

Teaching and Learning Languages with ChatGPT: Challenges and Opportunities in Multilingual Classrooms in Higher Education

Hyunjoo Moon¹, Yesung Chung², Adah Ward Randolph³

¹ Ohio University, United States. e-mail: hm342821@ohio.edu

² Ohio University, United States. e-mail: jys092001@gmail.com

³ Ohio University, United States. e-mail: wardrand@ohio.edu

Received 22 February 2025 | Received in revised form 11 March 2025 | Accepted 22 March 2025

ARTICLE INFO	ABSTRACT
<p>Keywords: ChatGPT, Higher education, Language teacher perceptions and experiences, Multilingual language education, Phenomenological case study</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v10i1.1991</p> <p>How to cite: Moon, H., Chung, Y., & Randolph, A. W. (2025). Teaching and Learning Languages with ChatGPT: Challenges and Opportunities in Multilingual Classrooms in Higher Education. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 10(1), 207-223</p>	<p>While there is a growing body of research on the role of ChatGPT in English language teaching and learning, its application in diverse language education remains underexplored. This study addresses this gap by examining how language instructors of non-English languages integrate ChatGPT into their teaching practices. Adopting a phenomenological case study approach, we explored the lived experiences and perceptions of 13 language instructors at a Midwestern U.S. university. Participants were purposefully selected based on three criteria: (1) they taught their native language as a second or foreign language in higher education; (2) they attended a workshop on ChatGPT facilitated by the research team; and (3) they were non-native English speakers who had used ChatGPT for their own English learning. Data were collected through semi-structured interviews conducted one month after the workshop. Interviews were recorded, transcribed, and thematically analyzed following Braun and Clarke's (2006) six-step process. The analysis revealed how participants used ChatGPT to support language instruction and learning, the perceived benefits and challenges of ChatGPT in multilingual contexts, and evolving teacher roles in the era of AI. Findings underscore the need to expand ChatGPT's multilingual capabilities and support educators in integrating AI responsibly and effectively. This study contributes practical insights into how AI tools can complement human instruction in diverse language classrooms and inform institutional support and policy development for AI integration in higher education.</p>

1. Introduction

When OpenAI released ChatGPT to the public in November 2022, many educators were consumed by a mix of fear, concern, and anticipation for the changes that this technology

would bring to education. Considering ChatGPT's ability to closely emulate human interactions and provide answers based on vast amounts of data (Khalil & Er, 2023; Schwitzgebel et al, 2023), language educators, in particular, began to examine how this technology brings about transformative changes in the field of language education (Hossain, & Al Younus, 2025; Huang et al., 2022; Kostka & Toncelli, 2023; Meniado, 2023). Before the introduction of AI technology, language education faced challenges in achieving effectiveness due to limited personalized feedback, a lack of opportunities to practice output, and insufficient access to real-life language examples (Woodworth & Barkaoui, 2020; Vellenga, 2004). However, with the advent of AI technology, language teachers became excited about its potential to address many of these issues (Hong, 2023).

There has been ample amount of research on AI integration in English language education as a second or foreign language. (Akanda, et al., 2024; Baskara & Mukarto, 2023; George & George, 2023; Huang et al., 2022; Kostka & Toncelli, 2023; Meniado, 2023). However, there is relatively limited research on its application in non-English language education. To address this gap, we embarked on a study to explore ChatGPT's potential as a teaching and learning assistant in non-English language education. Specifically, we investigated how language educators have been utilizing ChatGPT in their language teaching and learning practices and how they perceive its benefits and limitations and their evolving role as language teachers in the age of AI. The scope of this paper is restricted to ChatGPT, with emphasis placed on exploring its potential applications and implications in non-English language instruction and practice. This paper aims to contribute to the existing body of knowledge by exploring the potential benefits and challenges of incorporating ChatGPT into non-English language courses and programs in higher education and promoting the comprehensive development of ChatGPT in terms of multilanguage.

2. Literature Review

2.1 What is ChatGPT?

ChatGPT is a large language model developed by artificial intelligence research firm OpenAI (Baidoo-Anu & Owusu Ansah, 2023). This groundbreaking platform leverages natural language processing (NLP) and machine learning (ML) algorithms, allowing users to interact with machines conversationally (Rico, 2021). This platform opens new possibilities for applications across education. ChatGPT enables users to engage with an AI system through text-based conversation (George & George, 2023). It can understand natural language questions, provide answers, generate text and summaries, and even communicate across various languages, including those with limited resources (Rudolph et al., 2023).

2.2 The Capabilities of ChatGPT in Foreign Language Education

ChatGPT's ability to generate text makes it a valuable tool for language education. Educators can leverage ChatGPT to create learning materials (Baskara & Mukarto, 2023). As it can generate diverse language resources, from sentences and paragraphs across various genres, this helps language learners to be exposed to different grammar rules, vocabulary, and real-world language usage, enriching their learning experience (Huang & Li, 2023).

Moreover, ChatGPT can generate multiple conversation threads, enabling more natural and realistic interactions between users and the bot (George & George, 2023). Automated question-and-answer systems of ChatGPT, which rely on natural language processing, aim to respond to user inquiries. This system creates simulated natural language conversations,

enabling students to practice and test out language they learned (Huang & Li, 2023). According to Jahan et al. (2023) having realistic dialogues with ChatGPT can provide learners with authentic language use examples. Learners can observe how language is being used within context while conversing with ChatGPT. It helps learners expand vocabulary, grammar and pragmatic knowledge. Also, unlike human language learning partners, ChatGPT serves as an ideal conversational partner available anytime and anywhere (Akanda et al., 2024). Learners can freely practice and develop their communication skills by engaging with ChatGPT as often as they like at any time.

