

# Artificial Intelligence and ChatGPT in Language Education: Improving EFL Classroom Assistance and Changing Assessment Methods

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## Abstract

*The integration of Artificial Intelligence and Chat GPT in English as a Foreign Language classrooms is challenging. The research article explores how these tools can improve the EFL classroom experience and a shift in assessment methods. The mixed method is used to collect data from surveys and interviews. Survey questionnaires were distributed to EFL teachers (n = 73) and students (n = 34). Moreover, the interviews were conducted with EFL classroom teachers (n=5) who have implemented AI and Chat GPT in their language programs and students (7). The results indicated a positive impact on EFL classroom assistance and assessment methods, with the need for careful consideration of implementation challenges. The research contributes to the continuing dialogue on technology integration in education. The research findings offer viable recommendations for teachers, universities, and policymakers regarding the benefits of AI and Chat GPT in language teaching.*

**Keywords:** artificial intelligence, ChatGPT, EFL classroom, digital innovation, education

## **INTRODUCTION**

The integration of AI and Chat GPT in EFL classrooms presents a complex challenge rooted in the interaction between technology, pedagogy, and learner dynamics (Hockly, 2023; Rodway et al., 2023; Hartono et al., 2023; Segbenya et al., 2023). This study investigates how these technologies can improve EFL classroom assistance, bring about a paradigm shift in assessment methods, and address the challenges EFL teachers face. The foundation of this challenge is the need for balanced technological innovation with pedagogical effectiveness (Habeab et al., 2023; Amin, 2023; Abrar, 2023).

AI and Chat GPT offer significant resources enabling EFL teachers to simulate human-like interactions and support personalized language learning experiences (Bekou et al., 2024; Hockly, 2023; Liao et al., 2023). However, these advancements in educational settings are pushed back by established pedagogical principles and objectives. Moreover, another substantial challenge is the ongoing advancement of AI and Chat GPT technologies. While these tools continue developing rapidly, EFL teachers must modify their instructional strategies and curriculum to leverage the latest opportunities for classroom effectiveness effectively (Segbenya et al., 2023; Bonner et al., 2023). Therefore, this requires a forward-thinking approach and flexibility in curriculum development, assessment practices, and research to fully integrate the power of AI and Chat GPT into EFL classrooms (Elbanna et al., 2023; Segbenya et al., 2023; Yong, 2020).

The study was conducted using a mixed-methods approach, integrating surveys and interviews. The survey collected quantitative data through structured questionnaires from EFL teachers and students. The aim was to gather comprehensive perceptions of AI and Chat GPT tools, their use in the classroom, and their impact on teaching and learning. Moreover, interviews with EFL teachers and students contributed to a rigorous analysis of the practical implications of AI and Chat GPT in the classroom, ensuring a robust and reliable understanding of the subject matter.

The findings indicate a positive experience of using AI and Chat GPT tools among EFL teachers and students. The survey results emphasized that most participants believe these tools contribute to improved language practice, personalized learning experiences, and increased engagement in EFL classrooms. The contribution is visible from both EFL teachers' and students' perspectives. However, concerns about the possible overreliance on AI and Chat GPT tools were evident. However, based on these findings, the authors suggest that integrating AI and Chat GPT in EFL classrooms has a massive potential to improve classroom assistance by requiring personalized learning experiences and focusing on the diverse needs of students. Furthermore, integrating AI and Chat GPT in EFL can renovate assessment methods.

## **LITERATURE REVIEW**

The use of ChatGPT was seen to support language learning and the development of linguistic and social skills if it is used with other learning strategies (Liao et al., 2023; Habeab et al., 2023; Amin, 2023; Abrar, 2023). Understanding the difficulties of integrating AI and Chat GPT effectively within an EFL classroom setting is challenging due to the interaction between technology, pedagogy, and learner dynamics (Bonner et al., 2023; Yong, 2020). Moreover, the challenges concern balancing technological innovation with pedagogical efficacy (Chen et al., 2020).

The future of EFL education lies in a collaborative relationship between human teachers and AI, addressing challenges and limitations while prioritizing ethical considerations, equitable access, and meaningful human interaction (Amin, 2023; Chen et al., 2020). Hence, the demand for effective EFL teaching and learning strategies has steadily risen for years due to globalization and the widespread adoption of English as the lingua franca for international communication (Koraishi, 2023). Additionally, this technology can be utilized to customize learning and enable focus (Bekou et al., 2024; Hockly, 2023).

