

UNDERSTANDING PRE-SERVICE EFL TEACHERS' PERCEPTIONS AND USE OF CHATGPT IN ENGLISH LANGUAGE TEACHING

TÌM HIỂU NHẬN THỨC VÀ VIỆC SỬ DỤNG CHATGPT TRONG GIẢNG DẠY TIẾNG ANH CỦA SINH VIÊN SƯ PHẠM TIẾNG ANH

Nguyen Huu Anh Vuong*, Nguyen Thi Quy

The University of Danang - University of Foreign Language Studies, Vietnam

*Corresponding author: vuongnguyen@ufl.udn.vn

(Received: March 01, 2026; Revised: March 28, 2026; Accepted: April 05, 2026)

DOI: 10.31130/ud-jst.2026.24(5C).315

Abstract - Recent research has increasingly examined the adoption of Artificial Intelligence (AI) tools in education; however, empirical evidence on the role of ChatGPT as a supplementary tool in English Language Teaching (ELT), particularly from the perspective of pre-service teachers, remains limited. This study aimed to investigate the level of familiarity with the use of ChatGPT among pre-service EFL teachers at a university in Vietnam, as well as their perceptions of its pedagogical value. Data were collected from 44 participants through questionnaires, with 10 randomly selected for semi-structured interviews. The findings indicated that participants perceived ChatGPT as a time-saving and innovative tool that supports routine instructional tasks and creative lesson planning. Nevertheless, they emphasized the need for critical evaluation of AI-generated outputs and balanced pedagogical integration to address limitations.

Key words - AI tools; ChatGPT; English Language Teaching (ELT); pre-service teachers' perceptions

1. Introduction

In the 21st century, education is undergoing significant transformation driven by rapid technological advancements, and ELT is no exception. As educators seek to enhance language learning experiences and outcomes, there is growing interest in exploring the potential AI and natural language processing (NLP) in language [1]. One notable development in this field is ChatGPT, an AI language model developed by OpenAI that is designed to simulate human-like conversations and generate text-based responses based on user input.

In the context of ELT, the integration of ChatGPT holds considerable potential to transform language teaching and learning practices. Specifically, it can support personalized learning, interactive language practice, and greater accessibility to learning resources [2]. By engaging learners in dynamic conversational interactions, ChatGPT may enhance language fluency, communication skills, and learner autonomy [3]. Despite these potential benefits, the integration of ChatGPT in ELT also raises several challenges and concerns among educators.

As pre-service teachers play an important role in shaping future instructional practices and determining the effectiveness of educational innovations, understanding their perspectives on the use of ChatGPT in ELT is essential. Insights from pre-service teachers, who are expected to integrate emerging technologies into future

Tóm tắt - Các nghiên cứu gần đây ngày càng quan tâm ứng dụng công cụ Trí tuệ nhân tạo trong giáo dục; tuy nhiên, các bằng chứng thực nghiệm về vai trò của ChatGPT như một công cụ hỗ trợ trong giảng dạy tiếng Anh, đặc biệt từ góc nhìn của giáo sinh vẫn còn hạn chế. Nghiên cứu này khảo sát mức độ quen thuộc với việc sử dụng ChatGPT của giáo sinh tại một trường đại học ở Việt Nam, và tìm hiểu nhận thức về giá trị sư phạm của công cụ này. Dữ liệu được thu thập từ 44 người tham gia thông qua các bảng hỏi, trong đó 10 người được lựa chọn ngẫu nhiên để phỏng vấn bán cấu trúc. Kết quả cho thấy người tham gia xem ChatGPT như một công cụ tiết kiệm thời gian và mang tính đổi mới, hỗ trợ các nhiệm vụ giảng dạy thường nhật và thiết kế bài học sáng tạo. Tuy nhiên, họ cũng nhấn mạnh cần thiết đánh giá phê phán các nội dung do AI tạo ra và tích hợp sư phạm một cách cân bằng, nhằm khắc phục những hạn chế.

