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The Impact of ChatGPT on Classroom Practices of English Language Teachers: A Narrative Inquiry in Nepalese Community Schools

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Abstract

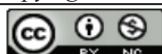
This research examines English teachers' perceptions and experiences of utilising ChatGPT to enhance teaching in secondary-level Nepalese classrooms. To obtain the data, a qualitative narrative research method was adopted, involving four English teachers who have been dealing with ChatGPT. Semi-structured interviews, class observations, and reflective narratives were employed to gather teachers' experiences with an AI tool in their classrooms. The collected data were thematically analysed and revealed positive outcomes, including students' engagement, individual learning, and language proficiency with skills. However, it identified challenges, including limited resources, economic constraints, a lack of training and a human workforce, as well as dependency on these tools, and issues with ICT policy and the management of these tools. This study highlights the importance of integrating AI tools into Nepalese classrooms in the digital age. It provides significant insights for teachers to enhance their teaching and learning, resource management, and learning achievement, as well as promote digital literacy. This research makes significant contributions and yields fruitful outcomes for educators and policymakers to integrate ChatGPT and implement effective management strategies for development plans and the use of such technologies in English language teaching within Nepalese classroom practices in community schools.

Keywords: Integration, digital pedagogy, technology, education, digital Literacy, Virtual learning

Introduction

Artificial Intelligence has brought revolutionary changes in the digital world. AI has shifted us into the machine learning age. It has promoted teaching and learning activities, making

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them more advanced and refined in every sector than in the past. The teaching paradigm has undergone a transformation with the advent of AI. It is a milestone in the academic field. It has become an inseparable part of today's society due to its multiple advantages. The latest and advanced mechanisms significantly influence various sectors through their powerful and innovative technologies, such as ChatGPT, Copilot, and Gamma, which are being developed for academic purposes. ChatGPT has experienced exponential progress in academia over the past few years, restructuring conventional teaching and learning activities. ChatGPT is an AI language model that responds instantly to whatever we ask, just like human beings, and provides prompts. The popularity of AI is widespread, and it is present in every sector, as it has enormous potential to transform language education. ChatGPT is gaining widespread attention, but in countries like Nepal, its adoption is not as extensive as in other countries. The poor infrastructure, lack of trained teachers, and socio-economic conditions of both teachers and students have made it more complicated to integrate them into the classroom.

In Nepal, many community schools in rural areas offer education to students through digital technology, despite numerous challenges and economic limitations. Access to digital tools and others is not easily accessible for the students. However, the government has attempted to connect community schools digitally, but this effort is currently limited to urban areas. The poor infrastructure, incompetent teachers, and electricity problems have been significant challenges for the government. According to the Ministry of Education, Science, and Technology of Nepal's records, 25% of community schools have internet access. This limited access to the internet has been halted, creating barriers for digital learning and AI-driven learning activities that aim to enhance students' active participation through instant responses and feedback, thereby fostering curiosity and supporting independent learning, and ultimately, building and developing unrestricted capabilities (Chen, 2023). Learning has become more effective and easier with the aid of AI tools like ChatGPT. It has shifted the traditional teaching and role of teachers to a student-centred, creative, and engaging approach for students, with more interactive and collaborative classrooms.

Although it is more significant and valuable for students, concerns have been raised regarding the ethical and pedagogical integration of AI in education, including issues such as data collection, academic fraud, plagiarism, dishonesty, loss of creativity, and originality. The over-dependence on AI-generated content is not authentic and reliable, as discussed in the academic circle (Firat, 2023). All content and information provided by AI should be critically evaluated and prioritised, with a clear understanding of what is meaningful and what is not for students.

AI is a new and innovative tool for the education field, specifically ChatGPT, which plays a significant role in the classroom, although its applications in various activities remain sparse. However, the Nepalese government has initiated the implementation of ICT integration through various policies, such as the Education Act 2075. The practical and real implications in government or public schools lag due to limitations in resources and teachers' readiness to adopt them (Acharya, 2024; Pandey & Sharma, 2023). Some studies have been conducted on ICT and its impact; however, they have not focused on specific applications and tools. These studies focus on infrastructure and access to ICT, considering the experiences of some teachers, as well as the successful adoption of technology. However, after the introduction of ChatGPT worldwide and its use in many sectors, its integration in educational settings is remarkable. It has made learning more flexible and accessible for students.