AI and Chat GPT represent extraordinary competencies for simulating human-like interactions and providing personalized language learning experiences in the EFL classroom (Elbanna et al., 2023; Segbenya et al., 2023; Yong, 2020). However, this effectiveness in education is confronted with already established pedagogical principles that have long roots (Hockly, 2023; Rodway et al., 2023).

Teachers must thoroughly design learning outcomes to harness the effects of AI and Chat GPT while guaranteeing they complement, rather than supplant, traditional teaching policies. Moreover, educational designers must be mindful of students' needs, preferences, and cognitive processes while integrating AI and Chat GPT in EFL classrooms (Elbanna et al., 2023; Liao et al., 2023). *Language acquisition* is a vibrant journey prompted by individual learning styles, cultural backgrounds, and socioeconomic factors (Hockly, 2023; Yong, 2020). While AI and Chat GPT in EFL tools offer scalability and adaptability, they must be designed to adjust to the diverse needs of learners, including different proficiency levels and linguistic backgrounds (Rodway et al., 2023; Hartono et al., 2023; Segbenya et al., 2023).

Also, the challenge of AI and Chat GPT integration in EFL classrooms goes past technical execution (Chen et al., 2020). The teacher's training and professional development are fundamental during the integration phases (Rodway et al., 2023; Liao et al., 2023). Teachers must obtain the necessary skills and knowledge to successfully control these technologies in their teaching practices, including how to interpret AI-generated feedback and foster digital literacy skills among students (Hockly, 2023). Furthermore, ongoing collaboration with educational technology experts is essential to address emerging challenges and capitalize on new AI advancements (Hartono et al., 2023).

Furthermore, another fundamental challenge is the rapid development of AI and Chat GPT technologies (Elbanna et al., 2023; Hartono et al., 2023). As technology advances, teachers must modify their instructional strategies and curriculum to be successful and productive in EFL classrooms (Rodway et al., 2023). This requires flexibility in curriculum development and design, assessment practices, and continued research to explore innovative ways to integrate AI and Chat GPT into EFL classrooms (Hockly, 2023).

Within the domain of English language learning, a conspicuous research gap emerges, delving into the intricate role of AI-assisted language learning tools in enhancing the writing proficiency and motivational drive of English language learners, notably within the unique context of EFL (Song & Song, 2023). At the same time, traditional assessments that draw on a teach-and-test- approach are of little use and no longer valid for a comprehensive understanding of students' knowledge and skills that they, by and large, obtain in informal learning settings and contribute to their overall performance (Hockly, 2023; Mohamed, 2024). Hence, alternative assessments can reflect more on learners' actual performance, which likely involves AI chatbots, yet goes unnoticed by traditional assessment (Young & Shishido, 2023; Chen et al., 2020).

The integration of artificial Intelligence (AI) and Chat GPT technology in English as a Foreign Language (EFL) instruction has ushered in transformative changes in language learning and assessment (Amin, 2023). Moreover, according to (Koraishi, 2023), OpenAI's ChatGPT significantly enhances how English as a foreign language (EFL) is taught and learned. Large Language Models (LLMs) are a powerful type of Artificial Intelligence (AI) that simulates how humans organize language and can interpret, predict, and generate text (Hockly, 2023; Bonner et al., 2023). Therefore, adopting learning technology in higher education is a field of worldwide interest for researchers (Bubas et al., 2024).

Artificial Intelligence (AI)-based ChatGPT developed by OpenAI is now widely accepted in several fields, including education (Bekou et al., 2024). Besides, in the Artificial Intelligence (AI) age, foreign language learners can get unlimited support on their learning tasks from advanced AI chatbots, primarily ChatGPT (Young & Shishido, 2023). Hence, artificial Intelligence can transform multiple sectors, such as English Language Teaching (ELT) (Daulay & Ginting, 2023; Elbanna et al., 2023; Hockly, 2023).

With the rapid development of information technology, artificial Intelligence has shown great potential in transforming education (Huang & Li, 2023). It is argued that ChatGPT offers significant opportunities for teachers and education institutes to improve second/foreign language teaching, providing researchers with an array of research opportunities, especially toward a more personalized learning experience (Yong, 2020; Cheong & Hong, 2023). Moreover, LLMs can alleviate teacher curriculum and grading workloads for education and even perform specific tasks such as generating creative ideas for activities (Bonner et al., 2023).