Từ khóa - Công cụ trí tuệ nhân tạo (AI); ChatGPT; giảng dạy tiếng Anh (ELT); nhận thức của giáo sinh

classrooms, are particularly valuable. However, studies examining pre-service teachers' views on the utilization of ChatGPT remain limited. Much of the existing research has focused on the applications and challenges of ChatGPT from students' perspectives [4], [5] or in-service teachers' perspectives. Therefore, investigating how pre-service teachers perceive ChatGPT, including their expectations, concerns, and perceived benefits, can provide valuable insights for their effective implementation of ChatGPT in ELT. Such investigation may also contribute to the existing literature and inform the development of guidelines, training programs, and pedagogical frameworks for integrating AI tools in language education. The following research questions guided the present study:

1. What is the current level of familiarity and usage of ChatGPT as a supplementary tool for ELT among pre-service EFL teachers at UD-UFLS?

2. How do pre-service teachers perceive the adoption of ChatGPT as a supplementary teaching tool?

2. Literature Review

2.1. Artificial Intelligence

Over the past few decades, the concept of artificial intelligence (AI) has gained widespread recognition in academic research. AI is often described as "machine intelligence" designed to replicate human-like activities [6]

and mimic human cognitive processes [7], [8]. As a field of computer science, AI seeks to build machines that can think and act in ways like humans, with the long-term goal of achieving human-level intelligence through computational techniques [9].

The impact of AI on education has attracted growing attention from researchers. According to Chassignol et al. [10], AI can be applied in educational contexts in three main areas: (1) the automation of administrative processes and tasks, (2) teaching-related activities such as curriculum and content development, and instructional support, and (3) learning-related activities. Similarly, Holmes et al. [11] categorized the relationship between AI and education (AI&ED) into four areas: (1) learning with AI, (2) using AI to learn about learning, (3) learning about AI, and (4) preparing for AI. These frameworks highlight the diverse functions of AI in supporting administrative, instructional, and learning processes within educational settings.

2.2. ChatGPT

A major milestone in the evolution of chatbots occurred in November 2022 with the launch of ChatGPT (Generative Pre-trained Transformer) by OpenAI, a conversational AI platform that utilizes advanced NLP. ChatGPT was designed not only to simulate human conversation but also to perform a variety of complex tasks, such as generating poems, stories, and other forms of text, or responding within specific contextual roles [12].

Since its release, ChatGPT has attracted considerable attention in the education sector due to its potential impact on teaching, learning, and assessment practices. Unlike conventional educational technologies that can be easily monitored, ChatGPT's advanced capabilities make its use more difficult to detect in academic contexts [13]. This has raised concerns about academic integrity and the possible implications of AI tools for teaching and assessment. As a result, educators and policymakers have begun exploring ways to maximize the benefits of AI technologies while maintaining teaching quality and supporting learners' well-being [14]. Although ChatGPT has demonstrated significant potential in education and other domains, it also presents both advantages and limitations. Its strengths - such as adaptability, accessibility, and the ability to enhance learning experiences - highlight its potential value in educational contexts. However, issues related to bias, misinformation, and ethical considerations underscore the need for responsible and informed implementation [15].

In the context of ELT, the integration of ChatGPT offers both opportunities and challenges [15]. One notable advantage is its ability to provide real-time and adaptive feedback, which can support students' language comprehension and learning progress. In addition, ChatGPT can accommodate individual learning needs by offering personalized learning pathways, allowing students to explore different aspects of the English language at their own pace. The tool may also contribute to more dynamic classroom activities and encourage the development of learners' analytical skills.

Despite these potential benefits, several challenges remain. For instance, concerns have been raised regarding cultural sensitivity, as AI-generated responses may not always capture the cultural nuances embedded in language use. ChatGPT also has limitations in supporting pronunciation and listening skills, as it cannot provide the detailed auditory feedback necessary for developing oral communication competence. Furthermore, educators have expressed concerns about students' potential over-reliance on AI tools, which may reduce opportunities for independent thinking and creativity [15].

2.3. Previous Studies on the Use of ChatGPT in ELT

The integration of ChatGPT into education has attracted considerable attention due to its potential to enhance the quality and efficiency of teaching and learning processes. Consequently, this topic has been widely explored in recent research, with many studies focusing on specific groups such as university students, high school learners, or skill areas such as coding and writing.

