

**AWARENESS AND PRACTICE OF CHAT GENERATIVE PRE-TRAINED TRANSFORMERS: A NEW LANGUAGE MODEL ARTIFICIAL INTELLIGENCE IN HIGHER INSTITUTIONS: THE CASE OF AMBO UNIVERSITY EFL INSTRUCTORS**

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**ABSTRACT**

*The introduction of ChatGPT has caused a significant upheaval in the education sector. It is altering the method by which educators obtain information for scholarly and investigative endeavors. This study aimed at exploring awareness and practice of Chat Generative Pre-Trained Transformer: New Language Model Artificial Intelligence in Higher Institutions: The Case of Ambo University EFL Instructors. Sixteen instructors of English Language and Literature at Ambo University were subjects of the study. Questionnaires and interviews were used as data-gathering instruments. Both probability and nonprobability sampling techniques, simple random sampling and availability sampling, were used in order to collect the necessary data. The collected data was analyzed using both quantitative and qualitative methods. The findings of this study indicated that EFL instructors were not familiar with ChatGPT, a new language model in English language teaching. The study also showed that EFL instructors' practice of ChatGPT was low due to a lack of familiarity with it. Challenges such as lack of awareness about ChatGPT, lack of familiarity with the tools and their functionalities, lack of technology-related resources, lack of personalization, and lack of time to use ChatGPT in the language classroom affected their use of ChatGPT in their EFL classroom. Therefore, effective integration of ChatGPT technology will likely require on-going professional development and a collaborative approach between teachers, administrators, and educational technology experts.*

**Keywords:** Awareness, chat generative, language model, artificial intelligence

## 1. INTRODUCTION

Artificial intelligence (AI) has become increasingly prevalent in the field of language learning and teaching in this time of Education 4.0. Education 4.0, also known as the Fourth Industrial Revolution in Education, refers to the emerging trends and transformations in the education sector that are driven by the rapid advancements in technology and the evolving needs of 21st-century learners and the workforce (Puncreobutr, 2016). AI plays a crucial role in the realization of the Fourth Industrial Revolution in education vision (Joonhyeong *et al.*, 2023). Furthermore, the application of AI in education in general and English language teaching got greater attention around the world, especially in developed countries. Huan *et al.* (2024) used CiteSpace visual analysis software and analyzed countries concerned with AI around the world. Accordingly, they found that the USA, China, and the UK are the leading countries using AI. By integrating AI technologies into language teaching, instructors can enhance the learning experience, improve language proficiency outcomes, and better prepare students for the demands of the 21st-century global workforce, where strong English communication skills are increasingly essential (Li *et al.*, 2024). This technology has the ability to comprehend and produce writing that is similar to that of a person, revolutionizing a wide range of applications in diverse industries. Fundamentally, Chat GPT is an advanced language model that processes and produces text-based responses by utilizing deep learning methods. Its capacity to converse, comprehend context, and generate well-reasoned, contextually appropriate responses distinguishes it from earlier versions. Chat GPT is an adaptable tool for a variety of purposes since it can easily understand linguistic nuances.

There are different types of AI in language teaching. Some of the AI tools that can be utilized are intelligent language tutoring systems, automated language assessment, intelligent language learning assistants, adaptive language learning platforms, intelligent language generation, speech recognition and pronunciation feedback, and multilingual machine translation. To begin with, intelligent language tutoring systems provide personalized, adaptive language instruction to students. These systems use natural language processing and machine learning algorithms to assess a student's proficiency, identify their strengths and weaknesses, and deliver customized feedback and lessons. For example, Chatbots help learners engage in conversational practice and provide real-time feedback (Sinatra *et al.*, 2023). In terms of automated language assessment, AI-based systems can evaluate and provide feedback on language proficiency, such as writing, speaking, and listening skills. This can help teachers save time and provide a more frequent and consistent assessment of student progress (Zechner & Evanini, 2019). In addition to this, intelligent language learning assistants, as AI-powered virtual assistants, can also support language learners by answering questions, providing translations, and offering

