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## The Impact of ChatGPT on English Language Teachers' Classroom Practices

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### Abstract

*The rapid development of artificial intelligence (AI) presents many opportunities and challenges for education globally, especially in underdeveloped countries. The aim here is to explore the development of this dynamic use of ChatGPT in secondary school English classes in Nepal. The study is applied by a narrative inquiry approach through exploring the experiences of four English teachers who integrate an AI tool in their language teaching. The information was obtained through extensive interviews with four English teachers, observations of their lessons, and their stories and experiences. Key theme analysis reveals that educators were receptive to increased student input and promoted a personalised learning approach; however, systemic barriers substantially impeded progress. The most pressing factors that have been considered are the deployment of AI, not adequately prepared or aware of pedagogical methods, educational disparities in terms of resources and content quality, but also training, lack of motivation and a poor learning environment where digital literacy deteriorates, and students become overly reliant on it. The research also reveals that, in community schools, irrespective of the availability of resources, some basic capacity-building is necessary before teachers can use latrine platforms safely and effectively. These skills should be fully integrated into the curriculum by the Nepali government, and community schools should give them a chance. It should be monitored, steered and trained to wield tools like ChatGPT appropriately.*

**Keywords:** Digital pedagogy, education, integration, technology

### Introduction

This change in the digital world, caused by the growth of new and better technologies like AI, has had a huge effect on us and forced us to make our mark and



become more prominent around the world. People's lives are now very much tied to technology. They can't picture a world without technology because it has so many benefits. The main goal of this study is to look into how it affects the education sector. AI is more than just employing computers, laptops, or other digital devices in the classroom over the internet. The way that the educational style affects the way people learn has changed (Johnson & Smith, 2023). AI is being developed quickly, and its many uses are bringing the whole globe into the digital age. It has particularly impacted the education sector by supplanting conventional pedagogy with novel teaching methodologies (UNESCO, 2023). Technologies have become helpful tools for kids to learn with, changing the way they learn from independent and personalised to more traditional ways. The results and effectiveness are much better than when there is no technology in the classroom. It is a machine learning model that can make anything you ask for with only one prompt. However, there is one huge problem: copying and the potential of stifling pupils' originality (Li et al., 2024).

In Nepal, artificial intelligence like ChatGPT has pros and cons in schools, notably in English classrooms. This study indicates that students can autonomously and freely engage in practising, learning, reading, writing, acquiring resources, obtaining immediate feedback, and receiving corrections (Zhou & Lee, 2023). But it isn't as simple as we thought. Many problems can't be avoided in these courses in Nepal, even though they are very important for teaching and learning. The Nepalese government identified that 25% of Government Schools have no access to the internet, which is a must for AI (MoE, 2022). However, the internet is the least of the problems. There is a severe lack of resources, energy, and programs to train teachers (Shrestha, 2023). There is a huge difference between all of this and the actual practice of teaching. As a result, this article seeks to ascertain its appropriate applications, ensuring their security and preparedness for the forthcoming digital landscape. The literature indicates that language specialists have many opportunities. As is the case with teachers, instant feedback has been invaluable (Zhou & Lee, 2003).

That GPT in learning activities allows students to be more active by giving them fast answers and feedback, which makes them more curious about learning and helps them study on their own to grow and train their full potential (Chen, 2023; Mandal et al., 2020). AI solutions like ChatGPT have made learning easier and more effective. It has transformed the conventional approach to teaching and teachers into the student-centred, innovative and student-engaged ways of teaching in interactive and participative classrooms. A few people express concern about the moral and pedagogical effects of deploying artificial intelligence in education, but it is less important (and less useful) for students. These worries pertain to the problems of collection, cheating, plagiarism and creativity and originality. Some academics argue that "non-artificial" content is not genuine or trustworthy enough (Chomsky et al., 2023). However, the government of Nepal is at the forefront when it comes to incorporating ICT through some acts, for example, the Education Act 2075. The utility and practicability of these skills in any government or public schools remain deferred, due to resource constraints and the non-availability of teachers who would be willing to incorporate them within the school (Acharya, 2024; Pandey, 2023). There are some studies on ICT and its consequences, but

no emphasis has been placed on specific tools or applications.