Rahman et al. [16] highlight both the advantages and challenges of ChatGPT in education. The advantages include personalized tutoring, interactive learning opportunities, and increased accessibility, while the challenges involve reduced critical thinking, unreliable outputs, and potential risks to academic integrity. In recent years, there has been growing interest in examining perceptions of ChatGPT usage, particularly among students and teachers [4], [5], [17], [18], [19]. Overall, students tend to express positive attitudes toward this generative AI tool, recognizing its ability to support personalized learning, assist with proofreading and brainstorming, and enhance research and analytical tasks.

Several studies have specifically investigated students' perceptions of using ChatGPT in language teaching and learning. For example, Firat [18] in a cross-national study involving participants from Turkey, Sweden, Canada, and Australia, found that students generally viewed ChatGPT as a useful tool for supporting their learning languages. Similarly, research by Adiguzel et al. [20] indicates that educators tend to hold positive views toward AI-powered chatbots, appreciating their ability to track students' progress, provide immediate feedback, and offer instructional suggestions in language education. Nguyen [21] marks a notable contribution by examining ChatGPT's applications in language test design. Findings suggest that many teachers leverage the tool for generating or adapting input texts and creating diverse test tasks. However, its effectiveness varies based on individual experiences and familiarity with the tool.

Despite the growing body of research, studies examining pre-service teachers' perceptions of ChatGPT remain relatively limited, particularly within the Vietnamese context. This gap is noteworthy because pre-service teachers are future educators who will be responsible for integrating emerging technologies such as ChatGPT into classroom practices. Therefore, the present study aims to investigate how pre-service ELT teachers perceive and utilize ChatGPT during their teaching

practicum and ELT-related courses, identify the challenges they encounter, and propose strategies to optimize its application for effective classroom use.

3. Research Methods

In the present study, a mixed-methods approach was adopted to achieve the research objectives. Mixed-methods research integrates both qualitative and quantitative approaches, providing a comprehensive framework for data collection and analysis. To address the research questions, the study employed the sequential explanatory design adapted from Creswell [22].

The population of this study consisted of senior EFL pre-service teachers from the Faculty of Foreign Language Teacher Education at the University of Danang – University of Foreign Language Studies. Specifically, participants were selected from two classes based on several criteria: they had completed teaching methodology courses, participated in micro-teaching practice sessions, and finished their teaching practicum prior to the data collection phase. During the practicum, participants had used ChatGPT as a supplementary tool in their teaching practice.

To obtain reliable and valid data, the study employed questionnaires and semi-structured interviews. The questionnaire was used to collect quantitative data on EFL pre-service teachers' perceptions of the effectiveness, benefits, and challenges of integrating ChatGPT into lesson planning and teaching practice. It consisted of seven multiple-choice questions and twelve five-point Likert-scale items under the constructs of perceived usefulness, perceived ease of use, attitude, and behavioral intention, with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The twelve items exploring participants' perceptions of ChatGPT were structured within the Technology Acceptance Model (TAM) proposed by Davis [23]. These items examined factors such as perceived usefulness, perceived ease of use, attitude, and behavioral intention. The questionnaire was administered to 44 undergraduate students who had completed their teaching practicum. It was distributed one week after the practicum period to allow participants sufficient time to respond thoughtfully.

In addition, semi-structured interviews were conducted using eight questions developed based on the research questions and literature review. During the interviews, the researcher also asked follow-up questions to explore participants' perspectives in greater depth. After the questionnaire data had been collected, ten participants were randomly selected from the total sample of forty four to participate in the interviews in English.

In the explanatory sequential mixed-method design, quantitative and qualitative data were analyzed separately before being compared and integrated. The quantitative data obtained from the questionnaires were processed using SPSS version 26.0 to generate descriptive statistics, including means, standard deviations, and frequency distributions. Meanwhile, qualitative data from the semi-structured interviews were analyzed using Creswell's

three-step thematic analysis approach to systematically code and identify meaningful patterns or themes [24]. The process involved familiarizing with the interview transcripts, generating initial codes, grouping them into broader themes aligned with the research questions, and reviewing the themes to ensure accuracy. This approach also facilitated comparison between the qualitative insights and the quantitative findings.