suggestions for vocabulary, grammar, or pronunciation practice. These assistants can be integrated into language learning apps, websites, or even smart devices to provide on-demand support (Dizon, 2023). The Adaptive Language Learning Platform is also another AI in language teaching. This is used to dynamically adjust the difficulty, content, and pace of language learning materials based on a student's performance and progress. It also personalizes the learning experience, recommends new content, and provides targeted practice exercises to help students improve their language skills (Mukhamadiyeva & Hernández-Torrano, 2024). Another AI technology is intelligent language generation. This can be used to generate realistic, grammatically correct language content, such as news articles, social media posts, or even creative writing. This technology can be leveraged to create authentic language samples for language learners to practice with or to generate personalized language exercises and assessments. Chat Generative Pre-Trained Transformer (Chat GPT) is a new form of AI language model developed by Anthropic, a leading AI research company, and OpenAI. It was publicly released in November 2022. In 2022, OpenAI introduced ChatGenerative Pre-trained Transformer (ChatGPT) (OpenAI, 2022). This Chatbot, which is based on artificial intelligence (AI), underwent intensive training using datasets totaling 570 terabytes (Tan *et al.*, 2023). Its other name is Chat GPT. It represents a significant breakthrough in the field of artificial intelligence (AI). Chat GPT is a major advancement in AI-driven conversational capabilities. When Chat Generative Pre-Trained Transformer (ChatGPT) was introduced on November 30, 2022, it caused a huge stir around the world. Surprisingly, in just two months, the network added over 100 million active users worldwide, a rate that was far quicker than previous platform improvements. Starting from its introduction, it has gained significant attention and widespread use due to its impressive capabilities in natural language processing and generation (Fahim, 2024). A wide range of enterprises, academic institutions, law firms, and publishing houses were among the users, all of whom have begun to take advantage of the technology's potential (Shabsigh & Boukherouaa, 2023). Its adaptability and capacity to produce writing that resembles that of a human have allowed it to have a significant effect quickly (Tseng *et al.*, 2023). Its characteristics and adaptability have made it extremely popular; by the beginning of 2023, there will be 100 million active users per month (Wu *et al.*, 2023).

Almost every aspect of life, including education, has been greatly impacted by ChatGPT (George & George, 2023; Kalla *et al.*, 2023; Raza, 2023). Of all the educational degrees, higher education seems to be the most widely utilized. It is used for a variety of tasks by both university instructors and students, including coming up with new ideas, writing tasks and assignments, summarizing, creating multiple-choice questions and their answers, creating PowerPoint presentations, providing feedback on written assignments, and

creating course outlines (Lo, 2023). It can also help to increase the quality of work and save time in this way (Huang et al., 2021). It does not, however, come without certain worries and difficulties.

Various studies showed that the use of ChatGPT in language teaching has been receiving great attention nowadays since it has the capacity to redefine traditional language teaching paradigms (Pavlik, 2022). Huan *et al.* (2024) used CiteSpace visual analysis software and analyzed countries concerned with AI around the world. Accordingly, they found that the USA, China, and the UK are the leading countries using AI. This technology has the ability to comprehend and produce writing that is similar to that of a person, revolutionizing a wide range of applications in diverse industries. Fundamentally, Chat GPT is an advanced language model that processes and produces text-based responses by utilizing deep learning methods. Its capacity to converse, comprehend context, and generate well-reasoned, contextually appropriate responses distinguishes it from earlier versions. Chat GPT is an adaptable tool for a variety of purposes since it can easily understand linguistic nuances.

One of the century's most important innovations has been identified as the use of artificial intelligence (AI) in education (Becker *et al.*, 2018). Though the field of AI in education has grown quickly, little is known about AI by the EFL instructors in teaching English based on the researcher's personal experiences. Even though many study findings appreciated it for giving immediate feedback to assist students, Limna *et al.*'s (2023) study in Thai found that ChatGPT reduced students' daily routine and responsibilities. In a similar way, Mhlanga's (2023) study revealed that students might delegate their jobs to ChatGPT because it rapidly generates huge texts. Among the 60 articles reviewed by Sallam (2023), several errors were found, such as plagiarism, incorrect text generation, and wrong citations. However, Halleem *et al.* (2023) advised that scholars should maximize advantages and minimize weaknesses.

Since its emergence in 2022, ChatGPT has helped in every sector. Nevertheless, its impacts are not known, and studies were not conducted on its impacts in Ethiopia. Unlike other AI tools, ChatGPT operates on diverse text-based requests (Wang, 2023). Similarly, according to Roumeliotis and Tselikas (2023), the aim of designing this system was to improve interactive and dynamic interactions by offering responses that are both engaging and contextually appropriate.