The continuous professional development of teachers in Nepal through ICT has not achieved the expected outcomes, as indicated by several existing studies. The limitations of resources, lack of training in ICT, and technical issues hinder the effective development of emerging technologies (Sharma & Rijal, 2019). Teachers have just become familiar with ICT tools, whereas these tools are outdated and less useful for teaching and learning compared to AI tools like ChatGPT. Teachers unfamiliar with ChatGPT may struggle to integrate it into their pedagogical approach. Even some of them are still unused, which suggests that quality education and equity cannot be delivered.

How do English language teachers feel about and perceive the integration of AI tools like ChatGPT? This study examined the lived experiences of secondary-level English teachers at community schools who incorporate ChatGPT into their daily classroom practices. Initially, they were unprepared to integrate these tools into their teaching and learning activities. This study employed a qualitative narrative inquiry approach, which is particularly well-suited to capturing teachers' personal stories, anecdotes, and experiences, thereby making them feel at ease and reducing any hesitation. The narrative inquiry in qualitative research is applied (Clandinin & Connelly, 2000). The teachers' narration provided nuanced perspectives on integrating AI through social, economic, ethical, and practical lenses. This research had three primary objectives, which were based on the following research questions: they aimed to explore how ChatGPT and similar emerging technologies are used by English language teachers in Nepalese community schools, to identify the main challenges and obstacles in integrating AI into classroom practices, and to gather teachers' perceptions regarding teaching methods, benefits, and ethical considerations related to the use of ChatGPT. This study demonstrates that ChatGPT offers multiple benefits in education, fostering student engagement, personalised learning, and identifying gaps, which leads to sustainable outcomes, improved teacher training, and the addressing of ethical dilemmas and challenges. Furthermore, integrating AI into education helps maintain academic integrity and shows how the English language can be reshaped for positive outcomes.

AI and ChatGPT in Language Education

Global research highlights the language education capabilities of AI tools, such as ChatGPT. Its main features include instant response, individualised feedback, active student participation, and numerous opportunities for interactive practice. ChatGPT has capabilities for supporting students' language acquisition, encompassing multiple proficiencies, including vocabulary, grammar, reading, writing, and communication skills. It responds like a human being, as if a human is talking with us. ChatGPT offers a suitable platform for learning and interacting in low-stakes environments (Wang, 2025). ICT integration in Nepalese schools has a relatively short history. It was introduced during the COVID-19 pandemic in response to the demands of distance or remote learning for students. The Ministry of Education has provided for the provision of ICT, but it was not implemented prior to the COVID-19 pandemic. The use of ChatGPT offers numerous benefits for learners to enhance their academic output, tailored to students' learning abilities, pace, interests, proficiency, and needs within the same classroom (Brown et al., 2020).

Students can learn independently with the help of ChatGPT, including grammar rules, vocabulary, in-depth explanations, word meanings, instant feedback, and relevant information. These valuable resources support the nurturing of students' learning. Improving language skills, developing metacognitive skills, and reflecting independently on one's own mistakes and corrections. Furthermore, ChatGPT acts like a friend and teacher, motivating students to

participate in classroom activities. The zeal and interest in studies increase along with their oral communication skills when students learn through AI tools like ChatGPT (Yang, H., 2022). ChatGPT can provide information about cultural, social, and religious contexts, as well as contextually relevant language and explanations, which support linguistic accuracy and pragmatic competency (Baskara, 2023). Students can learn in their mother tongue through translation in a comfortable way, which reduces comprehension barriers (Wang, L., 2025). The advantages of ChatGPT in language education are remarkable; however, it has an issue with reliability and authenticity. It is an artificial application, and how much can people trust it? It provides the information up to 2020 AD. We cannot obtain information about events after 2020, and misleading and inaccurate information can confuse students if it is not handled correctly and effectively mediated (Chomsky et al., 2023). It should be used cautiously and reliably. They should rely on a trusted source, but overdependence on AI tools like ChatGPT undermines originality, creativity, critical thinking, and problem-solving abilities, ultimately reducing them (Firat, 2023).

