CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 Technology in Language Teaching

In the digital era, technology has become an inseparable part of education, determining how students and instructors communicate with learning materials and with each other. Students not only see smartphones, laptops, and tablets as forms of technology, but also as fundamental elements of their everyday lives. As technology becomes a ubiquitous aspect of modern life, there is a specific need to revisit the idea of using technology regarding educational programs, with a specific focus on how it can improve the learning process (Aghaei et al., 2020). This means that technology has evolved into an integral part of the process of learning and a major focus for teachers from the preparation phase to the actual process of teaching and learning (Altun & Khurshid Ahmad, 2021). Adopting technology in the classroom enhances English learners' ability to achieve success in their studies.

The development of educational technology began with simple tools such as chalkboards and projectors. With the advent of computers in the late 20th century, educational institutions began embedding digital tools in their curricula. As Kim and Bae (2020) stated, information and communication technologies (ICT) have been applied in numerous disciplines of education, enabling a paradigm of technology-enhanced language learning (TELL) in the field of language learning. CALL (Computer-Assisted Language Learning) has grown in importance in language instruction. More recently, in the field of language education research, Mobile-Assisted Language Learning (MALL), which is centred on employing mobile devices such as notebooks, podcasts, and smartphones, has been consistently advocated. Educational technologies, ranging stemming from interactive whiteboards to e-learning platforms and educational apps, offer educators powerful tools to create engaging and participatory learning environments. These tools have transformed traditional educational spaces into

settings where students actively engage using digital materials and collaborate outside physical boundaries boundaries.

Technology provides a lot of opportunities for EFL instruction. Using technology relevant to English lessons helps students understand concepts more quickly and improves their perception of the subject. The role of technology in instructional approaches plays a key role, particularly in encouraging learners' active participation. In the absence of technology integration, teachers may fall behind in adapting to the latest technological developments. As Ahmadi (2018) stated, technology integration in language classrooms facilitates customized learning experiences and removes location constraints, producing language learning more accessible for students. It also helps learners develop autonomy and inspires them to create new forms of joint effort and interaction with their teachers. It is essential for teachers to have an in depth understanding of how to make use of these technologies to help learners gain knowledge. Ghanizadeh et al. (2015) also suggest that technology has greatly influenced language learning, providing multiple advantages across cognitive, metacognitive, and affective domains. Studies show that technology can be as effective as teacher-delivered instruction, improving various language skills including listening, writing, speaking, and reading.

Furthermore, Araya (2023) elaborate that AI language learning tools, as a key element of technology, include software or computer programs that use AI algorithms to assist users in learning a foreign language. Their research noted the potential scope of these tools, which can include software that delivers instant translation of texts and speech, language generating systems able of producing original texts in a specific language, and customized language tutoring systems that provide individualised lessons or feedback. According to Harry (2023), AI has the capacity to revolutionize foreign language acquisition by supporting personalized learning and increased efficiency. Nonetheless, the realization of these benefits depends on adequate training of EFL teachers.

The use of AI in language education has demonstrated many advantages for students. These include supporting valuable communication, facilitating collective roles, enhancing speaking performance, increasing motivation, and improving reading comprehension. Although there have been positive results, some studies have produced contradictory findings. Initially, optimistic views on AI in language studies were widely regarded as misguided and exaggerated (Deckker, 2025). The difficulties associated with incorporating AI in learning settings can be ascribed to the limited pedagogical frameworks of AI technologies as well as teachers' lack of pedagogical expertise (Zawacki Richter, 2019). Kukulska-Hulme and Lee (2020) point out the crucial role of a better understanding of teachers' roles in implementing technology in the classroom, despite the acknowledged benefits it provides to language learners. As Almehmadi (2023) points out, progress in the second half of the twentieth century reached far beyond the industrial and technical sectors, influencing multiple facets of society, including the educational domain. AI advancement is indisputable, and it is expected to accelerate rapidly. Luckin et al. (2016) claim that AI can provide more customized, adaptable, inclusive, and captivating learning experiences. Language teachers' views can be examined to better understand the impact of AI on language instruction.

Harini (2023) emphasize the essential role of AI in foreign language education, as it provides students with a medium to improve their linguistic abilities. Ebrahim (2024) emphasizes that students can improve their pronunciation skills by imitating the model presented during interactions with AI. According to Almehmadi (2023), artificial intelligence tools help with grammar development by supplying quick and explicit feedback on grammatical errors. In addition, Irene et al. (2024), AI chatbots can improve speaking and writing skills by providing numerous opportunities to practice both oral and written language.