The use of ChatGPT in Ethiopian higher education has also been rising. Its use and influence on higher education have been recognized by numerous studies (Iftikhar *et al.*, 2024; Kanwal et al., 2023; Raza, 2023). From the experiences of the researchers in this study, although ChatGPT is not formally used in an academic setting, Ethiopian academic communities do use this artificial

intelligence software for their learning. According to Kanwal *et al.* (2023), many university instructors thought it might have a favorable effect on the process of teaching and learning. For instance, there is a positive association between its use and perceived academic success, according to a correlational study conducted on Pakistani postgraduate STEM students (Khan *et al.*, 2024).

In local contexts, Subaveerapandiyan *et al.* (2024) conducted a study on student satisfaction with artificial intelligence Chatbots in Ethiopian academia. Their study showed that students from different regions used chatbots for research purposes. Shumiye (2024) conducted a study on the implementation of artificial intelligence programs in STEM education: Cases of the Ethiopia STEM Center. His study indicated that instructors saw notable gains in their students' performance, particularly in the areas of critical thinking and sophisticated problem-solving. One important aspect is AI's capacity to offer real-time feedback and modify course materials based on students' success.

There are a number of issues and problems with ChatGPT, including over-reliance, the rise in plagiarism, the creation of phony and unauthentic data, and the deterioration of writing abilities. As a result, numerous scholars have advocated for the creation and execution of appropriate laws and moral guidelines in order to stop its improper usage (Zeb *et al.*, 2024). The goal of this study was to investigate higher education instructors' awareness and practice of AI-generated information, or ChatGPT, in teaching English.

The objectives of this study were to explore instructors' awareness about ChatGPT in teaching English and to investigate their practice of ChatGPT in teaching English. It also investigated the challenges of AI-generated information, or ChatGPT, in teaching English.

## **2. MATERIALS AND METHODS**

### **2.1. Research Design**

A descriptive research design was used in this study to achieve the purpose of this study: awareness and practice of chat generative pre-trained transformers: a new language model for artificial intelligence in higher institutions: the case of Ambo University EFL instructors. To investigate English instructors' awareness, practices, and challenges of integrating ChatGPT into the English classroom, a descriptive research design would be well-suited, for it can be used to investigate the multifaceted aspects of English instructors' awareness, practices, and challenges related to integrating ChatGPT in the classroom (Chu, 2024).

## **2.2. Subject and sampling techniques**

Ambo University English teachers were the subjects of this study. Among the 34 EFL instructors, 16 were selected to fill out the questionnaires using a simple random sampling technique. Out of 16 instructors who filled questionnaires, five were selected for the interview using availability sampling techniques. This means both probability and nonprobability sampling were used in this study.

## **2.3. Instruments of data collection**

In order to collect the necessary data for this study, questionnaires and interviews were used. Questionnaires were used to collect data about awareness, practice, and challenges of AI-generated information, or ChatGPT, in teaching English. An interview was conducted to collect data about instructors' awareness of ChatGPT in teaching English.

## **2.4. Methods of data analyses**

Both quantitative and qualitative data were collected in order to achieve the purposes of this study. Data collected by questionnaires were analyzed using tables, frequencies, and percentages. However, interview data were analyzed qualitatively.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

Table 1 presents data about instructors' familiarity with GenAI. Accordingly, all of the instructors were not familiar with alpha code, dall-e, midjourney, bard, synthesisia, you chat, jukebox, stable diffusion, Claude, and chat sonic as new forms of a new language model of artificial intelligence. However, 75% of them were somewhat familiar with GP-4, and half (50%) of them were somewhat familiar with GrammarlyGo as new language models of AI. This implies that Ambo University instructors were not familiar with the GenAI tools of the new language model in English language teaching.