Students become more passive and exhibit less curiosity for learning, and a lack of interest increases, leading to a preference for comfort over deep cognitive learning and engagement. It is a crucial challenge in an academic setting, which has raised ethical questions about plagiarism and loss of original thoughts and work. This is a genuine issue that educators, stakeholders, and institutions should address through the state's ethical guidelines and academic integrity policies (Chomsky et al., 2023). Data privacy, security, and fair and justifiable access are key issues of ethical challenges. Several cases of plagiarism by students, ranging from the school level to the graduate level, have been reported for the sake of student confidentiality. Similarly, the resource and infrastructure disparities have created educational inequalities in the education field (Livingstone & Helsper, 2007). There is a heated debate about the use of ChatGPT for educational purposes, striking a balance between the reliability of textual content and the confidentiality of AI-generated content. ChatGPT should be complementary support rather than a substitute for human teachers. The proper integration of AI strengths can effectively enhance individualisation, but it cannot replace people's abilities in areas such as sympathy, empathy, ethical considerations, and teaching approaches (Brown et al., 2020).

The proper integration and purposeful evolution of evidence have the potential to significantly enhance language education through accessible, collaborative, and personalised learning. However, the advantages of ChatGPT are that it provides users with proper teaching methods and planning, as well as ethical awareness and an inclusive policy, which ensures that AI tools offer strong support and guidance to address any issues in language classrooms. Although the world is becoming increasingly interested in the educational benefits of AI, there is a lack of empirical evidence on the use of AI in community schooling in Nepal, raising concerns about teachers' perceptions and experiences. Available literature highlights the infrastructural inadequacies and gaps in policies, but seldom considers the personal stories of frontline teachers. This paper addresses this gap by offering qualitative research on the role of Nepalese English teachers when using ChatGPT in the classroom.

Methods and Procedures

This study employed a qualitative narrative inquiry to investigate the perceptions of teachers and their personal lived experiences of English language teachers using ChatGPT in Nepalese community schools. The narrative inquiry is a research approach proposed by

Clandinin and Connelly (2000), which involves examining lived experiences through the stories narrated by participants in their lives. Through this method, researchers are allowed to explore the meaning of teacher encounters with emerging AI technologies. Four secondary-level English language teachers were purposively selected from community schools in Kawasoti Municipality, the district headquarters of Nawalpur District. The participants were novices rather than experienced teachers who have been dealing with AI tools like ChatGPT. Each participant was actively supported during the interviews, which consisted of three rounds of interviews and observation. It took approximately 3 to 4 months to complete the data collection, which included field visits, field notes, and reflection. The collected data were thematically analysed under the framework of *social learning theory* (Braun & Clarke, 2006).

The ethical consideration of participant privacy, approval from the research committee of Kathmandu University, and the information gathered were transcribed and analyzed thematically, following the procedures of Braun and Clarke (2006). Ethical approval was obtained from the Kathmandu University Research Committee and the school involved. Informed consent was obtained from all the participants to ensure the credibility, reliability, and ethical integrity of the study. The authentic data was safely audio-recorded, transcribed, and coded for thematic analysis of the approaches through different procedures. In methodology, these kinds of works must be viewed through the lens of apparent perceptions and situated within the broader educational and technological context of Nepal.

Results

The whole data analysis is based on a narrative approach. The three thematic areas that emerged from the analysis are: the positive impacts of ChatGPT integration, the challenges it presents, and the overall data and opportunities associated with ChatGPT in Community Schools. The four participants (T1, T2, T3, and T4) were chosen to collect the data from them. The stories of each participant were meticulously analyzed.

The Positive Impacts of ChatGPT Integration

The integration of ChatGPT has highlighted several positive aspects of the English language classroom, primarily its prompt response, individualized learning, and active engagement of students, as well as their increased interest in their studies. Students receive instant responses to their answers, accompanied by positive feedback, which encourages consistency in their teaching. No intervention while learning is the most effective approach for students. This has a positive impact on their performance and learning as well. T1 teacher stated, "Students have queries and any confusion during the class and after the class, they can instantly answer, regardless of the absence of teachers or being occupied with their work. They can learn spontaneously, clearing their problems."