To summarize, it is clear that technology has a very important role in English language learning, be it via the application of ICT, CALL, MALL or AI. Technology not only enhances student interaction and understanding as well as

provides opportunities to create more customized and customized learning experiences. However, the successful technology incorporation is highly dependent on teachers' understanding and preparedness to use it effectively in the learning context.

In line with the development of technology, the application of artificial intelligence (AI), such as ChatGPT is one of the latest innovations in language teaching. This discussion sets the stage for exploring how specific AI tools, particularly ChatGPT, can be utilized in English language teaching to meet the needs and expectations of both teachers and learners

2.1.2 AI ChatGPT in ELT

ChatGPT, an AI tool developed by OpenAI, has attracted considerable interest due to its capacity to enhance English language instruction for non-native speakers. Octavio (2024) states that since its inception in November 2022, the introduction of ChatGPT has represented a substantial shift in the influence of Generative Artificial Intelligence (GenAI) on society. Artificial Intelligence (AI) has arisen as a revolutionary influence in education, with ChatGPT being one of the most influential tools in English Language Teaching (ELT). Developed by OpenAI, ChatGPT is a generative AI tool that enables interactive, human-like dialogue, providing students with personalized language practice and instant feedback (Kostka & Toncelli, 2023).

The embedding of ChatGPT into English Language Teaching (ELT) shows considerable capacity to improve various dimensions of language learning. Key areas such as vocabulary development, reading comprehension, and writing skills have notably benefited from ChatGPT's capacity to generate contextualized language tasks (Mugableh, 2023; Al-Khresheh, 2024). In the context of vocabulary development, ChatGPT can be utilized to produce thematic word lists focused on specific topics (e.g., environmental issues or technological developments), accompanied by contextual example statements that aid learners in understanding appropriate word usage. Teachers have the ability to also leverage ChatGPT to design interactive vocabulary activities, including quizzes or fill-in-the-blank exercises, which can be adapted to varying student proficiency levels. Regarding

reading comprehension, ChatGPT is capable of generating short, interest-based passages or narratives, followed by comprehension questions that promote critical thinking, such as predicting outcomes or identifying main ideas. For example, an instructor could request a passage about a historical event and supplement it with analytical questions like, "What was the main cause of the event described?" or "What actions might have prevented it?" In terms of writing instruction, ChatGPT acts as an important tool by supplying bespoke writing prompts and supporting students in drafting essays. When learners experience problems in developing ideas for argumentative writing, ChatGPT can suggest main discussion topics for instance, the benefits of using renewable energy. Additionally, students may input their drafts into ChatGPT to receive feedback on aspects such as grammar, coherence, and vocabulary usage, therefore assisting the refinement of their written work (Al-Khresheh, 2024).

Teachers can use ChatGPT to develop lesson plans, supply bespoke practice exercises, and facilitate student interactions in real-time (Koraishi, 2023). Additionally, it can produce texts aligned with the Common European Framework of Reference for Languages (CEFR), enabling differentiated instruction for students with varying proficiency levels. Beyond material creation, ChatGPT also supports scaffolding by offering feedback, vocabulary suggestions, and language modeling that can help students improve their writing and speaking skills. Its instant response and accommodation allow teachers to simplify classroom preparation, reduce workload, and shift their focus toward enabling meaningful learning activities. Moreover, the engaging quality of AI can increase learner involvement by facilitating learning more customized and motivating. With these capabilities, ChatGPT has potential to enhance instructional practices, especially when used strategically to complement pedagogical goals rather than replace teacher expertise.

In spite of these benefits, concerns have have been expressed concerning issues such as academic integrity, plagiarism, and excessive dependence on AI tools. Students may misuse ChatGPT to complete assignments without engaging in authentic learning processes (Shakil & Siddiq, 2024). moral concerns have also surfaced about the risk of bias in AI-generated responses and issues with data

privacy (Kohnke et al., 2023). To deal with these challenges, teachers must establish guidelines on the appropriate use of AI tools and emphasize the development of critical thinking and language output skills.Kemendikbud (2024) stresses the ethical and responsible use of GenAI, stating that it should support the learning process rather than replace human roles and that its outputs must be verified for accuracy due to the potential for errors or bias. Additionally, academic integrity must be preserved, and both lecturers and students must understand the limitations of GenAI in accordance with institutional policies.

Moreover, ChatGPT's role in formative and summative assessments is a growing area of interest. Some researchers argue that it can support automated feedback and self-assessment for students, enabling them to revise their work based on AI-generated suggestions (Derakhshan & Ghiasvand, 2024). However, its lack of complete ability to recognize paralinguistic features, such as pitch and nuance, presents a limitation in speaking and listening assessments.