**Table 1:** Instructors' familiarity of GenAI tools

No	GenAI tools	Not at all familiar		somewhat familiar		highly familiar	
		F	P	F	P	F	P
1	Alpha code	16	100%				
2	DALL-E	16	100%				
3	ChatGPT	1	12.5%	14	75%	1	12.5%
4	Midjourney	16	100%				
5	Bard	16	100%				
6	ChatSonic	16	100%				
7	YouChat	16	100%				
8	JukeBox	16	100%				
9	GP-4	8	50%	4	25%	4	25%
10	Stable Diffusion	16	100%				
11	Claude	16	100%				
12	Synthesisia	16	100%				
13	GrammarlyGo	8	50%	8	50%		

Higher education can benefit from the specific and intentional usage of Chat GPT. Table 2 demonstrates participants' experience with Chat GPT technology. A noteworthy majority of participants (100%) reported using these

tools for information searches. In a similar way, an equal percentage (100%) reported using them for paraphrasing self-learning. In addition, 6% of respondents said they had used Chat GPT products for conservation or general chats, while 47.5% said they were entertaining for content generation. Furthermore, 12.5% of the technology users utilized it for playing around with tools, and 95% used it for assignments. A 100% of them used it for paraphrasing, whereas 25% of them said they used it for leisure. Finally, 47.5% used Chat GPT products for other purposes.

**Table 2:** Instructors' use of Chat GPT

	<b>Purposes of using Chat GPT</b>	<b>F</b>	<b>P</b>
<b>1</b>	Information search	16	100%
<b>2</b>	Self-learning	16	100%
<b>3</b>	Conservation/General Chats	1	6%
<b>4</b>	Content generation	3	47.5%
<b>5</b>	Playing around with tool	2	12.5%
<b>6</b>	Assignment	7	95%
<b>7</b>	Paraphrasing	16	100%
<b>8</b>	leisure	4	25%
<b>9</b>	Other	3	47.5%

Table 3 shows the majority of the instructors (50%) showed a strong aversion to future use; 25% expressed their likely future utilization of Chat GPT. It is important to note that 6.25% of respondents did not send in their answers. Similar percentages, 6.25%, said unlikely, another 6.25% very unlikely, and further 6.25 % of them they are not sure of their future use.



**Table 3:** Instructors' future use of ChatGPT

R.N	Items and alternatives	F	Responses
	My future use of Chat GPT	F	P
A	Very likely	8	50%
B	Likely	4	25%
C	No response	1	6.25%
D	Unlikely	1	6.25%
E	Very unlikely	1	6.25%
F	Unsure	1	6.25%

*F is frequency and P is percentage*

Table 4 presents the challenges instructors face in integrating AI tools into their English classrooms. Accordingly, the majority of them (69%) strongly agreed that a lack of awareness about ChatGPT was a challenge they faced in integrating it into their English classrooms, and the rest (31%) agreed that a lack of awareness about ChatGPT was a challenge they faced in integrating it into their English classrooms. In item 2, 81% of the instructors agreed that lack of time to use ChatGPT was one of the challenges they face in order to integrate it into their classrooms. About 19% strongly agreed that lack of time to use ChatGPT was one of the challenges they face in order to integrate it into their classrooms. Similarly, 81% of them strongly agreed that a lack of technology-related resources was one of the challenges they face in integrating ChatGPT into their classrooms. The remaining 19% of them agreed that a lack of technology-related resources was one of the challenges they face in integrating ChatGPT into their classrooms (see item 3). In item 4 concerning the item, 'because I struggle to ensure that student work is their own and not generated by AI tools like ChatGPT,' half of them (50%) agreed that they struggled to ensure that student work is their own and not generated by AI tools like ChatGPT. In the same item, similar percentages (13%) disagreed and strongly disagreed on how they struggled to ensure that student work is their own and not generated by AI tools like ChatGPT.

**Table 4:** Challenge of integrating AI tools into their classrooms

R. No	Challenges	1		2		3		4	
		F	P	F	P	F	P	F	P
1	Lack of awareness about ChatGPT	-	-	-	-	5	31	11	69
2	Lack of time to use ChatGPT in language classroom	-	-	-	-	13	81	3	19
3	Lack of technology related resources	-	-	-	-	3	19	13	81
4	Because I struggle to ensure that student work is their own and not generated by AI tools like ChatGPT	-	-	2	13	8	50	2	13
5	Bias and Inaccuracies (AI language models can sometimes produce biased or inaccurate content, particularly when it comes to regional variations, idiomatic expressions, or cultural nuances in the	5	31	4	25	4	25	3	19
6	Limitations in language complexity	7	44	3	19	3	19	3	19
7	Lack of personalization (not fully address the individual learning needs and proficiency levels of student)	3	19	6	38	13	81	5	31
8	Lack of familiarity with the tools and their functionalities	-	-	-	-	11	69	5	31