The above quote captures how ChatGPT plays a significant role in providing supplementary support, helping students sustain their learning independently. ChatGPT helps students learn independently and continue to learn in the classroom. The value of content is more significant than resources or delivery, where teachers' limited resources can also be divided. The immediate reaction and response are closely connected to a large area of research focusing on individualized learners, an essential factor in motivating improvements to learning outcomes (Brown et al., 2020; Chen, 2023). Moreover, another participant, T2, said, "The learning outcomes and performance of the students changed due to ChatGPT. They could independently ask any

queries and problems promptly without waiting for teachers, and it is also comfortable when they are absent.”

This data shows that ChatGPT has been used as an assistant for students, as it supports them whenever they need it, both before and after school. Teachers do not hamper the spontaneous learning of students. In the absence of teachers, they could even fill the gap in teaching. They are supported for self-directed learning, aligning with the findings of Brown et al. (2020). This AI enhances learner autonomy.

The next participant, T3, stated, " Not all the students are extroverted by nature. They feel hesitation and are uncomfortable with teachers in the classroom. However, AI has set up a suitable and positive learning environment and improved classroom interaction.” These lines suggest that ChatGPT relieves students’ anxiety by offering supportive learning environments. They can also study from home, where they freelance and generate both independent and academic work. Another participant (T4) stated:

This story is not about my students; I also have a positive impact. ChatGPT helps me too. We do not get enough educational resources in community schools, so I had to search for more. Back then, I would collect additional resources, which made my teaching more effective.

The growth of teachers is also a major impact of ChatGPT. Many teachers have improved their professional development through access to digital learning materials. These resources are freely available and require no investment, even in schools facing economic challenges. They are valuable digital assets for teachers' professional growth (Rahimi & Dousari, 2023). The narratives of participants hide that AI tools like ChatGPT boost the learning environment and are more responsive with rich data. They are beneficial for both teachers and students who use digital materials. The findings of this narrative inquiry align with existing literature on individualised education, as demonstrated in internationally published articles (Brown et al., 2020; Chen, 2023), which aim to expand access to knowledge for students.

Challenges: Teacher Training Gaps, Infrastructure Limitations, and Ethical Concerns

The integration of ChatGPT offers many benefits for Nepalese community schools, where students can use it extensively. However, there are several challenges to implementing this approach effectively in the classroom. Issues such as a lack of training, poor infrastructure, plagiarism, and a decline in creativity—leading to a loss of originality—are significant concerns. The challenge of teacher training was a recurring theme during discussions. Teachers’ interests and desires are vital for effective learning from Chatgpt. During the interview, participant (T4) stated:

When it was launched, I was amazed and heard about its magical features. I did not know how to use it for educational purposes. When I am confused about data, theory, place, or principle, I search for authentic information on the topic.

Learning can occur through any source. Teachers can develop their occupational growth. Training builds the confidence of teachers, even without proper training. It also simply integrates into their pedagogical skills. When their inner confidence is lacking, insufficient training can lead to a lack of confidence. The superficial use of ChatGPT can reduce the teachers’ pedagogical potential. The training is not only related to skills but also enhances various soft skills, including digital literacy, critical thinking, awareness of ethical use, and adaptation of teaching practices (McDonagh, 2019). This necessitates action from the academic institution and the relevant authorities.

Today's generations are smarter than in the past. Because they were in the digital age, they are more knowledgeable even inside the classroom. Instead of teaching students, I can find that many students who are underestimated and made to feel down are being taught.

We should always encourage the teachers to enhance their performance. Motivation is essential to get the best from teachers. Comparing and criticizing is not good for anyone. Participant T3 Said, "The modern technology has been a boon for us, but we should also be aware of its ethical considerations. We should be aware of its limitations; otherwise, we risk plagiarism, copying, and dependency on it."

Most of the concerned bodies focus on training teachers, but none of them monitor or follow up on the training's output. It means it can create many problems for them. Therefore, the teacher should also have proper knowledge before using it. Otherwise, there is a saying that " a little knowledge is dangerous. Integrating anything does not matter; what matters is always the output sought (Sharma & Rijal, 2019).