ChatGPT offers powerful text summarization. This feature helps students grasp the main idea of the text in a short period of time (Huang & Li, 2023). By reducing reading time and effort, learners can efficiently process a large volume of reading materials.

In addition, ChatGPT's language translation capabilities offer an innovative approach to learning a second or foreign language (Jiao et al., 2023). The language translation feature is highly beneficial for language learners in learning how to express their thoughts in the target language. Learners can input text in their native language and have ChatGPT translate it into target language. Conversely, when they encounter any difficult text they cannot understand they can use ChatGPT to translate it into their native language (Baskara & Mukarto, 2023).

2.3 Potential Benefits of Integrating ChatGPT in Language Learning and Teaching

Integrating ChatGPT into language learning and teaching offers numerous benefits to language teachers and learners. It can serve as an assistant to teachers throughout the teaching process, offering a wide range of resources and support to help improve the effectiveness and efficiency of teaching and learning (Akanda, et al., 2024; Bekou, 2024).

First, ChatGPT enables a personalized and adaptive approach to language learning. (ElSayary, 2023) By harnessing ChatGPT, language educators can create lesson plans and materials tailored to each learner's needs, interests, skills, and preferences, enhancing the effectiveness and engagement of language instruction (Akanda, et al., 2024; Zhai, 2022). By using ChatGPT, teachers can easily create level-differentiated language learning materials, including vocabulary lists, conversation practice, grammar lessons, and other resources suited for different stages of language learning. These materials ensure an individualized learning experience unlike traditional paper books and training courses (Huang & Li, 2023). Also, targeted practice activities that align with learners' proficiency levels boost learners' language abilities and cultivate a positive attitude toward continuous learning (Baskara & Mukarto, 2023; Chen et al., 2020; Winkler and Sollner, 2018). Learners can spend their time more effectively and efficiently by focusing on areas where they need to develop, fostering a sense of accomplishment as they observe their progress.

Second, language teachers and learners have easy access to authentic language resources by harnessing ChatGPT (Jahan et al., 2023). ChatGPT can generate authentic language materials, such as dialogues, news articles, or reading passages. Language teachers can provide learners with authentic language exposure by using ChatGPT, enhancing their reading comprehension skills and overall language proficiency (Baskara & Mukarto, 2023). This solves the problem of the traditional textbooks, which have limited language resources and include unnatural language because of direct translation (Vellenga, 2004).

Third, ChatGPT helps teachers save valuable time on grading and providing feedback (Guo & Wang, 2024). By automating the grading process, ChatGPT allows teachers to assess

student work more efficiently and provide targeted feedback based on learning objectives, eliminating the need to manually review each assignment (George & George, 2023; Huang & Li, 2023). This frees up teachers' time to focus on other important tasks.

Lastly, ChatGPT serves as an assistant for language learners by guiding them through the writing process and conversation exercises. ChatGPT helps students improve their writing skills by suggesting natural language expressions and providing diverse perspectives on writing topics. It also provides high-quality corrections and revision suggestions, making it an effective tool for language learning (Hossain, & Al Younus; 2025; Guo & Wang, 2024). Additionally, ChatGPT provides ample opportunities for language practice, thereby assisting language learners in addressing language communication and usage challenges (Zhang & Hong, 2023). Unlike the traditional language classroom, which often has limited time for communication exercises, ChatGPT allows learners to be engaged in a realistic environment to converse in a foreign language at any time (Huang & Li, 2023). Also, learners can benefit from immediate, real-time feedback, allowing them to quickly recognize areas of improvement and progress (Kostka & Toncelli, 2023).

2.4 Limitations and Challenges of Using ChatGPT

Despite all the benefits of ChatGPT in language learning and teaching, there are limitations and challenges educators should be aware of. First, ChatGPT can provide biased or inappropriate content (Atlas, 2023; Qadir, 2023; Sallam, 2023; Zhuo et al., 2023). This issue stems from the model's training data, which may include biased or discriminatory language (Hacker et al., 2023). Biases and stereotypes from the original data lead to the potential output that could be sexist, racist, or offensive to certain cultures. Thus, ensuring diverse and inclusive data is essential to mitigate this risk (Baskara & Mukarto, 2023).

Second, hallucination is another serious problem of generative AI technology. The potential to generate incorrect or misleading information (Borji, 2023) could limit the effectiveness of chatbots in enhancing students' performance (Huang et al., 2022). Such misinformation can result in confusion or cognitive challenges for learners (Huang & Li, 2023).

Third, ChatGPT may encounter difficulties in conveying more complex or abstract concepts. This is due to the predominant conversational nature of its training data (Baskara & Mukarto, 2023). Conversational data often lacks the depth and specificity needed for highly theoretical or abstract topics. Thus, the response of ChatGPT may oversimplify explanations or miss nuances. This limitation can pose challenges in educational settings where accuracy and depth are crucial. Additionally, ChatGPT may not possess the same cultural awareness and understanding of appropriate language use within context as a human language teacher would have (Atlas, 2023; Susnjak, 2022).

Fourth, one commonly reported technological challenge of chatbots is the unnaturalness of computer-generated voice (Goda et al., 2014; Tegos et al., 2014). With advancements in text-to-speech technology, chatbots are now able to more closely emulate human-like voice, however, they still fall short of fully replicating the natural human voice. This limitation may diminish the effectiveness of ChatGPT's read-aloud feature, which otherwise offers great benefits for language learners.