4. Findings and Discussion

4.1. Pre-service EFL Teachers Level of Familiarity and Usage of ChatGPT as a Supplementary Tool in English Language Teaching

All 44 participants (100%) reported being familiar with ChatGPT. Interview data from ten pre-service EFL teachers indicated that this familiarity largely stemmed from recommendations by friends or teachers, observations of peers frequently using the tool, and exposure through social media platforms such as Facebook, and TikTok.

A majority of respondents reported frequent use of ChatGPT, with 63.64% indicating that they often used the tool and 9.09% reporting that they always used it. In contrast, 25% reported using it sometimes, while only 2.27% indicated rare use. Interview responses suggested that limited access to technology or personal preferences might account for the lower frequency of use among a small number of participants, as illustrated in Figure 1.

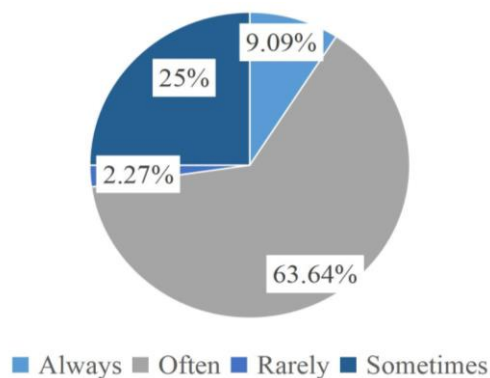


Figure 1. The frequency of using ChatGPT as a supplementary tool in ELT

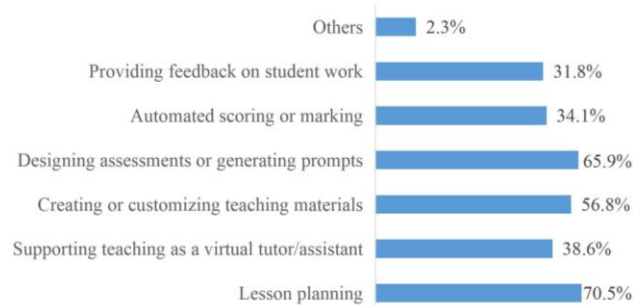


Figure 2. The purposes of Pre-service EFL teachers using ChatGPT as a supplementary tool in ELT

Moreover, awareness of ChatGPT's integration into the language teaching curriculum was relatively high, with more than half of the respondents recognizing its inclusion as a supplementary tool in their training programs, as

shown in Figure 2. The main purposes for using ChatGPT included lesson planning (70.5%), assessment design or prompt creation (65.9%), and the development or adaptation of teaching materials (56.8%). Less frequent uses included functioning as a virtual tutor (38.6%), automated scoring (34.1%), and providing feedback on student assignments (31.8%). A small proportion of participants (2.3%) reported using ChatGPT for other purposes beyond these categories.

The survey findings were further supported by interview data, which highlighted the widespread use of ChatGPT in lesson preparation. Participants reported employing the tool to generate instructional ideas, design warm-up activities, and enrich lesson content. ChatGPT was also used to create visually engaging teaching materials, design interactive classroom games, and enhance instructional strategies. In addition, the tool helped expedite various technical and pedagogical tasks, such as grammar checking, test design, and the preparation of teaching resources.

The findings indicate a high level of familiarity with ChatGPT among pre-service EFL teachers, accompanied by an increasing frequency of use, reflecting its growing popularity. This result aligns with the findings of Firat [18], which documented widespread adoption and active engagement among students. The study also reveals varying levels of ChatGPT usage frequency among pre-service EFL teachers for English language teaching (ELT). Participants reported using the tool for various purposes, including generating ideas, designing warm-up activities, and enriching lesson content. These findings are consistent with earlier studies on the functions of AI in educational contexts, such as Chen et al. [17], which highlight the role of AI in supporting instructional tasks. However, limited research has specifically examined these aspects in relation to ChatGPT. In addition, the results show that ChatGPT is primarily used for lesson planning, assessment design or prompt creation, and the development or adaptation of teaching materials. Once familiar with the tool and its benefits, many pre-service teachers reported integrating it regularly into their learning and teaching preparation. These practices suggest that interaction with ChatGPT may encourage reflective thinking and independent problem-solving.