These papers are based on the infrastructure and availability of ICT, as well as the teachers' experience and the successful use of technology. Still, ChatGPT is an excellent tool for education because it has been used all over the world and in many different fields. It has also made learning more accessible and flexible for young folks. But ChatGPT and its applications, as well as challenges in Nepalese academia, are under-researched (Sharma & Rijal, 2019; McGarr & McDonagh, 2019).

## **Literature Review**

Learning is an active process in which pupils' thoughts work with what they already know. It is a mental process that is affected by several things. There are several ways to study, such as ICT, homemade materials, printed materials, internet apps, and AI, which includes machine learning. ChatGPT lets students learn on their own and build their own knowledge. It acts like a teacher who can do anything a student can accomplish. It is a tool that helps people when they are having trouble. This method also helps us apply AI correctly or incorrectly in the classroom.

## **The Changing Role of AI in Language Learning**

Artificial intelligence in language teaching has grown a lot over time, changing from a simple tool to an intellectual friend. This journey started with the time of Computer-Assisted Language Learning, when AI acted like a robot teacher and did everything as it was told. In the beginning, computer systems were great for practice but not for real-life conversations. It wasn't great for practising speaking, but AI is far wiser than older computers now. Early computers could only learn and use language within their own limits, which made them very strict in their language skills. Healey (1998). And this artificial intelligence serves as a tutor, handing you every comment, the truth about it and who did it. When students need them, it can instantly locate the secret element & orientation. It's simply like talking to someone else. This type of engagement increases students' enthusiasm for learning, helps them improve their skills, and makes studying less stressful (Fryer et al., 2017). It has been quite useful because it can readily make anything in response to user cues and feedback (Kohnke et al., 2023). In our digital age, this is one of the most useful tools. AI helps students stay safe and do other things more easily.

## **Teachers' Views and Obstacles to Using Technology in the Classroom**

In short, artificial intelligence is one way to seamlessly transition to machine learning processes that shift students' learning activities from passive to active, as if they were in a classroom with peers and an instructor. If educators do not plan the use of technologies to achieve a purpose, they could end up being a boon or a burden to themselves. Through their English learning, students should be more aware of and appreciate the use of technologies such as ChatGPT and their outputs on AI. Since educators use ChatGPT, their attitudes and approaches to its use matter the most. Teachers found it hard to use the

traditional teaching method due to limited resources and methodologies, but it is much easier now with tools like AI. These tools help you get things done faster and save you time (Moorhouse, 2024). There are more students at community schools, but there are fewer teachers because they cannot give each student individualised help. However, this is totally achievable with ChatGPT.

### **ChatGPT in Action: Pros and Cons**

When used in English Language Teaching, ChatGPT has generated significant excitement in education. People are talking about it, including its pros and cons, and any problems that might arise once it is used. This instrument is incredibly important for schooling now and in the future. While using AI, teachers and other professionals identified its most important benefits for language learning. The key point is to stress writing instruction. Teachers of practitioners say that students receive rapid feedback while learning or making mistakes, which reduces their stress and anxiety during study (Kohnke et al., 2023). It lets them be self-motivated and gives them someone to talk to while they practice speaking, which makes classroom interactions more realistic (Yan, 2023). It has several uses to help pupils make a place where they can learn.

### **Identified Challenges**

ChatGPT transforms the way the whole classroom looks, and it also brings up some huge problems. The opportunity for learning in this environment has been both divergent and self-directed; however, the chance for misconduct also exists, which infringes upon the parameters for conduct and ethics surrounding the examination. Educators who remain indifferent to the introduction of AI and its potential class override lack the capacity needed to discern student-original responses from those generated by AI programs, in this case, ChatGPT. Thus, the potential for unproven validity and reliability of the assessment is seriously called into question (Perkins et al., 2024). There is also the question of reliability and trustworthiness; different people have different ideas and potential concerns surrounding these tools.