1 = strongly disagree, 2= disagree, 3= agree 4= strongly agree

In item 5, which was intended to investigate instructors' agreement if language models produce biased or inaccurate contents, 31% of them disagreed that bias and inaccurate contents were not challenges they face in integrating ChatGPT into their classroom. The remaining percentages, 25%, 25%, and 19%, responded as disagreeing, agreeing, and strongly agreeing, respectively. In a similar way, the interview results support this result. Some of them reported that AI tools can generate fluent and grammatically correct text; EFL teachers have noted that the language produced may lack the nuance, creativity, and depth of expression that they expect from their students. This implies that bias and inaccuracy were not challenges they faced in integrating ChatGPT into their classroom. The majority of the instructors (44%) strongly disagreed that limitations in language complexities were not challenges instructors face in integrating ChatGPT into their English classroom. The same percentages, 19%, said disagree, agree, and strongly disagree (see item 6). In item 7, the majority of the respondents agreed that a lack of personalization was a challenge, while 38% disagreed that a lack of personalization was a challenge in integrating ChatGPT into their English classroom. The rest, 19% and 31%, responded as strongly agreeing and strongly disagreeing.

Most of the interviewees also reported that ChatGPT may not fully address the individual learning needs and proficiency levels of their diverse student

populations. Finally, this study found that lack of familiarity with the tools and their functionalities was one of the challenges instructors face in integrating ChatGPT into their classroom. About 69% of them agreed, and 31% of them strongly agreed that there was a lack of familiarity with the tools and their functionalities (see item 8 in Table 4). This implies that a lack of familiarity with the tools and their functionalities can also be a barrier to effective implementation.

### 5.1.1. Analyses of interview

The main purpose of this study was to investigate awareness and practice of chat-generative pre-trained transformers: a new language model for artificial intelligence in higher institutions: the case of Ambo University EFL instructors. One of the aims of this study was to explore instructors' awareness of Chat Generative Pre-Trained Transformer as a new language model for artificial intelligence. Awareness in this study refers to the state of being conscious of or informed about Chat Generative Pre-Trained Transformer. Knowledge of the existence and capabilities of ChatGPT is one aspect of awareness. The other key aspect of ChatGPT is to uncover the ways it could be used by students appropriately and for academic dishonesty, and anticipating how it may affect teaching, learning, and assessment practices. Having direct experience using and experimenting with ChatGPT themselves is another aspect.

One of the aims of the interview was to explore instructors' understanding of the potential applications of AI in their teaching of English. First of all, they were asked whether they recognized the benefits of AI or not. All of them reported that they recognized the benefits of AI, but they did not practice it to enhance their language learning experience. In addition to this, they did not stay informed about the latest developments in AI. For instance, I 5 said, "*I could not keep myself updated on the ongoing advancements in AI-powered language learning technologies and their potential impact on teaching practices since it is a new version of education.*" They were not aware of the role of AI in language learning. Additionally, they could not provide guidance on how to effectively utilize AI-powered tools and resources.

Interview results indicated that all of the instructors reported that integrating AI-powered tools and technologies enhanced learners' English language. However, they did not explore and incorporate appropriate AI-based applications into their teaching practices, such as using chatbots for conversational practice or adaptive learning platforms for personalized instruction. For instance, they can leverage AI for assessment and feedback by utilizing AI-powered automated assessment systems to provide timely and consistent feedback on students' language proficiency, writing, and speaking skills. For example, I 3 said, "*I did not create any lesson plans and learning*

*activities that leverage AI capabilities, such as using AI-generated language samples for grammar, vocabulary exercises, and AI for assessment and feedback.*

The use of new technology requires collaboration with AI experts. Regarding this, data collected through interviews indicated that the instructors were asked whether they did not work with AI experts to explore new ways of integrating AI into English language teaching and provide feedback on the effectiveness of AI-powered tools. When teaching essay writing, instructors can use automated essay scoring as a new AI technology. This is an effective AI-powered tool to evaluate and provide feedback on student essays and written assignments. These systems use natural language processing and machine learning to assess the quality, structure, and content of student writing (Zechner & Evanini, 2019). Still, none of the interviewed instructors use this technology in the essay writing classroom.