Infrastructure Limitations

The second challenge for integrating ICT in the classroom is the limited availability of resources, such as poor internet supply and a scarcity of devices, which directly hinders the regular and equitable use of ChatGPT. One participant, T4, stated, "When I plan to use ChatGPT in my classroom, sometimes there is no internet or slow internet. Not only this, a limited number of computers for the students could not teach them thoroughly." This excerpt illustrates that teachers are ready to learn, relearn, and adopt tools like ChatGPT, a virtual learning platform, but the school does not even have two desktop computers. There is insufficient interaction between students and computers, which affects the students' access and learning opportunities. Consequently, despite teachers' readiness to teach through AI tools like ChatGPT, they were unable to do so. This is the main reason behind technological challenges. There is an unequal distribution of students to computers, which causes difficulties in teaching. So, limited resources are also a factor in this problem.

Participant T1 admits, "Sometimes we do not have a full power supply in our areas. Without power, how can we use ChatGPT? It needs to relate to electricity first, then Wi-Fi." This suggests that teachers encounter multiple challenges before they can effectively utilize AI tools (Devkota et al., 2022). The basic requirement should be set up properly so that it can solve the problem of limited resources. Technology has become a valuable teaching assistant tool. Teachers can address each student's needs, but the problem is a lack of resources. T4 added, "I prepare everything before my classes. What I intend to teach my students, but when I started my class, I became energy-less, and the reason is a shortage of resources, including insufficient computers, furniture, and slow internet. Then I am compelled to shift into conventional, I mean chalk, duster, and blackboard."

This is a bitter truth about Nepalese community schools. There should be well-facilitated infrastructures like buildings, water, electricity, devices, and furniture. It demands systemic infrastructural support; it would be worthless. Teaching through AI tools like ChatGPT enhances the teaching-learning process for students by providing a clearer understanding of the content. This data indicates digital inequality, which is against the social justice principle of Rawls'.

The government of Nepal has provisions for integrating advanced tools to enhance the performance of teachers and students in the constitution. However, the reality is different. The T3 participant narrated, "The government of Nepal, either federal or local, talks a lot about digital

learning, ICT-integrated learning, or AI learning, but there is a gap between policy and its implementation. I mean, they do not provide the required infrastructure.” The above responses indicate that the government lacks a sustainable policy to enhance ChatGPT. They claim to bring revolutionary changes to the country, but the implementation is nonexistent. It reveals that approximately 25% (UNESCO, 2023) of Nepalese community schools have access to only strong and reliable internet, which is particularly devastating in rural areas (MoEST, 2023; Devkota et al., 2022). This infrastructural gap creates additional problems and challenges for digitalization through ICT, and it is particularly pronounced for innovative tools like AI, where students have limited access to their learning activities. Participant T3 stated, “It is very easy to set up new technology for the students, but we need to install basic foundations like internet, devices, infrastructure like board, furniture, and electricity.” There are several issues with digital tools, including unstable internet connections, unreliable tools, untrained teachers, and erratic electricity. There should be a well-equipped classroom for the use of ChatGPT.

Ethical Concerns: Plagiarism and Creativity Loss

The participants stated that there is a high possibility of ethical issues. There is a threat of plagiarism. Students can copy and misuse others' creations, which may reduce their fundamental originality. On the other hand, assignments can be completed with the help of ChatGPT, which may introduce a considerable gap and loss of originality. It may develop a bad culture and demotivate them if they do not put in any effort, as they may become accustomed to getting everything easily. T2 Simila stated:

I assigned my students to write an email to me. All of them sent me mail, and I received it. The next day in class, I showed them the email and explained how it was written. I checked each one individually and decided to verify plagiarism, discovering that 90% of the students had copied from ChatGPT. It disappointed me, and I identified an issue with their writing.

The intellectual plagiarism by students using ChatGPT is eroding their own originality and critical thinking. This is a major international concern today. There is a genuine threat of a crisis in human capability. Furthermore, students' creativity is under threat. Academic professionals should recognise the importance of fairness and ethics, concerns that are shared worldwide (Chomsky et al., 2023; Sebastian et al., 2024). Excessive reliance on ChatGPT can diminish creativity, reduce interest in learning, cause language difficulties, and lead to other serious problems, which worry educators. Students often make little effort to learn. T3 Said, “Students have become parasites due to over-dependency on ChatGPT. They lack a clever mindset. Whatever we do, they easily copy from ChatGPT.