Overall, ChatGPT has demonstrated its possibilities in supporting various aspects of English language learning, including vocabulary development, reading comprehension, and writing skills. Beyond assisting students with contextual and adaptive tasks, this tool also assists teachers in designing lesson plans and creating customized learning experiences. However, difficulties such as the risk of plagiarism, excessive dependence on AI, and moral issues, including data privacy, remain major challenges that must be addressed through responsible guidelines and practices. However, Kemendikbud (2024) suggest that AI should be used to support the learning process, not to replace human roles, and that the results must be verified for accuracy because they have the potential to contain errors and bias.

Despite its limitations, particularly in assessing paralinguistic features like pitch and nuance, ChatGPT is still a valuable component in the learning process, especially when used with a balanced and planned approach. The following discussion will focus on how teachers' experiences and perceptions of using ChatGPT influence the implementation and success of this technology in English language teaching.

2.1.3 Teachers' Perceptions of AI Use in English Language Teaching Based on the TAM Framework

The Technology Acceptance Model (TAM), introduced by Davis (1989), serves as the basic framework to comprehend and re-examining teachers' perceptions of ChatGPT in English Language Teaching (ELT). TAM identifies two key factors influencing the acceptance and use of technology:

1. Perceived Usefulness (PU): This refers to the belief that using a specific technology, such as ChatGPT, will enhance teaching performance. For instance, teachers may perceive ChatGPT as useful for generating lesson plans, providing instant feedback, and developing customizable learning materials.

2. Perceived Ease of Use (PEU): This refers to to the degree to which teachers believe that using ChatGPT is free from effort or complexity. Teachers who find ChatGPT intuitive and easy to use are more likely to integrate it within their teaching practices.

In besides these core elements, TAM has been expanded by researchers to include variables such as external influences and individual differences to better understand technology adoption in education (Scherer et al., 2019). For example, Briz-Ponce et al. (2017) highlighted how the usability and perceived utility of mobile technologies impact teachers' attitudes toward their adoption. Similarly, in the context of ChatGPT, the model permits the analysis of factors such as teachers' familiarity with AI, their professional development experiences, and institutional support. Using TAM as a framework, this examination evaluates the following aspects of teachers' perceptions of ChatGPT:

1. Initial Awareness and Attitudes: Teachers' familiarity with AI tools and their initial impressions of ChatGPT's role in ELT.

2. Perceived Benefits: How teachers perceive ChatGPT's usefulness in lesson planning, language practice, and providing feedback to students.

3. Ease of Use: Teachers' experiences with the accessibility and functionality of ChatGPT in their day-to-day teaching.

4. Concerns and Challenges: Issues related to ethical issues, potential excessive dependence on AI, and the assimilation of ChatGPT into existing pedagogical frameworks.

By focusing on PU and PEU, as well as exploring broader contextual factors, this study objectives to offer a thorough insight of how teachers perceive ChatGPT's potential and limitations in improving language education. These understandings will serve as the basis for identifying strategies to support teachers in successfully incorporating ChatGPT into their classroom practices while tackling possible barriers.

Research on EFL teachers' perceptions of ChatGPT remains limited. However, Derakhshan and Ghiasvand (2024) found that teachers see both positive and negative aspects of the tool. While it can facilitate EFL instruction by generating educational materials and granting swift feedback, it also entails risks to scholarly integrity and may reduce authentic literacy develovment and interpersonal interactions. Other studies (Cotton et al., 2023; Dimitrov, 2023; Farrokhnia et al., 2023) reiterate these concerns, warning that ChatGPT's use could encourage superficial learning, plagiarism, and reduced teacher-student engagement. These problems may be linked to teachers' pedagogical reasoning, professional judgment, and technological pedagogical content knowledge, which affect the way they integrate new technologies within their teaching.

Research by Iqbal et al. (2022) indicates that many teachers continue to be reluctant to incorporate ChatGPT into their classrooms. While some use it occasionally, most demonstrate a careful or negative stance. Their main worries involve the potential for cheating, disruption of traditional learning, and the risk of students outsourcing academic tasks to AI. Nevertheless, teachers acknowledge the benefits of using ChatGPT for lesson planning and delivering immediate feedback. To reduce these risks, experts suggest strategies such as formulating clear usage guidelines, monitoring student interactions with the tool, and encouraging clarity. Although some educators worry about AI's impact on teacher-learner relationships

and job security, others see the possibility of support learner-centered education and assist students with disabilities. However, integrating AI into special education has been hindered by worries regarding its effectiveness, privacy issues, and the requirement for additional investigation (Edwards & Cheok, 2018). AI's potential to offer adapted learning experiences and increase learner participation is clear, but it calls for careful implementation and an understanding of teachers' perspectives.