This instrument is very useful for education now and for what lies ahead. There have been some cultural issues and biases stemming from incorrect data and answers. This strongly relates to the need for teachers to have some protection and a sense of control over ChatGPT. This should be a tool for learning, not the main source of information, and not relied on too much. What about their creative mind, metacognitive learning, growth of mind, smart, creator, and greater thinker rather than passive and parasitic learners (Wang, 2023).

### **Ethical Considerations and Future Directions: A Critical Analysis**

The deployment of AI in education has also raised the question about how effectively governments, school administrators, teachers, and students will be able to use it and oversee its use. Are all the schools, teachers, and students in agreement that ChatGPT's language is scientifically accurate? Is it claimed as legitimate by the proper

authority? Learning for students (Perkins et al., 2024)? What is more? AI is helping schools, but we must ask how schools, governments, principals, teachers, and even students will use it and how they will monitor its use. AI's class interest, bias, and cultural-sensitivity problems (Chiu, 2024) are also a concern. Users of AI, such as ChatGPT, also have concerns about privacy and security, especially regarding the protection of their data. An AI tool is also a means of collecting information on a particular subject or data, and that information is not guaranteed to be accurate. To be ethical, it would include data privacy. Protection of sensitive information is needed (UNESCO, 2023). AI's findings can lead to bias and discord among individuals, and, for students, to misinformation and confusion. In addition, this may not be perceived as fair to all schools and students. Teachers need to be more proactive to make sure that AI for educational purposes is valid and that AI is not made to enhance school programs.

If they do not have the appropriate support and instruction, students may struggle with using it. So, teachers should know and grasp things before their students do. They need training, rules, and real-world examples (Moorhouse, 2024). They need to be monitored, and policies should clearly outline rules to prevent misuse and unethical behaviour in education (Kohnke, 2023). It's essential to explore and have a long-term plan for safe & effective learning. ChatGPT provides multiple challenges for linguistic and cultural fluency in a learning context, enriching constraint, clarity, authenticity, and originality for teachers, dealing with various language needs and proficiency levels, as well as offering tools that are useful. Useful AI tool. While not always reliable or informative, ChatGPT is a useful AI tool with a lot of potential to do good, as long as it's treated delicately. False information can lead students off track, sabotaging their grades. Students get lethargic, no longer interested in studying and opt for cosiness rather than any useful thinking, processing and action in partaking. In an academic context, this is a big concern because of moral issues on plagiarism and the loss of original ideas or work. It is a serious issue that must be addressed by teachers, stakeholders and institutions where their adherence to the state regulations and specifications on academic integrity is concerned (Chomsky et al., 2023). The ethical issues, including the privacy and security of individuals' data and ensuring everyone has fair access that they are equipped to manage, loom largest. Since students don't talk to each other, there have been a lot of reports of graduate students plagiarising.

The differences in resources and infrastructure have also had unequal effects on schooling (Livingstone & Helsper, 2007). As far as how instructors value student privacy and the reliability of the data that has been provided by the AI, the use of ChatGPT in schools has received much attention and debate. The AI will be used as a tool to assist instructors and will not simply be a replacement. The appropriate incorporation of AI will help foster particularisation, but that will not supplant individual distinctiveness about empathy, ethics, and teaching (Brown et al., 2020). Similar to other forms of technology that can be used to assist in learning and teaching in the areas of language and other subjects, there is controversy surrounding the use of ChatGPT in schools. That being said, there is no comparison to the human spirit, which is irreplaceable (Brown et al., 2020).