AI facilitates personalized language learning by tailoring lessons to individual students' needs, promoting deeper language understanding (Amin, 2023; Elbanna et al., 2023). However, some results indicate that learning via ChatGPT did not lead to immediate behavioral changes, as observed in the participants' interactions (Koraishi, 2023). However, ChatGPT could provide an experience that contributes to learning, particularly in motivation and engagement (Habeab et al., 2023).

Technology integration in language education has become crucial in addressing the diverse needs of EFL learners and teachers (Koraishi, 2023; Hartono et al., 2023). The recent release of AI tools for public use allows for developing novel teaching approaches for goals that often present challenges in the classroom, such as the need for personalized learning materials. (Abrar, 2023; Elbanna et al., 2023). Besides, ChatGPT, a cutting-edge LLM, holds considerable promise in revolutionizing EFL education, as it combines advanced natural language processing capabilities with a realistic instantaneous human-like interaction (Koraishi, 2023; Yong, 2020; Rodway et al., 2023).

Technology integration in English language classrooms is widely recognized as a means to overcome certain obstacles in the language learning process (Song & Song, 2023; Bonner et al., 2023; Chen et al., 2020). However, it is essential to consider certain limitations when using ChatGPT for different writing tasks (Rodway et al., 2023). Frequent reliance on generated text from ChatGPT may hinder language learners' writing abilities (Bekou et al., 2024).

The emergence of AI-powered writing tools, accessible on mobile devices, provides a novel avenue to address the challenges of developing writing proficiency through traditional training methods (Song & Song, 2023). The revolutionary online application ChatGPT has brought immense concerns to education (Rodway et al., 2023). Foreign language teachers, being some of those most reliant on writing assessments, were among the most anxious, exacerbated by the extensive media coverage about the

much-fantasized functionality of the chatbot (Cheong & Hong, 2023; Elbanna et al., 2023; Hartono et al., 2023).

## **RESEARCH METHODOLOGY**

To explore how AI and Chat GPT can improve the EFL classroom experience and a shift in assessment methods the authors applied a mixed methodology. Secondary data provided significant insights into the study, while primary data was used to verify these significances. The study questionnaire was developed based on secondary data analysis. This enabled the authors to explore EFL teachers ( $n = 73$ ) and students ( $n = 34$ ) and analyze patterns across the surveyed population. The survey provided valuable insights into overarching developments and preferences in EFL classrooms. Moreover, the authors collected data on various elements of classroom assistance and assessment practices, including satisfaction levels, and areas for improvement.

To verify the survey study, the authors conducted interviews with EFL classroom teachers ( $n=5$ ) who have implemented AI and Chat GPT in their language programs and students (7). This qualitative lens offers a look at the subjective experiences, perspectives, and insights of teachers and students in EFL classrooms. Moreover, Interviews provide valuable qualitative data that complement and enrich survey study findings. By triangulating quantitative and qualitative data, the authors gained a comprehensive understanding of the complexities and dynamics of AI and Chat GPT integration in EFL classrooms.

### **Research Findings and Analysis**

In the survey, the authors used the Likert scale to explore the satisfaction level of EFL teachers and students with AI and Chat GPT integration in the EFL classroom. The authors developed the following hypotheses:

- $H_0$ : There is no significant difference in satisfaction levels between EFL teachers and students.
- $H_1$ : There is a significant difference in satisfaction levels between EFL teachers and students.

SPSS29 software was used to conduct descriptive analysis. Concerning the first hypothesis, the  $p$ -value was less than the significance level, therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. Additionally, the authors calculated the significant differences in satisfaction levels between EFL teachers based on teaching experience and students based on language proficiency level.

- $H_0$ : There is no significant difference in satisfaction levels among different groups.
- $H_1$ : There is a significant difference in satisfaction levels among different groups.

Based on ANOVA analysis, the  $p$ -value was less than the significance level  $0 < 0.05$ , therefore, the null hypothesis was rejected, and the alternative was accepted.