4.2. Pre-service EFL Teachers' Perceptions of ChatGPT as a Supplementary Tool for ELT

4.2.1. Perceived Usefulness

The findings presented in Table 1 indicate that pre-service EFL teachers generally held positive perceptions of ChatGPT under the construct of Perceived Usefulness. The analysis revealed several patterns across the three surveyed items, with qualitative data from interviews providing further insights into participants' experiences and attitudes.

For the first item, the mean score was 3.39 (SD = 1.083), indicating a moderately favorable perception. While some interviewees acknowledged ChatGPT's ability to streamline tasks and save time, others expressed reservations about its effectiveness in meeting specific

instructional needs. As one participant stated, "While ChatGPT generated innovative ideas on occasion, it sometimes failed to meet specific needs. Its outputs could require substantial refinement based on existing pedagogical knowledge" (I4).

Table 1. Pre-service EFL teachers' perceptions under the construct of Perceived Usefulness

No	Item	N	M	S.D
1	I think using ChatGPT as a supplementary tool improves my productivity in lesson planning and teaching tasks	44	3.39	1.083
2	I think ChatGPT as a supplementary tool makes my teaching preparation easier to complete	44	3.59	1.064
3	I think ChatGPT provides value to my teaching process.	44	3.45	1.022

The second item received the highest mean score (M = 3.59, SD = 1.064), suggesting a relatively strong level of agreement regarding ChatGPT's usefulness in supporting lesson preparation. However, interview responses also highlighted certain challenges, particularly the need for repeated experimentation with prompts to obtain satisfactory results. One participant explained, "There was a time when I spent 2–3 days continuously prompting ChatGPT in different ways just to find a suitable activity for the Teaching Methodology 3 subject" (I3).

For the third item (M = 3.45, SD = 1.022), participants reported that ChatGPT was helpful in generating ideas for lesson content and teaching methods. This finding was further supported by interview data, in which several participants noted that the tool encouraged them to explore more creative and innovative instructional approaches.

4.2.2. Perceived Ease of Use

The findings from the survey and follow-up interviews suggest that participants generally held positive perceptions of the Perceived Ease of Use of ChatGPT. As shown in Table 2, Item 4 (M = 2.86, SD = 1.287) indicates that most respondents believed that learning to use ChatGPT required little effort. This finding was supported by interview data, in which several students reported becoming familiar with the tool quickly due to its intuitive and user-friendly interface. Many indicated that they were able to start using it immediately without formal guidance, as reflected in comments such as: "It was easy to use, so I didn't need much time to get familiar with it." (I2) and "I felt comfortable after just 3–4 uses" (I3).

Table 2. Pre-service EFL teachers' perceptions under the construct of Perceived Ease of Use

No	Item	N	M	S.D
4	Learning to use ChatGPT does not require significant effort.	44	2.86	1.287
5	Using ChatGPT does not require specialized technical knowledge.	44	2.89	1.205
6	ChatGPT is easy to use for my teaching needs.	44	3.30	1.133

Item 5 ($M = 2.89$, $SD = 1.205$) revealed more varied perceptions regarding whether technical expertise was necessary for effective use. While some interviewees reported independently learning how to operate the tool, others noted that they were still developing their ability to formulate effective prompts. As one participant explained, “I usually provide the context and key points first before asking my question, so that ChatGPT responds more accurately” (I5). Several participants also described learning strategies that involved self-directed exploration and consulting external resources. In addition, some reported experimenting with prompts and refining them iteratively until satisfactory outputs were obtained, gradually developing greater efficiency in their interactions with the tool.

Regarding Item 6 ($M = 3.30$, $SD = 1.133$), most participants agreed that ChatGPT was easy to use for teaching-related purposes. However, several interviewees noted difficulties in guiding the tool to generate content that was both contextually appropriate and pedagogically relevant. Despite these challenges, the overall findings suggest that the intuitive design of ChatGPT enabled participants to use the tool with minimal external assistance.