However, it is especially hard in Nepal, where resources are limited. In Nepal, it is just the first step in education; it needs a stronger foundation, including closing the digital

divide, improving physical infrastructure, expanding access to energy, providing more training, and learning the basics of ICT (Kafle, 2019). The report identifies numerous teachers in Nepal as being disengaged and apathetic to their jobs and the needs of their students (Shrestha, 2022). Global literature identifies numerous advantages of AI. On the global scene, the positive impact of Nepal's community schools in creating open, cooperative, customised, and student-focused learning environments is acknowledged. Furthermore, the integration of AI in community schools in Nepal remains largely unexplored and undiscussed. Policy, physical infrastructure, technology uptake and generation, teacher preparedness, and pedagogical transformation (Sharma, 2021) are all factors that contribute to this. Consequently, this study utilised qualitative narrative inquiry, deemed most suitable, wherein Nepali teachers instructing English Language Teachers offer personal experiences from community schools.

## **Methods and Procedures**

I employed qualitative narrative inquiry to examine the perspectives of teachers regarding their personal experiences with English language educators employing ChatGPT in community schools. The conceptual and recommended methodology is qualitative narrative inquiry, a research framework introduced by Clandinin and Connelly (2000). This approach is appropriate for examining lived experiences via the narratives individuals share about their lives. Researchers view ChatGPT as predominantly utilised in educational and social settings, where it attains optimal results. Four secondary-level English language teachers were intentionally selected from schools in Kawasoti Municipality, the district headquarters of Nawalpur. This study seeks to gather data and support the notion of sampling educators who have employed diverse AI technologies, including ChatGPT. We got the information and data via interviews, observations, and analysis, as well as gathering other important information. Over the course of four months, data were gathered through a series of field trips in person. The method used was to gather information through the qualitative data collection technique, and new ideas.

## **Results and Discussion**

The entire data analysis utilises a narrative framework. The study presented three thematic areas, which included the benefits of integrating ChatGPT, challenges faced, and general information and potential uses of ChatGPT in community schools. To collect data, the four volunteers were identified as Radha, Ramu, Dikshya, and Bishal. We carefully looked at each participant's story.

### **The Positive Effects of ChatGPT Integration**

The ChatGPT integration has shown that the English language classroom has many strengths. First, it gives quick answers, a personal touch, and gets students involved. The ChatGPT and English Language Classroom have several positive effects on how involved and independent students are in their own learning. Like a human teacher, this machine tool's capacity to give fast, consistent feedback and fix mistakes is very important. Still, it

offers elements like adaptivity that help find out how fast, how well, what intrigues, and what motivates kids. Quickly helping kids with their challenges improves their work. This helps them do better in school and learn more. Radha said, "Students have questions and any uncertainty during and after class, they may solve their confusion through ChatGPT in the right way, even if the teacher isn't there or is busy with their job. They can learn on their own, which helps them solve their challenges.

The story above shows how ChatGPT provides extra support, helping students learn on their own. ChatGPT helps students learn on their own and keep learning in class. Content is more important than resources or delivery; therefore, teachers can split their limited resources in that way. This research shows that the primary function of ChatGPT has been providing constant feedback. Other studies border on personalisation in feedback to increase the effectiveness of learning (Brown et al., 2023; Chen, 2023). The case explained by participant Ramu illustrates this phenomenon very well. Ramu explained that his students' performance improved because "they were able to ask any question and solve any problem by themselves without waiting to ask the teachers." This underlines the importance of on-demand assistance to student autonomy, which is the basic principle of personalised learning. Ramu's case anecdote illustrates the extent to which ChatGPT incorporated this educational principle of immediate feedback to increase student engagement and autonomy. Another participant, Ramu, summarised his experience with ChatGPT: "There was a change in students' learning outcomes and performance." They can productively use their spare time by independently learning via ChatGPT (Brown et al., 2020). This story shows that ChatGPT has been used as a student-assistance tool, helping whenever they need it, before and after school. They could even teach in place of the teachers if the teachers were not there. They are encouraged to learn on their own, which aligns with Brown et al.'s (2020) findings. Dikshya, a participant, said, "ChatGPT has made classroom interaction better by making it a better place to learn, especially for students who were too shy and uncomfortable to talk to their teachers before."