Based on survey analysis the authors developed patterns. This approach allowed authors to observe and highlight qualitative insights rather than statistical ones. The four patterns were positive impact on EFL classroom and assessment methods, the need for careful consideration of implementation challenges,

the contribution to the continuing dialogue on technology integration in education, and viable recommendations for EFL teachers, and policymakers at universities.

Table 1 highlights the survey study findings that provide practical and feasible recommendations for teachers, universities, and policymakers about the values of AI and Chat GPT in EFL Classroom teaching, and not only.

**Table 1. Patters based on a Survey Study**

<b>Patters</b>	<b>Justification</b>
<b>Positive Impact on EFL Classroom and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Enhanced the quality of language instruction and assessment procedures.</li> <li>• Increased participation, customized learning experiences, and a more precise assessment of language proficiency.</li> <li>• Modified assistance, immediate feedback, and adaptable learning experiences</li> <li>• Reduce the workload on teachers and provide students with more accurate and prompt feedback.</li> </ul>
<b>Need for Careful Consideration of Implementation Challenges</b>	<ul style="list-style-type: none"> <li>• Technical issues, pedagogical concerns, and equitable access to AI tools</li> <li>• Reliability and compatibility with existing infrastructure.</li> <li>• Aligning technology-enhanced activities with instructional objectives and balancing technology use with traditional teaching methods</li> </ul>
<b>Contribution to the Continuing Dialogue on Technology Integration in Education</b>	<ul style="list-style-type: none"> <li>• Informs educators, researchers, and policymakers about the potential benefits and challenges</li> </ul>
<b>Viable Recommendations for EFL Teachers and Policymakers at Universities</b>	<ul style="list-style-type: none"> <li>• Providing accessible professional development opportunities for EFL teachers</li> <li>• Seamlessly integrating technology-enhanced activities into language curricula</li> <li>• Building digital literacy skills and fostering a culture of innovation in EFL classrooms.</li> </ul>

## **INTERVIEW FINDINGS AND RESULTS**

To continue, interviews were conducted with five teachers and seven students from the EFL classroom. This was a massive opportunity to explore the practical effects of integrating Artificial Intelligence and Chat GPT in the classroom.

To summarize the interview with EFL teachers, several teachers strongly supported AI and Chat GPT integration, mentioning benefits such as personalized learning experiences and efficient assessment practices. Teacher 1 stated that AI-driven infrastructure has transformed language instruction, providing immediate support and feedback. However, others asserted concerns about the possible limitations of relying strongly on AI tools. Teacher 3 stated that while AI can enhance efficiency, we must guarantee that it complements rather than replaces human interaction in the EFL classroom.

To summarize the interview with students, they demonstrated excitement for AI and Chat GPT tools, recognizing their role in improving engagement and language learning outcomes. Student 2 stated that using AI and Chat GPT in language classes made learning more fun and interactive. However, some students expressed reservations about over-reliance on technology and highlighted the magnitude of balancing digital and traditional learning methods. Student 6 stated that while AI tools are helpful, we should not forget the value of face-to-face teacher interaction in EFL Classrooms.

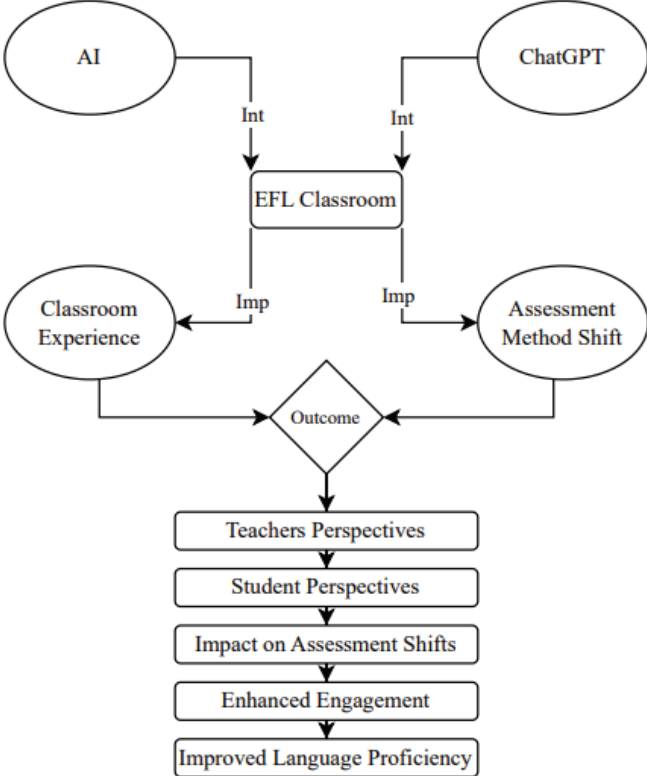
In interviews, the teachers highlighted AI's impact on assessment practices, allowing more frequent and personalized feedback to students. Teacher 2 highlighted that AI-powered assessment tools allow us to track students' progress in real time and appropriately intervene. Besides, students welcomed the speedy feedback from AI-driven assessment tools, helping them identify and improve monitoring of their language proficiency. Student 7 underlined that getting instant feedback from AI tools helps him recognize his strengths and weaknesses in the EFL classroom.