4.2.3. Attitude towards Using

Table 3. Pre-service EFL teachers’ Perceptions under the construct of Attitude towards Using

No	Item	N	M	S.D
7	I feel positive about using ChatGPT in English language teaching.	44	3.43	.998
8	I feel confident in using ChatGPT effectively for teaching.	44	3.16	.987
9	Using ChatGPT is beneficial for my teaching tasks.	44	3.48	.902

As presented in Table 3, the data indicates that the majority of respondents expressed positive attitudes towards the use of ChatGPT in English Language Teaching (ELT). For Item 7, participants demonstrated a favorable perception of ChatGPT as a supplementary tool in ELT, with a mean of 3.43 ($SD = 0.998$). Many respondents also indicated their willingness to integrate ChatGPT into their teaching practices. However, some interviewees highlighted certain challenges, particularly the issue of misinformation. As one participant noted, “In the early stages of ChatGPT development, misinformation was frequent. If I encounter questionable content, I cross-check with other platforms or tools” (I8).

For Item 8, respondents reported moderate confidence in using ChatGPT for teaching purposes ($M = 3.16$, $SD = 0.987$). Interview data indicated that some participants developed strategies to improve their confidence in using the tool effectively. As one participant mentioned, “When I find inaccurate results, I refine my prompts or request clarification to obtain better responses” (I2).

Item 9, which obtained the highest mean score ($M = 3.48$, $SD = 0.902$), indicates that participants

recognized the practical benefits of ChatGPT in completing teaching-related tasks. Participants reported that the tool helped save time, particularly in tasks such as converting images into text and generating exercises. This perception was reflected in the following comment: “Tasks that used to take hours, such as designing scenarios or creating exercises, can now be completed in minutes” (I10).

Despite its advantages, ChatGPT was criticized for its limited ability to adapt content to diverse student levels and individual needs. As one participant noted, “ChatGPT streamlines task creation but requires additional input to tailor materials for different student levels” (I1). Nevertheless, participants also highlighted its role in fostering creativity in lesson planning. Some appreciated its ability to generate innovative ideas and activities that enhanced existing lesson plans: “Its suggestions inspire fresh ideas and creative activities” (I4). In addition, ChatGPT was valued for its ability to generate interactive exercises quickly when clear prompts were provided, helping reduce preparation time: “Clear prompts allow ChatGPT to develop interactive exercises quickly” (I5).

4.2.4. Behavioural Intention to Use

As illustrated in Table 4, most pre-service ELT teachers expressed a strong intention to continue using ChatGPT in their teaching practices. Item 10 received the highest mean score ($M = 3.91$, $SD = 1.117$), indicating a highly positive outlook on its continued use. Interview data further supported this finding, as participants reported intending to use ChatGPT for various tasks such as creating teaching materials, designing assessments, preparing lesson plans, and generating classroom activities. As one participant stated, “ChatGPT is the most effective tool due to its flexibility. It can quickly generate relevant questions and exercises tailored to actual teaching needs and provide ideas for classroom activities” (I10).

Table 4. Pre-service EFL teachers’ Perceptions under the construct of Behavioural Intention to Use

No	Item	N	M	S.D
10	I am likely to continue using ChatGPT in the future.	44	3.91	1.117
11	I am likely to recommend ChatGPT to others in teaching.	44	3.57	1.169
12	I plan to use ChatGPT as a regular tool for my teaching preparation.	44	3.36	1.143

Item 11 also reflected a favorable attitude toward ChatGPT ($M = 3.57$, $SD = 1.169$). However, some reservations were noted in the interviews, as a few participants hesitated to recommend the tool to individuals who lacked self-discipline or intrinsic motivation, fearing potential over-reliance on the technology.

Regarding future use, Item 12 indicated that most participants planned to integrate ChatGPT into their teaching preparation ($M = 3.36$, $SD = 1.143$). Interview data further suggested that participants viewed ChatGPT as a valuable resource for generating ideas, supporting

teaching methodologies, and assisting with lesson planning and the development of educational activities.

The findings suggest that pre-service EFL teachers perceive ChatGPT as a valuable supplementary tool for lesson planning and instruction. Its capacity to streamline administrative tasks and generate instructional content has been widely recognized. However, its effective implementation requires critical evaluation and pedagogical expertise to ensure its adaptability across diverse instructional contexts. This finding aligns with Nguyen [21], who noted that the quality of AI-generated content largely depends on educators' ability to craft precise and contextually appropriate prompts.

Consistent with the studies of Aktay et al. [4] and Sharadgah and Sa'di [25], the present findings highlight the need to verify AI-generated content to ensure reliability in educational environments. Although ChatGPT's user-friendly interface enhances accessibility, its outputs still require careful evaluation to ensure alignment with pedagogical goals and learning outcomes. Adiguzel et al. [20] also observed that educators appreciate ChatGPT's ability to support lesson planning.