Fifth, ChatGPT has limitations in its capabilities in non-English language. Huang & Li (2023) noted that ChatGPT is less proficient in Chinese compared to English and biases exist in Chinese-English translation. These limitations may cause comprehension difficulties for non-

native Chinese learners and introduce cognitive biases among native Chinese learners. This issue arises from the limited volume of data trained in ChatGPT in certain languages. ChatGPT is predominantly trained by English language data (Style Factory, 2025). As a result, it provides different user experiences to other language learners and speakers.

Lastly, ChatGPT raises concerns about academic integrity as well (Bin-Nashwan et al., 2023). Students may use ChatGPT to cheat or write assignments and essays on their behalf. It is already emerging in educational settings, especially at the university level. A U.S. survey revealed that 89% of university students admitted to using ChatGPT, and many teachers found it challenging to determine if an assignment was done by ChatGPT (Huang & Li, 2023). That is why higher education institutions have had a heated discussion on whether professors should allow their students to use ChatGPT for their learning and assignments or not (Xia et al., 2023). Having a clear AI-related policy for a course has become essential to prevent any possible misuse or overuse of AI technology.

2.5 Teachers' Role in the Era of AI

AI technology is rapidly reshaping traditional teaching methods and pedagogical approaches, requiring teachers to adapt to evolving demands in today's educational landscape (Chen et al., 2023). To navigate this evolving educational landscape, teachers need to reimagine their roles (Yang, 2024). In the context of language education, the role of the foreign language teacher is shifting from 'dialogue partner' or 'feedback provider' to a monitor or supporter in the learning process (Huang & Li, 2023). Komminoth (2023) emphasized that teachers are not only the transmitters of knowledge, but also the guides and nurturers of students' all-round development. This includes supporting students' cognitive and emotional growth, designing engaging classroom activities, and making data-informed pedagogical decisions using AI-generated insights (Huang & Li, 2023).

With the growing presence of AI in education, concerns have arisen about the potential replacement of human teachers (Baskara & Mukarto, 2023; Huang & Li, 2023). However, ChatGPT still lacks the critical and creative problem-solving abilities of a real person, who isn't limited to preprogrammed algorithms (George et al., 2021). Thus, most experts agree that robots would require significant technological advancements before they could fully replace humans in every field (George & George, 2023).

More importantly, the human language teacher brings irreplaceable value to the learning experience. Teachers can motivate and inspire students to learn by building meaningful relationships with them. Also, teachers can effectively guide students through face-to-face communication and personal interaction (Huang & Li, 2023).

2.6 Research Questions

The purpose of this study is to discover ChatGPT's potential as an assistant tool for diverse language teaching and learning. By exploring non-English language teachers' experiences with ChatGPT, this study will identify its potentials and limitations from multilingual perspective, contributing to the discourse about the development plan to embrace multilingual capabilities of ChatGPT. This study is motivated by the following research questions:

1. How did diverse language teachers apply ChatGPT to their language teaching and learning after attending a workshop on ChatGPT?
2. How did diverse language teachers perceive the benefits and limitations of using

ChatGPT in language teaching and learning after participation in a ChatGPT workshop,?

3. How do diverse language teachers perceive their roles as educators in the age of AI?

3. Research Methodology

3.1 Research Design

This research study adopts a phenomenological case study approach, exploring language teachers' experiences and perceptions with a large language model, ChatGPT 3.5. Through semi-structured interviews, researchers examined language teachers' lived experiences with ChatGPT 3.5 as a tool for language teaching and learning and their perceived benefits and challenges. The focus is on understanding ChatGPT's usefulness in diverse language education: its applications in language learning and teaching practices and its language-specific challenges. This study hopes to provide valuable insight into the practical implications of ChatGPT for diverse language education.

3.2 Participants and Contexts

The workshop titled *"Leveraging ChatGPT for Language Teaching and Learning"* was delivered for foreign language instructors at a Midwestern University by a research team. The workshop focused on teaching prompt engineering strategies, exploring the diverse capabilities of ChatGPT, and providing practical guidance on using ChatGPT to create teaching materials and design personalized learning activities. Following the workshop, the research team invited attendees to participate in a study. The criteria for selecting the participants included: 1) teachers who have taught their native language as a second or foreign language at the University level for at least a semester. 2) they attended the ChatGPT workshop provided by the research team. 3) they are non-native English speakers who have used ChatGPT to learn English. In other words, participants should be language teachers and language learners themselves as well. 80% of the attendees, totaling 13 language teachers, agreed to participate. These participants represented a diverse range of languages, including Swahili, Akan, Thai, Chinese, Japanese, Arabic, and Indonesian.

Table 1: Demographic of participants

Pseudonym	Language they teach	Yeas of Teaching
Andrew	Arabic	9 years
Maya	Japanese	6 months
Hayden	Japanese	6 months
Queen	Swahili	2 years
Kendall	Swahili	3 years
Sadie	Japanese	1 year
Brooke	Akan	2 years
Mason	Japanese	6 months
Zoe	Chinese	1 year
Ryan	Chinese	2 years
Yosef	Arabic	6 years
Paige	Thai	23 years
Alexander	Indonesian	9 years

3.3 Instruments

Online interviews were conducted a month after the workshop. Each participant participated in a semi-structured interview via Microsoft Teams for about 40-50 minutes. In the interview, we asked them about 1) years of language teaching experiences, 2) languages they have taught in higher education, 3) their extent of experiences with ChatGPT in their language learning and teaching, their perceptions about the benefits, interesting discoveries, and limitations of ChatGPT in language learning and teaching, and 4) their thoughts of teachers' role in the era of generative AI. All the interview data was recorded and transcribed by Microsoft Teams with the participants' consent. The transcripts were checked to ensure the credibility of the data and securely stored in the research Team's One Drive (Saldana & Omasta, 2016).