Based on interviews, the teachers noticed enhanced student engagement facilitated by AI and Chat GPT technologies. Teacher 4 testified that students are more motivated and participative when using AI-driven tools in EFL classes. Moreover, students endorsed this response, expressing enjoyment for language learning activities proposed by AI and Chat GPT. Student 6 underlined that Using AI makes learning more interactive and enjoyable, which keeps me more engaged in class.

In interviews, both teachers and students detected increased language proficiency due to AI and Chat GPT integration, principally in speaking and listening skills. Teacher 3 emphasized that AI tools provide sufficient opportunities for language practice, leading to obvious improvements. Moreover, Student 2 specified that exercising conversations with AI has helped her to become more fluent and confident in speaking English.

The study investigated the potential of integrating AI and Chat GPT in EFL classrooms to improve the educational landscape. Figure 1 highlights this integration and its impact. The core objective was to explore how these tools contribute to upgrading the EFL classroom experience and assessment practices.

**Figure 1. AI and Chat GPT integration in EFL Classroom**



The integration of AI and Chat GPT in EFL classrooms is a new shift in language pedagogy (Yong, 2020). These tools enable dynamic interactions between teachers/students via virtual conversational agents. This opens up a new environment for personalized language instruction (Chen et al., 2020; Elbanna et al., 2023). With AI-driven platforms, teachers offer students feedback and compelling learning experiences that are tailored to student's proficiency levels, learning preferences, and linguistic backgrounds (Bekou et al., 2024; Hockly, 2023). This approach enhances engagement and leads to more effective language learning outcomes (Daulay & Ginting, 2023; Elbanna et al., 2023; Hockly, 2023).

Classrooms will be challenged to reevaluate traditional assessment methods with AI and ChatGPT tools (Hockly, 2023; Yong, 2020). Traditional assessments depend on standardized tests and summative evaluations and may not fully highlight the difficulties of language proficiency (Rodway et al., 2023; Liao et al., 2023; Hartono et al., 2023; Hartono et al., 2023).

## CONCLUSION

Integrating AI and Chat GPT in EFL classrooms represents a complex challenge that requires careful consideration of technological, pedagogical, and student factors. Moreover, AI and Chat GPT in EFL classrooms have changed language learning, increasing student engagement, language proficiency, and teacher effectiveness. Therefore, by accepting this technology, teachers can create personalized learning experiences that accommodate the diverse needs of EFL learners.

The authors highlight some challenges that impact the effective integration of AI and Chat GPT into the EFL classroom in the study. These challenges include technical barriers to using AI-driven platforms, pedagogical concerns about aligning technology-enhanced activities with instructional objectives, and equitable access to technology. Not to forget balancing technological integration with traditional teaching methods and addressing learners' diverse needs and preferences.

To explore the satisfaction level of EFL teachers and students with AI and Chat GPT integration in the EFL based on statistical analysis, the null hypothesis was rejected, and the alternative hypothesis was accepted. Additionally, the authors calculated the significant differences in satisfaction levels between EFL teachers based on teaching experience and students based on language proficiency level; the null hypothesis was rejected, and the alternative was accepted.

In conclusion, the study offers valuable insights into integrating AI and Chat GPT in ELF classrooms. The results suggested a positive impact on EFL classroom experience and assessment methods. Furthermore, the study contributes to the ongoing discourse on technology integration in education. Hence, It provided practical recommendations for teachers, universities, and policymakers to utilize the benefits of AI and Chat GPT to teach effectively.

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