The reviewer above says that ChatGPT helps students feel less anxious by giving them places to learn. They can also learn from home while freelancing and doing autonomous and academic work (Chen, 2023). Another participant, Bishnu, said, "This story is not about my students." I also have a good effect. ChatGPT is helpful to me, too. Community schools don't give us enough resources for learning. I had to look for other resources. Back then, I used to gather more materials, which helped me teach better.

ChatGPT has also had a big effect on teacher development. Digital learning materials have helped many teachers improve their professional skills. It is free and easy to access, particularly in low-resource schools. One of the digital materials teachers may use to enhance their professional development is IT (Rahimi & Dou sari, 2023). Multiple testimonies say educational practices and pedagogy are stronger with AI tech as ChatGPT aids personalised learning. Both the teacher and the students are able to experience great benefit as learning is made accessible through technology. These findings mirror those of several other authors (Brown et al., 2020; Chen, 2023) regarding personalised learning. Acknowledging the results of prior studies, the results confirm that information and access created are learning pathways customised to students by AI technology.

## Difficulties: Teachers' Lack of Training

Nepalese children can embrace and gain. While there are many classroom technology challenges that some see, like cheating and old, inflexible, and uncreative structures, there are also many that can foster the use of technology. Lack of teacher training and classroom practices were barriers that interviewees expressed discomfort with. It may not have been a common tool for educators to use. However, certainly in that context, and using Dikshya as a case of a participant, we get many points to consider regarding the use of educational AI: "ChatGPT is completely new to me. Not once have I even used it," which shows that the person does not know much about it and does not feel confident using it. The statement in the interview exemplifies the challenge that hindered participation of many, "The relevant authorities did not provide any training, which resulted in a great deal of disorganisation, which indicates a lack of institutional support." ChatGPT is popular because they want to learn about it and are interested in it. Bishnu said during the interview that he has used the program himself: "When ChatGPT was invented, I was shocked to hear about its amazing features." I was not sure how to use it for schoolwork. When I am not sure about something, such as facts, theories, places, or concepts, I look for real information about it. Bishnu's story gives teachers a rough idea of what to do. He was shocked at first and stated, "ChatGPT works like a magician, which is all about positive curiosity and openness." This can be an important step before using it. He said, "I did not know how to use it for educational purposes," which shows a big difference between seeing and doing—the tool's ability and how it can be used in real life.

You can learn from anything. Teachers can improve their careers. Good training is the first step toward giving teachers more confidence and helping them use new tools in their teaching. When the authority is in charge, it provides insufficient training, which immediately undermines confidence and leads to ChatGPT. This means that instructors' pedagogical potential is lower when it is not supplied properly. To make training useful and fruitful, skills should be centred on using ChatGPT instead of other elements. So, we need to make sure that integration is a part of teaching. If teachers lack this important quality, it will be superficially suppressed. Academic institutions and relevant authorities need to take action (McGarr & McDonagh, 2019). Bishnu said, "One of my students asked me about ChatGPT one day." I felt bad because I did not even know what it was called. I stayed quiet and asked the students to tell me something about ChatGPT. Today's kids are wiser than kids in the past since they live in the digital world and know more, even in the classroom. They learn faster than their predecessors, which also affects how professors teach. We should always tell teachers to do better. To get the best out of teachers, you need to motivate them. It does not help anyone to compare and criticise. Dikshya said, "Modern technology has been great for us, but we should also be aware of the moral issues that come with it." We need to know what it cannot do, because otherwise we might imitate it, plagiarise it, or become too reliant on it. For instructors to be able to use a tool like ChatGPT in their lessons, they need more than just a mechanical way to do it. They need to be strong. Less training makes people less confident, less skilled, less capable, less clear, less able to think critically, less aware of ethics, and less able to grow

professionally (McGarr & McDonagh, 2019).