3.4 Data Analysis

For data analysis, the authors followed the six-step procedures of thematic analysis (Braun & Clarke, 2006). We immersed ourselves in the data to gain an in-depth understanding and then generated initial codes. After coding, the following themes emerged from the data: (1) Applications of ChatGPT for language learning and teaching, (2) Benefits of ChatGPT in Language Teaching and Learning, (3) Language Specific Limitations, and (4) Irreplaceable Role of Human Language Teachers. These themes shed light on how teachers of diverse languages perceive the usefulness of ChatGPT in their language learning and teaching practices. It is worthwhile to pay attention to perspectives from multilingual educators on these themes since their perspectives and experiences have not been fully heard so far.

4. Results

4.1 ChatGPT for Language Learning and Teaching Development

The research participants were non-native English speakers teaching their native languages in the USA. They shared their experiences of using ChatGPT for their English development as well as their applications of ChatGPT into teaching practices. Firstly, they stated diverse ways of using ChatGPT to improve their English in aspects of reading, writing, vocabulary and speaking. For reading, they have used ChatGPT to get help in reading comprehension by asking it to restate what the text meant in easier words or to provide a summary.

I use some AI tools to just get the themes of the article I'm reading or a book I'm trying to understand. It makes the text simplified for me. (Brooke)

I used ChatGPT when I wanted to see if my understanding was correct or not. (Paige)

I use ChatGPT when I'm not sure about something technical terms. (Maya)

For writing support, they used ChatGPT for brainstorming, proofreading, rephrasing, paraphrasing, and improving their writing regarding clarity, redundancy, and organization. They noted that ChatGPT was useful for crafting emails as well.

I used it to rephrase emails. If I wanted it to be more formal. (Queen)

Almost every day I write emails to my students. Sometimes I feel like my English is not too accurate, especially if they are grammatically correct or not. So I asked ChatGPT to rewrite them and change them in more polite way, more interesting way ..more warm way. (Ryan)

I use ChatGPT to revise my sentences sometimes. (Maya)

Personally I use it a lot for brainstorming, outline, proofread my work, recheck vocabulary, grammar, clarity, cohesion. (Kendall)

I ask chatGPT to revise what I have just written. Some words I may have already known the words, but I'm not that, uh, like use that quite often, but the ChatGPT reminds me of those vocabulary. (Zoe)

ChatGPT also served as a comprehensive dictionary, assisting with spelling, example sentences, synonyms, and proper usage. As Mason noted:

Before ChatGPT, I needed to search that information through different dictionaries. It took time and effort to collect important information about usages and collocations of vocabulary. However, ChatGPT provides all that information in one place in a few seconds

Furthermore, due to its interactive nature, ChatGPT functions as a conversational partner. Some participants used it to practice speaking by engaging in a conversation with ChatGPT through mobile app or voice control Chrome extension. They also mentioned that interacting with ChatGPT exposed them to new expressions and grammar structures, contributing to language development.

ChatGPT gives me different grammatical structure or word choice that I've not frequently used before. So sometimes I learn new grammatical structures, new words, new expressions ... you become to acquire them as you see them a lot often. (Ryan)

In addition to that, teacher participants utilized ChatGPT to design their lessons and create teaching materials. They found it to be a significant time-saver and a reference resource. Before using ChatGPT, developing comprehension questions, quizzes, designing lessons, and creating activities required significant time and effort. However, with ChatGPT's support, teaching preparations have become more efficient and streamlined. More specifically, they used ChatGPT to generate comprehension questions for listening or reading materials, craft grammar exercises, and generate sample dialogue, text, or sentences.

I used ChatGPT to help me generate extra questions for my listening quiz. Create a like a, A some sort of activity. I asked to generate me like a matching exercise. (Andrew)

I created learning material with ChatGPT for Japanese class. I tried to make speaking activity. I got ideas for speaking topics with grammar points or something. (Sadie)

I generated dialogue when creating teaching materials for Swahili. Since swahili is used in different countries, each country has different usage. ChatGPT is helpful to know what country uses what words. (kendall)

Like uh, in Chinese, we have the tone marks and it's difficult to type and it's kind of time consuming. Every time I try to type 4 different tones, so I just use chatGPT like. Can you add tone marks for the character? And it's very easy. (Zoe)

Even though a few adjustments were needed, teachers were also able to get help with creating a rubric for assessment. As Yosef noted, 'I use it for rubric formation with few adjustments here and there.'

4.2 Benefits and Limitations of ChatGPT

ChatGPT is a valuable tool for both language teachers and language learners, as it saves time in teaching preparation, supports novice teachers in designing lessons, serves as a language practice partner, offering a judgment-free environment for meaningful language practice 24/7. A common point raised by all participants was that ChatGPT saves teachers a lot of time. ChatGPT lessens teachers' burden in creating teaching materials and providing activity ideas and lesson plans when they face challenges generating creative lesson ideas.

I don't know everything, so it is helpful to get information I need to teach especially when I generate short text, ChatGPT is good for generating tailored text to learners' fluency level. (Kendall)

It can save a lot of time. When we want to create learning materials, oftentimes we used to do was like we needed to go online and try to find useful resources and it's time consuming. ChatGPT generate learning materials really quickly and what we need to do is just and revise and check, you know, we can get good idea like when we kind of get stuck maybe especially like for novice teachers they are like I don't know how we can teach. (Hayden)

ChatGPT serves as an experienced mentor teacher providing guidance on lesson plans as Hayden mentioned above. In addition, ChatGPT serves as an excellent language partner. As noted as follows:

ChatGPT provides a safe environment for students to practice their language without interacting with actual people. Free from judgment, produce as much output as they wish, free to take risks in using vocabulary they have avoid using because they're unsure, free to make mistakes. (Mason)

It would be very interactive, you know, and instead of two students that might get stuck. ChatGPT will never get stuck with you as it will always write back to you. (Andrew)

Students could practice speaking outside of class. It can be really useful for those who do not have access to native speakers. (Hayden)

Students become more at ease at making mistakes, which is a great benefit in language learning (Griffiths & Slavkov, 2021; Tojidinova & Muhayyo, 2023). In language learning, meaningful interaction in the target language is crucial since it allows learners to negotiate meanings and experiment with new language forms (Adam, 2018; Loewen & Sato, 2018). Andrew also pointed out that 'ChatGPT is available 24/7 anytime, anywhere learners wish to practice the language.' Thus, it provides unprecedented practice availability to language learners.