The findings further support broader perspectives on AI integration in education. Studies by Castro [26] and Firat [18] highlight ChatGPT's potential to inspire innovative teaching methods. However, Firat [18] also emphasized that educators must refine and adapt AI-generated outputs to ensure pedagogical relevance. At the same time, concerns regarding academic integrity and ethical issues remain significant. Bonsu and Baffour-Koduah [5] and Firat [18] stressed the importance of establishing clear guidelines for AI-assisted instruction, while Adiguzel et al. [20] pointed out challenges in detecting AI-generated content in student assessments, highlighting the need for effective oversight mechanisms.

Moreover, the results reveal mixed perceptions regarding ChatGPT's reliability. While some language educators acknowledge its potential to enhance teaching efficiency, others remain cautious, viewing it primarily as a supplementary tool that requires human oversight. Ultimately, the successful integration of ChatGPT in education depends on providing targeted training for educators in crafting effective prompts and using AI-generated content responsibly. Continuous evaluation, adaptation, and professional judgment are essential to maximizing the benefits of ChatGPT while minimizing its limitations. By combining AI-supported insights with pedagogical expertise, educators can foster more engaging, equitable, and effective learning experiences.

5. Conclusion

The present study aimed to investigate: (i) the current level of familiarity and usage of ChatGPT as a supplementary tool for English Language Teaching (ELT) among pre-service EFL teachers at the University of Danang – University of Foreign Language Studies (UD-UFLS); and (ii) their perceptions regarding its use in teaching practices. Based on the findings of the study, several conclusions can be drawn.

Regarding the level of familiarity and usage, the results indicate that pre-service EFL teachers at UD-UFLS were generally familiar with ChatGPT and reported frequent use of the tool for pedagogical purposes. ChatGPT was utilized in various aspects of English language teaching, including lesson planning, the development of teaching materials, and the design of classroom activities. These findings suggest that ChatGPT has gradually become a supportive tool that assists pre-service teachers in both theoretical understanding and practical teaching preparation.

In terms of perceptions, the findings reveal that participants held generally positive attitudes toward the use of ChatGPT as a supplementary tool in ELT. The tool was particularly valued for its ability to save time, generate innovative teaching ideas, and support routine instructional tasks. Nevertheless, the results also indicate that effective use of ChatGPT requires critical evaluation and thoughtful integration with pedagogical knowledge. Therefore, while ChatGPT presents promising opportunities for supporting language teaching, its integration into educational practice should be accompanied by appropriate guidance and pedagogical awareness.

REFERENCES

- [1] A. Alhalangy and M. AbdAlgane, "Exploring the impact of AI on the EFL context: A case study of Saudi universities," *Journal of Intercultural Communication*, vol. 23, no. 2, pp. 41–49, 2023, doi: 10.36923/jicc.v23i2.125
- [2] J. Su and W. Yang, "Unlocking the power of ChatGPT: A framework for applying generative AI in education," *ECNU Review of Education*, vol. 6, no. 3, pp. 355–366, 2023, doi: 10.1177/20965311231168423
- [3] P. P. Ray, "ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope," *Internet of Things and Cyber-Physical Systems*, vol. 3, pp. 121–154, 2023, doi: 10.1016/j.iotcps.2023.04.003
- [4] S. Aktay, S. Gök, and D. Uzunoğlu, "ChatGPT in education," *Türk Akademik Yayınlar Dergisi (TAY Journal)*, vol. 7, no. 2, pp. 378–406, 2023, doi: 10.29329/tayjournal.2023.543.03
- [5] E. M. Bonsu and D. Baffour-Koduah, "From the consumers' side: Determining students' perception and intention to use ChatGPT in Ghanaian higher education," *Journal of Education, Society & Multiculturalism*, vol. 4, no. 1, pp. 1–29, 2023, doi: 10.2478/jes-2023-0001
- [6] D. Mehrotra, *Basics of Artificial Intelligence & Machine Learning*. New Delhi: Notion Press, 2019.
- [7] A. V. Joshi, *Machine Learning and Artificial Intelligence*. Cham: Springer, 2020.
- [8] O. Campesato, *Artificial Intelligence, Machine Learning, and Deep Learning*. Dulles, VA: Mercury Learning and Information, 2020.
- [9] D. J. Kaur and N. S. Gill, *Artificial Intelligence and Deep Learning for Decision Makers: A Growth Hacker's Guide to Cutting Edge Technologies*. New Delhi: BPB Publications, 2019.
- [10] M. Chassignol, A. Khoroshavin, A. Klimova, and A. Bilyatdinova, "Artificial intelligence trends in education: A narrative overview," *Procedia Computer Science*, vol. 136, pp. 16–24, 2018, doi: 10.1016/j.procs.2018.08.233
- [11] W. Holmes, M. Bialik, and C. Fadel, *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston, MA: Center for Curriculum Redesign, 2019.
- [12] N. Purohit, "Google Bard and ChatGPT: Battle of the AI wordsmiths unleashed!," *Medium*, Jul. 3, 2023. [Online]. Available: <https://medium.com/aimonks/google-bard-9126747fbc95>