Reseach by Priyohartono et al (2024) revealed that teachers hold generally a positive attitude toward the technology, with teachers acknowledging its benefits in upgrading classroom instruction. Specifically, ChatGPT has been commended for its ability to generate creative teaching materials, streamline lesson preparation, and furnish individualized learning support, such as helping students improve their grammar and writing skills. Teachers also noted that the tool often offered innovative ideas that exceeded their expectations, rendering it a valuable resource for developing engaging and dynamic lessons.

The impact of ChatGPT on EFL assessment has triggered particular concern. Cotton et al. (2023) argue that the tool has the potential to damage language proficiency assessments through enabling academic dishonesty and neglecting key elements such as paralinguistic features. Teachers' concerns about assessment reliability and validity, as well as their level of digital assessment literacy, influence their acceptance of AI tools for testing purposes. This perspective is consistent with the wider concerns regarding AI's impact on the impartiality and security of online examinations.

The embedding of ChatGPT into EFL research has also drawn criticism. Studies (Gašević et al., 2023; Liebrenz et al., 2023) highlight issues such as false information, high-tech plagiarism, and unethical research practices. These issues arise from ChatGPT's potential to develop content that appears credible but is factually inaccurate. The scholarly identity of EFL instructors, formed by years of research and supervision, may heighten their attentiveness to these risks. Teachers' strong viewpoint toward ChatGPT's role in academic research is guided by their own instructional experiences and professional development.

Despite its difficulties, ChatGPT offers notable benefits for EFL teachers. Research by Derakhshan and Ghiasvand (2024) showed that the tool reduces teachers' workloads, aids in lesson planning, and supports conventional instructional approaches. It can assist in developing assessment rubrics, providing objective and adaptive testing, and offering live feedback on student assignments. Farrokhnia et al. (2023) and other scholars emphasize that ChatGPT's role in EFL education is more pronounced than in other fields, given its focus on language processing. This data implies that AI-based tools like ChatGPT can improve language instruction, especially when teachers have the proper support and training.

The role of ChatGPT in assessment is also significant. Rudolph et al. (2023) note that it supports EFL teachers in creating quizzes, grading writing assignments, promoting self- and peer-assessment, and supplying rapid feedback. However, concerns remain regarding its effect on student creativity, critical thinking, and respect for cultural particularities. Several studies (Buriak et al., 2023; Farrokhnia et al., 2023) caution that ChatGPT's use could inhibit originality, increase reliance on content produced by AI, and diminish the contextual aspects of language learning. The reason for these outcomes may lie in the early-stage development of ChatGPT and teachers' restricted Technological Pedagogical Content Knowledge (TPACK). With ongoing development and better teacher training, these issues could be mitigated in the future

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2.2 Study of the Relevant Research

Several studies have examined the influence of AI tools like ChatGPT on ELT. Nernere & Kastuhandani (2024) studied how in-service English teachers utilize ChatGPT for lesson planning and instructional design. Their findings show that ChatGPT can produce a variety of teaching materials and support adaptive learning, helping teachers save time and increase student engagement. Students generally view ChatGPT positively, appreciating its time-saving and personalized

tutoring benefits, though they encounter difficulties in evaluating source quality and accuracy. This conclusion is supported by a mixed-methods study involving 200 students who completed surveys and 30 who were interviewed.

Al-Khresheh (2024) studied teachers' views on ChatGPT's role in ELT. The results showed that teachers see its potential for supporting personalized learning, but they worry about overuse, especially in writing tasks where students might misuse it for plagiarism. Teachers stressed the need for clear guidelines and promoting ethical use of AI tools among students.

Other research has examined ChatGPT's application in language assessment. Rudolph et al. (2023) highlighted that ChatGPT can assist EFL teachers in creating tests and quizzes, evaluating student writing, and offering instant feedback. Nonetheless, concerns about its responses such as bias, inaccuracies, and a limited grasp of human context have led to recommendations for human oversight in assessment procedures (Shakil & Siddiq, 2024).

These previous studies show that teachers play a critical role in maximizing the benefits of ChatGPT while mitigating its limitations. Professional development and AI literacy are essential to ensuring the effective integration of AI tools like ChatGPT in ELT.

In the context of this study, the primary focus is to explore the experiences and perceptions of English teachers regarding the use of ChatGPT. Unlike previous research, this study aims to investigate how teachers perceive ChatGPT in terms of practical benefits, challenges and concerns, technology adoption on their perceptions of the usefulness (PU) and ease of use (PEU) of ChatGPT, based on the Technology Acceptance Model (TAM). This research lies in its focus on understanding how teachers' real-life experiences influence their acceptance and its practical implications in English Language Teaching and use of ChatGPT in the specific context of ELT, including how this tool can be integrated into teaching practices while addressing its limitations