## Infrastructural Deficiencies and Their Consequences

People with low wages and poor physical infrastructure for integrating AI technologies like ChatGPT, ICT, the internet, electronic gadgets, and many others, which are necessary for their efficient use. Bishnu said, "Sometimes there isn't any internet, or it's slow when I want to use ChatGPT in my classroom." Also, the fact that there were not enough computers for all the pupils made it hard for them to learn what they needed to know. The extract above illustrates that teachers are willing to learn, relearn, and use tools like ChatGPT, which is a virtual learning platform. However, the school does not have any desktop PCs. Students and computers don't interact enough, which makes it harder for them to learn and access resources. So, even though teachers want to use AI tools like ChatGPT in the classroom, they can't. This is the main reason why technology problems happen. It is hard to teach because there aren't enough computers for all the kids. So, there are not many resources either. To fix the problem of limited resources, they need to set up the basics, such as electricity, a computer, and internet connectivity. Technology is becoming a useful tool for teachers. Teachers can meet the demands of each kid, but they don't have enough resources. Bishnu said, before my students arrived, I would get everything set up, but I did not have the energy to start class because there were not enough computers, the furniture wasn't arranged, and the internet connection was not quick enough. I want to teach my students that successfully integrating AI Technologies such as ChatGPT into our lessons requires an appropriate set of tools. A strong underpinning of structures and clean water, power, and electronics, with necessary furnishings, makes education technologies less ineffective. The absence of these resources also exacerbates the digital divide and drives socioeconomic stratification, which is aligned with Rawls' theory of justice as fairness.

Digital tools are somewhat faulty; they break or malfunction. Getting disconnected from power or not having a qualified teacher trained in using the digital tools are issues, too. Digital tools like ChatGPT should be used in well-equipped classrooms. The constitution of Nepal allows for the use of ICT tools to improve the work of teachers and pupils. In actuality, though, it's not like that. The Dikshya participant said, "None of the monitoring or follow-up was improved to fill a major gap that exists in monitoring, or without any action taken after it. It reveals that just around 25% of community-run schools in Nepal have good, dependable internet access (UNESCO, 2023). This is especially bad in rural areas (MoEST, 2023; Devkota et al., 2022). This lack of infrastructure makes it much harder for ICT to go digital, especially when it comes to new tools like AI, which students don't get to use much in their learning. Dikshya, a participant, remarked that adding new technology to the way students learn is not easy. It needs fundamental things like internet access, gadgets, and infrastructure, as well as stable electricity, furniture, and boards. There are a lot of problems with digital tools, such as internet connections that don't always work, tools that don't always work, teachers who aren't educated, and power that goes out. ChatGPT should be used in a well-equipped classroom.

## **Ethical Issues: Copying and Losing Your Creativity**

The participants said that there is a good chance that there will be ethical problems. As new tools are added to schools, they have caused a lot of problems. Students might utilise it in ways that are not allowed more than other people. Getting everything on time and duplicating from there could kill creativity and originality. It is possible to create a negative culture. Ramu said, "I told my students to write me an email." I got mail from all the pupils. I showed them the mail and how it was worded the next day in class. This is a really important topic for the whole world right now. There is a big chance that there will be a crisis of human power. The second thing that is at risk is the kids' inventiveness. Educators are concerned that students will lose their ability to think creatively, have diminished motivation to learn, struggle with language, and, in general, not put in the effort required to learn. Dikshya added, "Students have become parasites because they depend too much on ChatGPT." They don't think smartly. They can easily mimic what we do from ChatGPT. This is a real and moral worry for teachers. The teachers should help with these kinds of problems. ChatGPT is not dangerous in and of itself, but there are limits to what it can do and what ethical dilemmas it can introduce, and students need to be informed of these. This is one of the biggest concerns in the community schools of Nepal. Because there are no guidelines and ethical concerns, students can openly commit academic dishonesty, using school resources and materials. All four people agree on what plagiarism is. Bishnu, one of the participants, says, "As an English teacher, I usually use ChatGPT to make lesson plans, get the right images, and give them creative tasks, but they don't try to write." I don't like that they copy from ChatGPT and get the same responses.