However, there are limitations we need to note. Given that the majority of ChatGPT's data is in English, outputs in languages other than English have been found to have greater limitations, as observed through diverse language teachers' exploration.

Japanese

It was discovered that language output from ChatGPT was unauthentic due to inappropriate registers and limitations in translation skills in ChatGPT. Maya noticed that 'ChatGPT's

response was sometimes too polite or too formal in the considered context.' Also, Hayden mentioned that 'Japanese output from ChatGPT sounds like a literal translation from English to Japanese, not a natural use of Japanese,' and 'authentic conversations are difficult to learn from ChatGPT.'

Swahili

ChatGPT demonstrates inaccuracies when generating Swahili language outputs. Queen shared her experiences with voice interactions, describing the results as highly unsatisfactory. 'The transcription of Swahili was incorrect.' Queen and Kendall also noticed incorrect use of words and sentence structure in Swahili. As Kendall stated,

It gives you a word and a meaning, and that word doesn't exist in Swahili. Incorrect information about the word meaning in Swahili...Not actual Swahili sentence structure but using English sentence structure just translating it into Swahili.

They mentioned that ChatGPT uses English language structure to compose Swahili sentences which generate ungrammatical sentences in Swahili. They also noticed that ChatGPT uses some words that do not exist in Swahili at all. When they asked further, ChatGPT provided incorrect information about the word's meanings.

Akan

Akan instructors, Brooke pointed out that ChatGPT often gets the Akan alphabet wrong. The Akan language has a different alphabet from English, but ChatGPT produced English-like alphabets, missing the subtle differences in Akan letters. As he pointed out,

If ChatGPT have Akan alphabet, that would be great, but it doesn't have, just some. We use the normal Romanized ABCD, but we don't have some letters like J, C, Q. We have other alphabets instead, which ChatGPT doesn't have. So when I experimented with ChatGPT in Akan, the letter 'here' the vowel was wrong. There should be another vowel in there, so if I'm to rely on it 100% now, do you agree I'll be misled?

ChatGPT uses a romanized alphabet system, but some letters are not included. Specifically, ChatGPT made mistakes in producing the right vowels in producing Akan. He also mentioned that ChatGPT lacks an understanding of how language interactions occur in Africa:

For example, when people are buying and selling something at a store, there are cultural manners they follow during exchanges, but ChatGPT generated dialogue without considering this cultural understanding.

He expressed concerns that ChatGPT's inability to accurately reflect the cultural nuances of the Akan language could lead to awkward and inappropriate usage.

Arabic

Arabic instructors also noticed grammatical errors and incorrect word choices in ChatGPT's output. As Yosef reflected,

With Arabic, there are certain rules of grammar rules. That's ChatGPT may be missing or some points there not appropriate. Each vocabulary means something different in a particular context or there's suitable context to use. ... You have to be very careful with the structure And whole in-depth consideration of context is needed when you are using words.

Arabic instructors found that ChatGPT demonstrated incorrect grammar structures. Additionally, in Arabic, vocabulary can have different meanings in the context in which it is used. Therefore, having an in-depth understanding of context is important for understanding words. However, ChatGPT lacks the ability to fully grasp the different meanings of words in specific contexts.

Chinese

Chinese instructors mentioned that many words in Chinese sound very similar but have different meanings or use the same pronunciation with different tones. Zoe stated that 'ChatGPT is not good enough at distinguishing these differences.' Also, Chinese instructors experimented with ChatGPT to see if it could correct Chinese grammar errors. They provided a text full of errors in Chinese and asked ChatGPT to correct it. However, ChatGPT could not detect all the errors. As Ryan noted, 'the major inaccuracy was discovered in the strokes, and there were some phrases that should not be used in certain type of sentences, but ChatGPT failed to identify them.' Additionally, ChatGPT often restated the sentence with a completely different meaning. Moreover, they highlighted concerns about learning Chinese through ChatGPT since learners lose chances to practice writing Chinese characters. As Zoe said,

Unlike English, the Chinese writing system is logographic. Therefore, physical writing practice is essential for improving their understanding of the language. Also writing practice is crucial for reading fluency. Students who do not practice writing characters are slower at recognizing and reading them. Thus, technology such as ChatGPT can lead to a reluctance to physically write, ultimately hindering progress in both reading and writing skills.

Thai/ Indonesian

Thai and Indonesian instructors noted that ChatGPT's output in their languages sounds robotic and inauthentic. As Paige noted, 'It was clear that the responses were generated by a machine, as no one would naturally speak the way ChatGPT does in our culture.'

Alexander also mentioned that,

ChatGPT might be more effective for lower-level Indonesian learners but not for advanced learners. For lower-level interaction, ChatGPT makes minimal mistakes, however, as sentence structures become more complex, ChatGPT tends to rely on direct translation from English, leading to inaccuracies.