Awareness of AI practice also involves understanding its ethical and privacy concerns. Accordingly, all of the interview instructors were not aware of the ethical and privacy implications of using AI in language teaching and ensured that the implementation of AI-based technologies aligned with institutional policies and student data protection regulations. For the interview question “Do you know that information generated by AI should be cited like other sources?”, all of them reported that they thought the data or information taken from AI-powered or AI-generated texts should be cited like the materials taken from different sources.

There are some AI systems being used in teaching and education, such as intelligent tutoring systems (ITS), conversational agents (chatbots), adaptive learning platforms, automated essay scoring, intelligent content recommendation, virtual classroom assistants, and learning analytics and predictive modelling (Mukhamadiyeva & Hernández-Torrano, 2024; Zechner & Evanini, 2019). For instance, the following extracts were taken from their interview sounds:

I 2 said, *“I haven’t heard about intelligent tutoring systems. I heard today how it can provide personalized, adaptive instruction to students; and that it helps to assess a student’s knowledge, identify their strengths and weaknesses, and provide customized feedback and learning materials.”*

In addition to this, I 3 reported *“adaptive learning platforms, automated essay scoring, which is new for me, and conversational agents that are AI-powered, which I have not practiced before.* However, literature supports the idea that if teachers use these technologies in English language teaching, they can make easier ways of teaching. For example, conversational agents (chatbots) can answer questions, provide explanations, and even guide students through learning activities. In addition to this, chatbots can be used for academic

advising, student support, and facilitating discussions in online courses (Subaveerapandiyane *et al.*, 2024). Adaptive learning platforms use AI to dynamically adjust the content, difficulty, and pacing of learning materials based on a student's performance and progress. Intelligent learning management systems (LMS) and adaptive e-learning platforms are examples of adaptive learning platforms (Mukhamadiyeva & Hernández-Torrano, 2024).

One of the interviewees was worried that ChatGPT would reduce students' self-learning opportunities. He (I 4) said, *"Some students over-rely on ChatGPT as an AI tool. Then they might miss out on important learning experiences. It may sometimes provide inaccurate information or not related culture."* The other instructor (I3) reported, *'All of our students do not have access to technology, and their proficiencies in technology are not good enough. This affects our practice of using ChatGPT or other AI tools in language teaching.'*

One of the interviewees worried about ChatGPT reduce students' self-learning opportunities. He (I 4) said, *"Some students' over-reliance on ChatGPT as AI tool. Then they might miss out on important learning experiences. It may sometimes provide inaccurate information or not related culture."* Other instructor (I3) reported as *"All of our students do not access to technology and they their proficiencies in technology not well enough. This affect our practice of ChatGPT or other AI tools practice in language teaching."*

The results of this study indicated that none of the instructors used AI tools in their lessons, using them as a starting point for further exploration, analysis, and critical thinking. This might be because they were not aware of ChatGPT as a new technology in AI tools. Some EFL instructors are worried that over-reliance on AI-generated content may hinder students' language development. There are concerns that students may become too dependent on AI tools, reducing their own language production and practice opportunities. However, some teachers see potential in using AI tools to provide personalized feedback, scaffolding, and language practice for students.

Teachers feared that if students began utilizing ChatGPT for most of their writing assignments, their writing abilities would deteriorate. Even computers and the internet have presented problems, according to I3. *I mean, if I give assignments to the students, who then copy, print, and turn them in to me, However, if I ask them to give me homework that is handwritten, at least they are reading it, even if they are copying."*

## 5.2. Discussions of Results

Most of the instructors were not only with ChatGP but also with other GenAI, namely alpha code, dall-e, midjourney, bard, synthesisia, you chat, jukebox, stable diffusion, Claude, and chat sonic, as a new form of a new language

model of artificial intelligence. However, some of them were somewhat familiar with GP-4 and GrammarlyGo as new language models of AI. Zahri *et al.* (2023) also found that there were a few teachers who were still not very proficient in their general functions.