The stories above show what plagiarism is, which is an ethical concern. Loss of originality can lead to another issue of intellectual theft, which should be addressed to maintain originality (Chomsky et al., 2023). There is also a heated debate over this problem at several levels. Parents are worried that their kids are using AI tools like ChatGPT too much for schoolwork. They want to make it illegal for students to use ChatGPT. The teacher, too. Radha adds, "I don't think that is the right choice." I do not agree with this. It is like making room for traditional education. This clearly shows that the use of ChatGPT and its impacts are seen as bad. Not allowing ChatGPT is not the answer. "Be careful of it, teachers, students, and even parents." Too much dependence. Radha stated, "They cannot think and try to think creatively and critically." But if I ask them to do something in class, they always give me the answers when they copy and paste ChatGPT. But when I change the questions a little bit, they become hard to understand. Now I'm scared that I'll lose their creativity.

This story indicates that teachers' students or pupils are disengaging to the point where they are concentrating on a different activity, while others are using AI tools like ChatGPT. Students need critical thinking, problem-solving, and creativity skills, yet they are losing them every day. When students use ChatGPT, they may lose confidence in their ability to think for themselves and do things well (Ryan & Deci, 2020). This may make them want to come up with new ideas.

The research examines the lived experiences of English language educators

utilising ChatGPT, an AI-driven language tool, within classroom environments in Nepali community schools. The results show that ChatGPT could bring about good change and that using ChatGPT could provide a new way of looking at important topics and a body of literature to go along with it. This study, corroborated by academics globally, underscores ChatGPT's capacity to enhance student engagement, provide tailored educational experiences, and facilitate real-time communication in language instruction (Chen, 2023; Brown et al., 2020). Teacher reviews indicate that ChatGPT can provide differentiated education, allowing students to learn at their own pace and according to their abilities, which is crucial for the efficacy of mixed-ability classes in resource-limited environments (Adiguzel et al., 2023).

This story indicates that teachers' students or pupils are disengaging to the point where they are concentrating on a different activity, while others are using AI tools like ChatGPT. If instructors don't get additional help to develop their digital literacy and AI teaching skills, ChatGPT's future won't be as bright (Sharma & Rijal, 2019; McGarr & McDonagh, 2019). Challenges to learning and teaching, such as a lack of internet connection or gadgets, are part of systemic issues in education, which continue to promote inequities in education (MoEST, 2023). Educational equity issues of ethical concern most to educators such as text and idea plagiarism, insufficient or absence of creativity, and excessive use of artificially generated texts, while frustrating to educators, are inarguably welcome illustrations in global scholarship of a contextualized moderation in the use of thinking machines to promote learning and teaching (Chomsky et al, 2023; Sebastian et al, 2024). These issues place a great responsibility on teachers to use and promote ethical digital citizenship while guiding and contextualising the use of Artificial Intelligence in education. The primary purpose of the educators in this instance is to promote civility in the use and application of Artificial Intelligence in education. The findings point out the need to market ChatGPT, emphasising the "help" dimension, rather than the "replacement" of human ingenuity and creativity. ChatGPT, if well-harnessed, can assist educators in promoting and sustaining student motivation and engagement as well as provide timely and appropriate feedback and learning scaffolds.

Moreover, it gives a chance to teach ESL to progress due to the capacity to facilitate instant communication, as well as individualised, autonomous study (Chen, 2023; Brown et al., 2020). Nevertheless, in order to fully take advantage of the system, educators have to actively prepare lesson scenarios around the application of ChatGPT in a classroom setting. The lesson scenarios need to address the primary subject of advanced Critical AI Literacy, where educators apply AI to teach and enhance the learning process, as well as use the produced AI content in a beneficial teaching context. More so, hybrid models that use ChatGPT along with classical learning. Methods could be utilised to enhance the efficacy and resilience of the learning process (Adiguzel et al., 2023).

Educators must also find ways to supervise and manage students' access to AI tools and teach students how ChatGPT can be implemented to think creatively and critically, rather than use it as a mechanism for deficient thinking. This will require the introduction of new ways of assessing students' genuine linguistic competencies, which AI cannot supplement, with the addition of ethics and policy considerations in the context of Nepal. The ethical issues of implementing AI in Nepal, which lacks sufficient infrastructure and

training, are much more pronounced.