He could tell Indonesian sentence structures are strictly derived from English at an advanced level highlighting 'It does make sense, but it is not how we say it.' Additionally, both Thai and Indonesian have different sets of vocabulary depending on to whom you speak. However, ChatGPT lacked this sociolinguistic understanding, which resulted in inappropriate or incorrect language use.

4.3 Complementary Role of ChatGPT and Human Language Teachers

ChatGPT offers powerful capabilities that human language teachers cannot replicate. Teachers pointed out that ChatGPT can provide instant response 24/7 which human teachers cannot. Also, ChatGPT has a vast amount of data compared to human teachers. With its extensive dataset, it can generate responses across a wide range of topics and explanations that human teachers might not always provide. In addition, ChatGPT can provide

personalized practice opportunities. Normally, in language classes, students may not always get personalized feedback or get enough chances to practice speaking. ChatGPT can serve as a language partner as much as they wish.

Despite ChatGPT's impressive capabilities, all the teacher participants firmly believed that the role of human language teachers remains irreplaceable. First, only human beings can interact with students with emotions. Andrew stated that:

Human teachers have empathy to understand what emotional support their students need in their learning process. Human teachers provide encouragement, recognition, and motivation in a timely manner while observing their learning journey.

Second, human teachers have more holistic understanding about learners such as their personality, learning preferences, personal challenges, and their overall language competence. Ryan elaborated on this point:

I feel like I need to remember the basic information of each student if this Student is very introvert, extrovert and what they like for their hobbies, that is very useful for engagement in activities. knowing more about your students is important in teaching.

Third, human teachers are better equipped to provide contextually appropriate language instruction, incorporating cultural norms and social rules into their teaching. This understanding helps students not only learn the language but also navigate its use in real-world, culturally specific scenarios, which ChatGPT currently struggles to achieve.

Maybe like recently I showed them Japanese drama on the Netflix and after watching that drama, I explained the cultural aspects on about the certain scenes. like umm, like the products in the drama. So I think that can be made only by teachers. (Mason)

I think the human factor is needed because we understand the cultures, we understand context better and you know pragmatic aspects of language. translation just goes beyond, uh, changing the words of the original text to the target language. (Queen)

Communicating without cultural understanding could offend the listener. If the person is offended, I'm not sure if the person would be willing to communicate further or generally open up. If you are having the intention of visiting Ghana or visiting Ivory Coast ... you might as well have to learn the culture. Learning the culture, like teaching the culture is what teachers can do for students. (Brooke)

Fourth, human teachers excel in correcting and demonstrating pronunciation and intonation. Voice recognition and ChatGPT-generated voices are still not fully developed and often feel quite robotic.

Human teachers do a better job in providing feedback especially for improving students speaking skill. I think I can only do pronunciation corrections, Intonations. And sometimes words pronounce differently in a different grammatical structure. It exists in all the language when you change your tone to say the same sentence, you are expressing different ideas and emotions. Sometimes it could be really positive and sometimes it could be sarcastic ... If I want to use the word sarcastic, but generative

AI doesn't know if you said in a sarcastic manner. But you humans know what I'm trying to say. Human teachers can definitely point out the tone, the pragmatic tone, like whether this person is being real or sarcastic, right? (Ryan)

Fifth, only human teachers can address non-verbal aspects of language such as eye contact, gestures and facial expressions. In real life communication, significant messages are conveyed not only through verbal languages but also through non-verbal cues. Thus, observing teachers' demonstrations and practicing language with humans provides opportunities to learn both verbal and non-verbal aspects of language.

Either eye contact, gesture, tone and everything that ability needs to be learned by human interactions with human. ... there is a gesture being produced, or unspoken clue being produced and interpreted ... that aspect of human to human interaction really plays a vital role in language learning and it is something that AI has not yet able to tackle yet. (Alexander)

Lastly, teachers mentioned the importance of relationships between students and teachers in the process of learning language. This perspective is supported by Gan (2021), who highlighted that the teacher and student relationship plays a critical role in fostering student engagement, motivation, and language learning success.

I think learners still prefer human contact. Human interaction Umm, I think the pandemic has hit people hard. Like I don't want to live in isolation, like even if ChatGPT can help our language learning I still want to have a human interaction like I want to to hear what my teacher is going to say about this. I think everyone has a need to express and also want to be heard, to be seen and I think of the classroom teaching offers such an opportunity, especially for the younger generations. (Zoe)

Therefore, in the age of AI, it is important to understand the complementary role of ChatGPT and human language teachers. Kostka & Toncelli (2023) highlighted that ChatGPT can play a supportive role in language teaching while human language teachers have an indispensable role. Therefore, language teachers should be open-minded to understand how ChatGPT can support teachers and students in language teaching and learning and try to leverage this technology to the fullest extent (Yang, 2024). Finding the most effective ways to integrate ChatGPT in addressing the gaps in human language teaching will become a critical task for language teachers.

5. Discussion

The findings highlight the significant potential of ChatGPT as both a language learning and a teaching aid. Language teachers reported that ChatGPT serves as a valuable resource for their own English development by aiding in reading comprehension, writing, vocabulary and conversational practice (Guo & wang, 2023; Hossain & Al Younus, 2025; Yeasmin & Al Younus, 2025). Moreover, they emphasized that its usefulness during lesson planning and teaching preparation (Majeed et al., 2023). Teachers were particularly satisfied with its capability to generate tailored learning resources based on student language levels (George & George; 2023; Huang & Li, 2023).