Even though many study findings appreciated it for giving immediate feedback to assist students, Limna *et al.*'s (2023) study in Thai found that ChatPGT reduced students' daily routine and responsibilities. In a similar way, Mhlanga's (2023) study revealed that students might delegate their jobs to ChatGPT because it rapidly generates huge texts. Among the 60 articles reviewed by Sallam (2023), several errors were found, such as plagiarism, incorrect text generation, and wrong citations. However, Halleem *et al.* (2023) advised that scholars should maximize advantages and minimize weaknesses.

EFL instructors' use of ChatGPT was low because of their lack of awareness about it. The results of this study indicated that none of the instructors used AI tools in their lessons, using them as a starting point for further exploration, analysis, and critical thinking. This might be because they were not aware of ChatGPT as a new technology in AI tools. Additionally, some EFL instructors are worried that over-reliance on AI-generated content may hinder students' language development. There are concerns that students may become too dependent on AI tools, reducing their own language production and practice opportunities. However, some teachers see potential in using AI tools to provide personalized feedback, scaffolding, and language practice for students.

According to Kovacic (2009), nations with strong individualistic cultures are more likely to have favorable opinions on the use and adoption of technology. In a similar way, according to Sun *et al.* (2019), nations with high levels of individualism and short-term orientation are less likely to have favorable opinions about technological advancements than those with high levels of collectivism and long-term orientation. Additionally, some of the instructors were concerned that ChatGPT might promote plagiarism because students could easily create assignments using it. Research has already demonstrated that plagiarism has increased as a result of the widespread use of computers, the internet, and digital technologies (Malik *et al.*, 2021). Concerns of a similar nature were raised when chatbots and AI-based technologies were introduced. For instance, I1 predicted that students use only technology, which makes it easier to produce writing or plagiarize it.

This study also found some challenges instructors face in integrating ChatGPT into their English classroom. These challenges were: lack of awareness about ChatGPT, lack of time to use ChatGPT in the language classroom, lack of technology-related resources, instructors struggling to ensure that student work is their own and not generated by AI tools like ChatGPT, limitations in

language complexity, lack of personalization, and lack of familiarity with the tools and their functionalities.

## **4. CONCLUSIONS AND RECOMMENDATION**

### **4.1. Conclusion**

ChatGPT, a sophisticated chatbot, has gained attention for its ability to produce high-quality prose in seconds, akin to human-written text, and its ability to converse with users in a natural and intuitive manner, causing potential doomsday predictions. The goal of this study is to help researchers better understand the possible benefits and limitations of implementing AI-based conversational bots like ChatGPT in Ethiopian schools. The study aims to inform educational stakeholders about the potential and limitations of incorporating AI technology into English practices. This will help them make informed decisions and promote effective integration of technology in language learning contexts.

A few of the difficulties are highlighted in the paper, including worries about cultural appropriateness, incorrectness, and over-reliance on AI technologies. Furthermore, the research delves into the consequences of ChatGPT implementation in ELT classrooms and beyond for teacher preparation, curriculum design, and pedagogical practices.

The integration of AI in education is one of the current issues used to prepare generations for the future and 21st century skills. The potential of ChatGPT, an AI-powered chatbot, to revolutionize the education sector has garnered significant interest in the academic community. Despite all of ChatGPT's advantages, many instructors do not use it to teach English in language education. By investigating teachers' awareness of ChatGPT and practice, this study seeks to close the research gap.

Higher education institutions (HEIs) will find the study's conclusions useful in developing rules that guarantee the proper and efficient use of ChatGPT. In order to facilitate the seamless adoption of ChatGPT among teachers, the study will offer recommendations to ChatGPT service providers, allowing them to concentrate on motivating factors and address inhibiting problems.

### **4.2. Recommendations**

Instructors should be aware of the various AI-powered tools and technologies that can be applied in English language teaching, such as intelligent tutoring systems, chatbots, automated assessment, and adaptive learning platforms. They should be aware of Chat GPT and modify it to fit the needs of their unique teaching style.

Effective integration of these technologies will likely require on-going professional development, clear policies, and a collaborative approach between teachers, administrators, and educational technology experts.

This study found that EFL teachers are grappling with the challenges and potential benefits of integrating ChatGPT and other AI tools in their classrooms. On-going professional development, clear institutional policies, and collaborative efforts are key to navigating this evolving landscape and ensuring that AI technologies are used in a way that supports language learning and academic integrity.

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### **CONFLICT OF INTEREST**

The author confirm that there is no conflict of interest regarding the publication of this article.

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