This is a genuine and ethical issue for teachers. Teachers should play a crucial role in mediating such issues. The use of ChatGPT is not inherently bad, but students should be aware of its limitations and potential ethical issues. Instead of a ban on ChatGPT, there should be proper guidelines and plagiarism checking, as well as proper guidance for students on digital ethics. It should also be under monitoring. This is one of the fundamental challenges in the Nepalese community school. A lack of monitoring and unawareness of ethical issues can lead to the open cheating of academic materials and resources.

All four participants shared the same view on plagiarism. One participant, T4, claims, “As an English teacher, I usually use ChatGPT to make lesson plans, generate desired images, and give them creative tasks, but they do not make any effort to write. They copied from ChatGPT and

found the same answers, which was disappointing.” This remark illustrates the issue of the plagiarism crisis, which comes under ethical consideration. It should be used to a limited extent. The loss of originality may create another issue of intellectual theft, which should be controlled to maintain originality (Chomsky et al., 2023). There is also a hot discussion on this topic at different levels. Parents often worry that their children's increasing use of digital devices is harming them daily. They suggest banning ChatGPT for the students. Even the teacher, too. T1 claims, "It does not think it is a good decision. I disagree with this issue. It is just like pushing towards traditional teaching.” It clearly illustrates that the use of ChatGPT and its impact on students has a negative perception. The ban on ChatGPT is not a solution. Teachers, students, and even parents should be aware of its over-reliability. Similarly, T1 narrated, “I came to know about my students. They do not think or try to think creatively and critically. Whatever I ask them in the classroom, if they have copied from ChatGPT, they reply with the answers. However, if I slightly twist the questions, they become more puzzling. Now I have a fear of losing their creative skills.” This narration highlights how students are losing their focus when AI tools like ChatGPT occupy their minds. Skills such as critical thinking, problem-solving, and creativity are being lost day by day; however, they are essential for students to develop and utilize. The use of ChatGPT can lead to a loss of self-confidence, autonomy, and competence, which often motivates students to generate original ideas (Ryan & Deci, 2020).

Discussion

This study examined the lived experiences of English language teachers who integrate ChatGPT, an AI-based language tool, into their classroom practices in Nepalese community schools. The findings reveal both the potential positive changes that ChatGPT can bring and the integration of ChatGPT provides a particular shape and similar literature to address the crucial challenges. As supported by other studies conducted worldwide, this work validates the ability of ChatGPT to enhance learner involvement, provide personalized learning experiences, and facilitate instant communication in language classrooms (Chen, 2023; Brown et al., 2020). Based on the accounts of teachers, ChatGPT can facilitate differentiated learning by allowing students to learn at their own pace and capability, which is necessary to enable mixed-ability classes to function in resource-limited environments (Adiguzel et al., 2023). These results align with earlier works, highlighting the effectiveness of AI in facilitating language acquisition by making it more accessible, interactive, and student-centered (Mandal et al., 2020; Wang, 2024).

Nevertheless, the difficulties mentioned by the participants, especially the lack of teacher training, the infrastructural obstacles, and the risk of ethical issues, are indications of significant limitations that have been widely observed in the sources of technology integration in developing environments (Gurung & Khanal, 2025; Devkota et al., 2022). The future of ChatGPT may not be as bright unless teachers receive more concerted efforts to enhance their digital literacy capabilities and AI pedagogical skills (Sharma & Rijal, 2019; McGarr & McDonagh, 2019). On the same note, infrastructural barriers such as a lack of access to the internet and devices are systemic barriers that help perpetuate educational disparities (MoEST, 2023). These ethical issues expressed by educators regarding plagiarism, reduced creativity, and excessive dependence on AI-generated material reflect the nuanced arguments in world scholarship that propose a moderate and responsible use of AI (Chomsky et al., 2023; Sebastian et al., 2024). Using these dangers as a guide, the critical importance of teachers in mediating and contextualising AI-mediated learning experiences, as well as nurturing digital ethics, should be highlighted.

