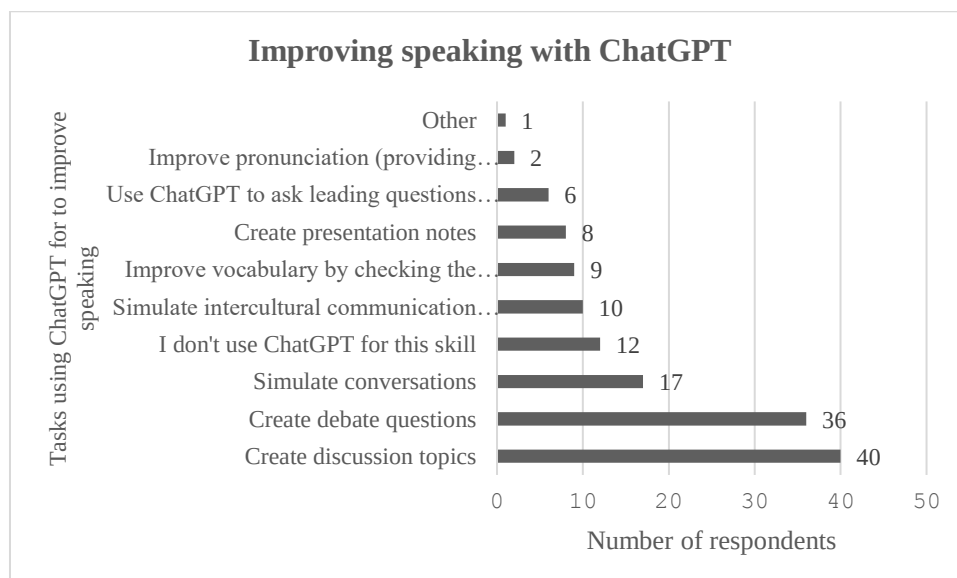


Note. Figure 14 shows the number of the 52 EFL teachers using ChatGPT for various stages of writing instruction.

Appendix I - Figure 15

Figure 15

The frequency of EFL teachers using ChatGPT to improve speaking

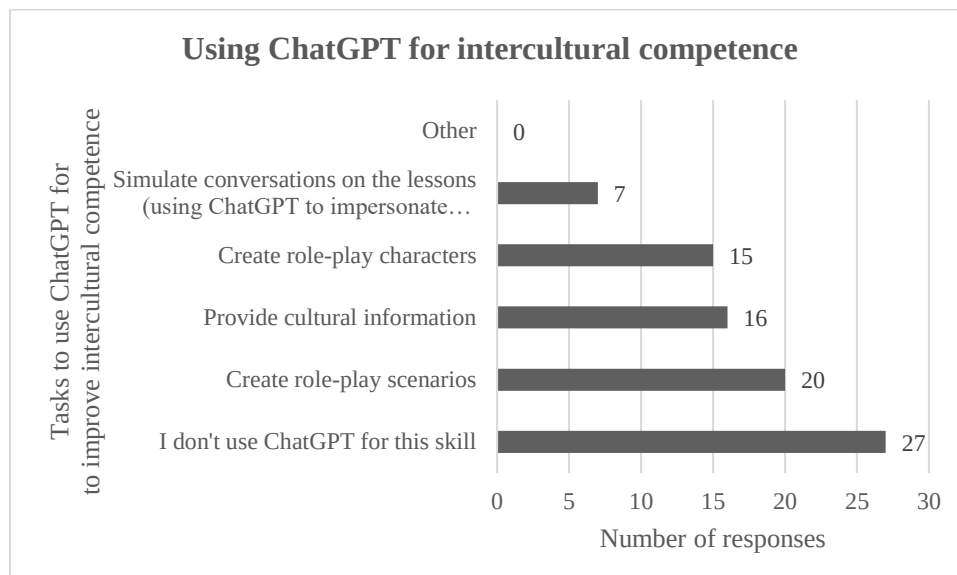


Note. Figure 15 shows the number of responses of EFL teachers for the tasks they use ChatGPT to improve speaking.

Appendix J - Figure 16

Figure 16

Using ChatGPT to improve intercultural competence

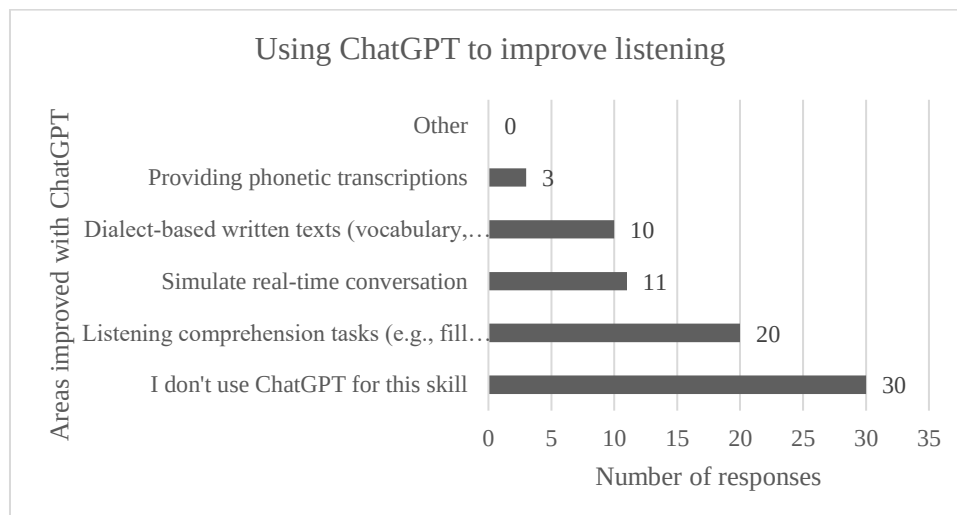


Note. Figure 16 shows the number of responses for different ways in which EFL teachers implement ChatGPT to improve intercultural competence.

Appendix K - Figure 17

Figure 17

The frequency of EFL teachers using ChatGPT to improve listening



Note. The number of responses from EFL teachers is presented in the above figure, based on how they use ChatGPT to improve listening skills.