The institution's policy (or amended) should clearly show how AI is used in tests and assignments, and it should also talk about how to find plagiarism and be honest in school (Sebastian et al., 2024). According to the Nepalese government's Ministry of Education and educational institutions, there needs to be more investments towards the building and improvement of the digital infrastructure, as well as the training and development of teaching staff to ensure equal accessibility to AI and its effective application in the Nepalese international community schools. Ethical frameworks and codes of AI use should be formulated with educators to safeguard students' original and critical thinking. These frameworks should be supportive, not Substitutive, and ought to reflect local ethics and circumstances. This study is part of a broader discussion about educational technology and the role of Artificial Intelligence as a positive enhancement to a humanistic educational paradigm (UNESCO, 2019; Brown et al., 2020). The potential of ChatGPT is to enable teachers to teach better and to facilitate out-of-class learning. However, being a mere computer program, ChatGPT is not able to emulate the nuanced ways in which teachers demonstrate care, make decisions, and connect. The ideas of the Nepali English teachers suggest that the use of AI tools is contextually appropriate and should be integrated in a manner that does not supplant teachers. Rather, it should enhance the educational experience in a manner that is socially responsible in the context of the use of technology. Such an approach is a gentle vision and is contrary to the predominant technocentric perspective. It deserves an environment where Artificial Intelligence is a tool to support teachers instead of disparaging them. This discourse not only relates the findings to contemporaneous ones but also highlights the pedagogical and ethical dilemmas in Nepal, which argue for the prudent and responsible use of ChatGPT as an educational resource.

The study findings show the significance of education's multifaceted impact. Technology is everywhere, and the use of artificial intelligence is growing to improve and aid in the observation of language skills (Brown et al., 2020). The good view of using AI. Its functional mechanism helps people learn languages. Regardless of its benefits, it is more accountable for readiness, openness, and obligations in AI technology. People say the demand is useful and mostly for classroom teaching (Brown et al., 2020; Chen, 2023; Garg & Sharma, 2020). Another aspect concerns the moral implications of the situation. The Government of Nepal is trying to address the risk of system abuse by developing an effective, impartial, and dependable system of plagiarism detection. The government needs to keep this level of intellectual honesty and fairness. Every object or thing has two sides; thus, we should tell them how important and unimportant their task is.

## Conclusion

The Nepali community schools have offered instructors an opportunity to study the implications of ChatGPT for Teaching English. The instructors concluded that, because of its fast, interactive, real-time, and customizable features, ChatGPT has the potential to greatly improve teaching English. The instructors further stated that the use of ChatGPT in Teaching English will support the student-centred paradigms, as well as promote

students' participation and engagement. The instructors claimed that the use of ChatGPT in teaching English and learning English will benefit students because it will move the learning experience from the confines of the textbook to real-time language use, model discussions, and personalised practice. However, constraints such as insufficient teacher preparedness, lack of adequate digital tools, and differences in opinions about the use of ChatGPT and academic plagiarism limit the benefits of employing ChatGPT in Teaching English. Having said this, the instructors pointed out that the evidence from this study has two implications. First, the evidence provided in this study suggests the need to shift from traditional teacher professional development to the more targeted approaches that can help develop the digital and pedagogical skills needed for teaching with ChatGPT, coupled with the investment in the digital tools and the infrastructure to support it. Second, the evidence from this research calls on policymakers to provide governance that balances the use of ChatGPT to promote or prevent academic dishonesty within an educational community. The instructors' experiences from a developing country have clearly set the potential and the challenges of using AI in teaching and learning for a resource-constrained setting. The study also lays great foundations for other researchers to construct potential frameworks for employing AI in education. Thus, more research should analyse the long-term effects of AI on language acquisition, design adaptable teacher training models for these contexts, and consider the perspectives of different learners more inclusively.

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