Conclusion

The paper emphasises that it is necessary to position ChatGPT as a support system rather than a complete substitute for human teaching. ChatGPT, when properly implemented, is likely to enhance teachers' ability to deliver personalized feedback and scaffolding, while also keeping students engaged and curious. It offers a distinct possibility to make English language teaching pedagogies more meaningful, as it enables the use of real-time interaction and fosters learner autonomy (Chen, 2023; Brown et al., 2020). However, to realize these benefits to the fullest, teachers should act like proactive creators of AI-based learning. Curricula should also focus on critical AI literacy, whereby teachers are not only trained on how to use AI tools but also learn to analyze and critically incorporate AI outputs into significant pedagogical plans. Moreover, it is possible to implement blended models that integrate ChatGPT with traditional learning to create more powerful and robust learning experiences (Adiguzel et al., 2023). Educators should also devise means to monitor and guide AI utilization, directing students to use ChatGPT as a tool to promote creative and critical thinking, rather than relying on it as a shortcut to the thinking process. This necessitates new evaluation systems that reflect actual language abilities in students, which AI will not create—ethical and Policy issues in Nepal. The moral dilemmas of AI integration are even more pronounced in Nepal, within a socio-educational environment where the lack of infrastructure and training can increase the likelihood of misuse. The institutional policies need to be established (or revised) to clearly cover the implementation of AI in assessments and assignments, to include plagiarism detection and academic honesty (Sebastian et al., 2024). Politically, the Nepalese government and education agencies should invest more in digital infrastructure and teacher training and development to provide equal access to AI tools and promote their effective use in multinational community schools of Nepal (MoEST, 2023). The codes of conduct and ethical standards for using AI must be created in partnership with educators to incorporate local values and facts, because they would protect the students in terms of their creative and critical abilities. Technology as Supportive but not Substitutive. Notably, this paper reiterates the broader educational technology discourse, which emphasizes the use of AI as a supportive supplement in a human-centred educational system (UNESCO, 2019; Brown et al., 2020).

ChatGPT has the potential to complement teacher expertise and improve the quality of instruction, providing learning opportunities that extend beyond the classroom environment. However, it cannot replicate the subtle forms of judgment, empathy, and relational interactions that only teachers can offer. The reflections of Nepalese English teachers suggest that AI tools should be implemented in a balanced and context-oriented manner, i.e., in a way that does not overlook the teacher's role and focuses on meaningful, ethical interaction with technology. This subtle perception counters technocentric forms of thinking and necessitates integrated systems where AI empowers, rather than marginalises, teachers. This discussion not only brings together your own findings with existing research but also explores the pedagogical and ethical implications in the Nepalese context, supporting a nuanced and balanced approach to using ChatGPT as an educational aid. I can complete additional sections or adjust this to match journal specifications, if you prefer.

The findings of this research highlighted both the positive and negative impacts of AI on education. Technology has become an indispensable part of human life. There is an increasing interest in and integration of AI technology to support language skills and observational learning

(Brown et al., 2020). The positive perception of AI use promotes language learning through its functional mechanisms. Despite its advantages, AI technology is also responsible for issues related to preparation, transparency, and liabilities. The demand is claimed for it.

Usefulness is primarily in classroom teaching (Brown et al., 2020; Chen, 2023; Garg & Sharma, 2020). This paper examines how ChatGPT affects English language teaching in Nepalese community schools through the life experiences of teachers. The results indicated that ChatGPT can be significantly used to improve classroom practices by providing instant communication, learner-driven learning, and student engagement. Nevertheless, effective integration is hindered by several challenging issues, most notably teacher education, inadequate digital infrastructure, and ethical concerns, including the issue of plagiarism and the associated loss of creativity. Teachers stated that they require extensive professional development to achieve confidence and pedagogical competence in the effective use of AI tools. Systemic barriers that were identified as requiring immediate improvement included infrastructure limitations, such as unreliable internet and limited devices. In addition, teachers emphasised the importance of promoting responsible use of AI through clear guidelines and tracking mechanisms to ensure academic integrity and foster critical thinking skills. The research provides empirical evidence from a developing country setting, which is valuable and highlights both the potential of AI adoption in education and the challenges involved in the process. Future studies should explore other, more diverse areas and perspectives of learners, the long-term effects of language acquisition, and more effective teacher training models that can be applied in resource-constrained facilities.

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