However, while ChatGPT offers significant advantages, its limitations are especially evident in less widely represented linguistic and cultural contexts. Instructors teaching languages

other than English identified key challenges such as inauthentic language use, grammatical inaccuracies, unnatural voice assistant, and a lack of cultural and social linguistic understanding (Atlas, 2023; Susnjak, 2022; Goda et al., 2014; Tegos et al., 2014). These shortcomings pose significant barriers to ChatGPT integration in their language instructions. Also, language learners, too, need to be cautious with the information they get from ChatGPT. They need to be mindful of these limitations and verify the information provided by ChatGPT through qualified human teachers and other reliable sources (Borji, 2023; Huang & Li, 2023).

To address limitations regarding non-English languages, efforts should be made to include more diverse language data in its training, which could significantly enhance its potential for supporting language learning in various linguistic contexts (Baskara & Mukarto, 2023). However, this is a complex challenge—particularly for many African and Indigenous languages that lack substantial written resources online. This issue goes beyond the scope of OpenAI's efforts alone and requires broader collaboration to create and digitize linguistic resources for these underrepresented languages.

Given these challenges, the role of human teachers remains essential in language education. While ChatGPT brings unprecedented accessibility, responsiveness, and data-driven capabilities, it lacks the human ability to foster emotional connections, respond to nuanced learner needs, and guide students through culturally rich, context-sensitive language learning experiences (Rudolph et al., 2023; ElSayary, 2024; Lo, 2023). Since human teachers and ChatGPT serve complementary functions, students can benefit most when educators skillfully incorporate ChatGPT into their instruction, leveraging the strengths of both (Kengam, 2020).

6. Conclusion

The result of the study suggests that ChatGPT has numerous potential to assist language teachers and learners. However, the capabilities of ChatGPT showed differently according to languages. It is discovered that for non-English languages, ChatGPT provides inaccurate or unnatural language. This result derives from the lack of trained data in ChatGPT. Because of these limitations of ChatGPT, language teachers of non-English languages are yet to integrate ChatGPT confidently. Instead, they emphasize the irreplaceable role of human teachers in language learning while collaborating with ChatGPT when needed.

The data in this research is based on ChatGPT version 3.5, which may differ from the capabilities of the current version of ChatGPT. Newer versions of ChatGPT may offer expanded functionalities and improved performance when it comes to multilanguage. Therefore, further research on the utility of the latest version of ChatGPT for diverse language learning contexts is highly recommended to explore its potential and limitations.

Acknowledgement

We would like to extend our sincere gratitude to Dr. Greg Kessler, who played a pivotal role as one of the workshop presenters. His expertise, dedication, and insightful contributions were instrumental in the success of the workshops. Dr. Greg Kessler's contributions to the workshops are sincerely appreciated.

References

- Adams, R. (2018). Enhancing student interaction in the language classroom: Part of the Cambridge papers in ELT series. Cambridge: Cambridge University Press. Retrieved December, 9, 2020.
- Atlas, S. (2023). ChatGPT for Higher Education and Professional Development: A Guide to Conversational AI.
- Akanda, F., Suchona, I. J., & Shorn, S. A. (2024). Evaluating ChatGPT's influence on English language teaching and learning in Bangladesh: Insights from teachers and students. Available at SSRN 5006965.
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, 7(1), 52-62.
- Baskara, R., Mukarto, M. (2023). Exploring the Implications of ChatGPT for Language Learning in Higher Education. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 7(2), 343-358 <http://dx.doi.org/10.21093/ijeltal.v7i2.1387>
- Bekou, A., Ben Mhamed, M., & Assissou, K. (2024). Exploring opportunities and challenges of using ChatGPT in English language teaching (ELT) in Morocco. *Focus on ELT Journal*, 6(1), 87-106. <https://doi.org/10.14744/felt.6.1.7>
- Bin-Nashwan, S. A., Sadallah, M., & Bouteraa, M. (2023). Use of ChatGPT in academia: Academic integrity hangs in the balance. *Technology in Society*, 75, 102370.
- Borji, A. (2023). A Categorical Archive of ChatGPT Failures. ArXiv:2302.03494.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *Ieee Access*, 8, 75264-75278.
- Diyora, T., & Umarova, M. (2023). Risk-Taking and Self-Confidence in Language Learning. *Spectrum Journal of Innovation, Reforms and Development*, 14, 111-117.
- ElSayary, A. 2024. "An Investigation of Teachers' Perceptions of Using ChatGPT as a Supporting Tool for Teaching and Learning in the Digital Era." *Journal of Computer Assisted Learning* 40, no. 3: 931-945. <https://doi-org.proxy.library.ohio.edu/10.1111/jcal.12926>.
- Gan S. (2021). The Role of Teacher-Student Relatedness and Teachers' Engagement on Students' Engagement in EFL Classrooms. *Frontiers in psychology*, 12, 745435. <https://doi.org/10.3389/fpsyg.2021.745435>
- George, A. H., Fernando, M., George, A. S., Baskar, T., & Pandey, D. (2021). Metaverse: The next stage of human culture and the internet. *International Journal of Advanced Research Trends in Engineering and Technology (IJARTET)*, 8(12), 1-10.
- George, A. S., & George, A. H. (2023). A Review of ChatGPT AI's Impact on Several Business Sectors. *Partners Universal International Innovation Journal*, 1(1), 9-23.
- Griffiths, E., & Slavkov, N. (2021). Linguistic Risk-Taking: A Bridge Between the Classroom and the Outside World. *Canadian Journal of Applied Linguistics*, 24(2), 127-158. <https://doi.org/10.37213/cjal.2021.31308>
- Guo, K., & Wang, D. (2024). To resist it or to embrace it? Examining ChatGPT's potential to support teacher feedback in EFL writing. *Education and Information Technologies*, 29(7), 8435-8463.