- [13] X. Deng and Z. Yu, "A meta-analysis and systematic review of the effect of chatbot technology use in sustainable education," *Sustainability*, vol. 15, no. 4, p. 2940, 2023, doi: 10.3390/su15042940.
- [14] J. J. Bird, A. Ekárt, and D. R. Faria, "Learning from interaction: An intelligent networked-based human-bot and bot-bot chatbot system," in *Advances in Computational Intelligence Systems*, Cham: Springer, pp. 179–190, 2019.
- [15] M. H. Al-khreshah, "Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching," *Computers and Education: Artificial Intelligence*, vol. 6, pp. 1–12, 2024, doi: 10.1016/j.caeai.2024.100218
- [16] M. M. Rahman and Y. Watanobe, "ChatGPT for education and research: Opportunities, threats, and strategies," *Applied Sciences*, vol. 13, no. 9, pp. 1–21, 2023, doi: 10.3390/app13095783
- [17] X. Chen, H. Xie, D. Zou, and G. J. Hwang, "Application and theory gaps during the rise of artificial intelligence in education," *Computers and Education: Artificial Intelligence*, vol. 1, pp. 1–20, 2020, doi: 10.1016/j.caeai.2020.100002
- [18] M. Firat, "What ChatGPT means for universities: Perceptions of scholars and students," *Journal of Applied Learning and Teaching*, vol. 6, no. 1, pp. 57–63, 2023, doi: 10.37074/jalt.2023.6.1.22
- [19] T. N. Tran and H. P. Tran, "Exploring the role of ChatGPT in developing critical digital literacies in language learning: A qualitative study," in *Proceedings of the AsiaCALL International Conference*, vol. 4, pp. 1–17, 2023, doi: 10.54855/paic.2341
- [20] T. Adiguzel, M. H. Kaya, and F. K. Cansu, "Revolutionizing education with AI: Exploring the transformative potential of ChatGPT," *Contemporary Educational Technology*, vol. 15, no. 3, pp. 1–13, 2023, doi: 10.30935/cedtech/13152
- [21] T. P. T. Nguyen, "The application of ChatGPT in language test design – The what and how," in *Proceedings of the AsiaCALL International Conference*, vol. 4, pp. 104–115, 2023, doi: 10.54855/paic.2348
- [22] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. Thousand Oaks, CA: Sage, 2009.
- [23] F. D. Davis, "Perceived usefulness, perceived ease of use, and user acceptance of information technology," *MIS Quarterly*, vol. 13, no. 3, pp. 319–340, 1989, doi: 10.54855/paic.2341
- [24] J. W. Creswell and J. D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. Thousand Oaks, CA: Sage, 2021.
- [25] T. Sharadgah and R. Sa'di, "Preparedness of institutions of higher education for assessment in virtual learning environments during the COVID-19 lockdown: Evidence of bona fide challenges and pragmatic solutions," *Journal of Information Technology Education: Research*, vol. 19, pp. 755–774, 2020, doi: 10.28945/4615
- [26] D. Castro, *The Promise and Challenges of Generative AI in Education*. Washington, DC: Information Technology and Innovation Foundation, 2023.