- Hacker, P., Engel, A., & Mauer, M. (2023). Regulating ChatGPT and other Large Generative AI Models. *ArXiv:2302.02337*.
- Hong, W. C. H. (2023). The Impact of ChatGPT on Foreign Language Teaching and Learning: Opportunities in Education and Research. *Journal of Educational Technology and Innovation*, 5, 37-45. <https://doi.org/10.61414/jeti.v5i1.103>
- Hossain, M. K., & Al Younus, M. A. (2025). Teachers' perspectives on integrating ChatGPT into EFL writing instruction. *TESOL Communications*, 4(1), 41-60.
- Huang, J., & Li, S. (2023). Opportunities and challenges in the application of ChatGPT in foreign language teaching. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(4), 75-89.
- Huang, W., Hew, K. F., & Fryer, L. K. (2022). Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. *Journal of Computer Assisted Learning*, 38(1), 237–257. <https://doi-org.proxy.library.ohio.edu/10.1111/jcal.12610>
- Jiao, W., Wang, W., Huang, J., Wang, X., & Tu, Z. (2023). Is ChatGPT A Good Translator? A Preliminary Study. *ArXiv*, abs/2301.08745.
- Kengam, J. (2020). Artificial intelligence in education. *Research Gate*, 18, 1-4.
- Khalil, M., & Er, E. (2023). Will ChatGPT get you caught? Rethinking of Plagiarism Detection. *ArXiv:2302.04335*.
- Kostka, I., & Toncelli, R. (2023). Exploring applications of ChatGPT to English language teaching: Opportunities, challenges, and recommendations. *Tesl-Ej*, 27(3), n3.
- Komminoth, L. (2023). ChatGPT and the future of African AI. *African Business*. <https://african.business/2023/01/technology-information/chat-gtp-and-the-future-of-african-ai>
- Lo, C. K. (2023). What is the impact of ChatGPT on education? A rapid review of the literature. *Education sciences*, 13(4), 410.
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285–329. doi:10.1017/S0261444818000125
- Majeed, A., Asim, A., & Bocij, P. (2023). Reframing the impact of innovative learning technologies on university students and lecturers to save time and improve learning challenges & opportunities. *EDULEARN23 Proceedings*, 7546-7553.
- Meniado, J. C. (2023). the impact of chatGPT on English language teaching, learning, and assessment: A Rapid Review of Literature. *Arab World English Journal*, 14(4). 3-18, <https://dx.doi.org/10.24093/awej/vol14no4.1>
- Qadir, J. (2023, May). Engineering education in the era of ChatGPT: Promise and pitfalls of generative AI for education. In 2023 *IEEE global engineering education conference (EDUCON)* (pp. 1-9). IEEE.
- Rico, J. D. (2021, December 16). Innovation 2022: New products, new markets. *Digitalist Hub*. <https://www.digitalisthub.com/>
- Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit Spewer or the End of Traditional Assessments in Higher Education? *Journal of Applied Learning and Teaching*, 6, 342-363. <https://doi.org/10.37074/jalt.2023.6.1.9>
- Saldaña, J., & Omasta, M. (2016). *Qualitative Research: Analyzing Life*. Sage Publications.
- Sallam, M. (2023). The utility of ChatGPT as an example of large language models in healthcare education, research and practice: Systematic review on the future perspectives and potential limitations. *MedRxiv*, 2023-02.

- Schwitzgebel, E., Schwitzgebel, D., & Strasser, A. (2023). Creating a Large Language Model of a Philosopher, *ArXiv:2302.01339*; <https://doi.org/10.48550/arXiv.2302.01339>
- Style Factory. (2025, January 22). ChatGPT statistics: Usage, market share and facts (2025). <https://www.stylefactoryproductions.com/blog/chatgpt-statistics>
- Susnjak, T. (2022). ChatGPT: The End of Online Exam Integrity? *ArXiv:2212.09292*; <https://doi.org/10.48550/arXiv.2212.09292>
- Vellenga, H.E. (2004). Learning Pragmatics from ESL & EFL Textbooks: How Likely?
- Winkler, R., & Söllner, M. (2018, July). Unleashing the potential of chatbots in education: A state-of-the-art analysis. In *Academy of management proceedings* (Vol. 2018, No. 1, p. 15903). Briarcliff Manor, NY 10510: Academy of Management.
- Woodworth, J., & Barkaoui, K. (2020). Perspectives on Using Automated Writing Evaluation Systems to Provide Written Corrective Feedback in the ESL Classroom. *TESL Canada Journal*, 37(2), 234-247. <https://doi.org/10.18806/tesl.v37i2.1340>
- Xiao, P., Chen, Y., & Bao, W. (2023). Waiting, banning, and embracing: An empirical analysis of adapting policies for generative AI in higher education. *arXiv preprint arXiv:2305.18617*.
- Yang, A. (2024). Challenges and Opportunities for Foreign Language Teachers in the Era of Artificial Intelligence. *International Journal of Education and Humanities*, 4(1), 39–50. [https://doi.org/10.58557/\(ijeh\).v4i1.202](https://doi.org/10.58557/(ijeh).v4i1.202)
- Yeasmin, F., & Al Younus, M. A. (2025). Voices of Change: Bangladeshi ESL Teachers' Perspectives on Pedagogical Innovations. *International Journal of Language and Literary Studies*, 7(2), 57-70.
- Zhai, X. (2022). ChatGPT User Experience: Implications for Education. *SSRN Electronic Journal*.
- Zhang, Z. Y., & Hong, H. Q. (2023). ChatGPT and foreign language teaching: Empowerment, issues and strategies. *Foreign language world*, 215(02), 38-44.
- Zhuo, T. Y., Huang, Y., Chen, C., & Xing, Z. (2023). Exploring AI Ethics of ChatGPT: A Diagnostic Analysis. *ArXiv*, abs/2301.12867.