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# English Language Teacher Experiences of Working with ChatGPT in Classroom Practices: A Narrative Inquiry

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### Abstract

*The rapid development of artificial intelligence (AI) presents numerous opportunities and challenges for education globally, particularly in developing countries. The aim here is to explore the development of this dynamic use of ChatGPT in secondary school English classes in Nepal. The study employs a narrative inquiry approach to explore the experiences of four English teachers who integrate an AI tool into 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 taken into account 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, regardless of resource availability, some basic capacity-building is necessary before teachers can use latrine platforms safely and effectively. These skills should be fully integrated into the Nepali government's curriculum, and community schools should provide opportunities for them. It should be monitored, guided, and trained to use tools like ChatGPT effectively.*

**Keywords:** *technology, education, digital pedagogy, and integration.*



## Introduction

This change in the digital world, caused by the growth of new and advanced technologies like AI, has had a significant impact on us and compelled us to make our mark and become more prominent globally. People's lives are now very much tied to technology. They can't picture a world without technology because it offers numerous benefits. The primary objective of this study is to examine its impact on the education sector. AI is more than just employing computers, laptops, or other digital devices in the classroom over the internet. The way educational style affects learning has evolved (Johnson & Smith, 2023). AI is being rapidly developed, and its numerous applications are bringing the entire 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, personalised approaches to more traditional ones. The results and effectiveness are much better than when there is no technology in the classroom. It is a machine learning model that can do anything you ask with just one prompt. However, there is one significant problem: copying and the potential to stifle pupils' originality (Li et al., 2024).

In Nepal, artificial intelligence, such as ChatGPT, has both pros and cons in schools, particularly in English classrooms. This study suggests that students can autonomously and freely engage in practices such as practising, learning, reading, writing, acquiring resources, obtaining immediate feedback, and receiving corrections (Zhou & Lee, 2023). But it isn't as simple as we thought. There are many problems that can't be avoided in these courses in Nepal, despite their importance for teaching and learning. The Nepalese government identified that 25% of Government Schools lack internet access, 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 aims to determine their appropriate applications and ensure their security and preparedness for the emerging digital landscape. The literature indicates that language specialists have many opportunities. As with teachers, instant feedback has been invaluable (Zhou & Lee, 2003). Students' participation, personal assignments, plagiarism, and lack of originality. Laziness and curiosity that GPT in learning activities enables students to be more active by providing

instant answers and feedback, which piques their curiosity and encourages them to study independently, ultimately helping them reach their full potential (Chen, 2023; Mandal et al., 2020). AI solutions, such as ChatGPT, have made learning easier and more effective. It has transformed the conventional approach to teaching and teachers into 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 critical (and less valuable) for students. These concerns pertain to issues of collection, cheating, plagiarism and the preservation of 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 in incorporating ICT through various acts, for example, the Education Act 2075. The utility and practicability of these skills in any government or public schools remain uncertain due to resource constraints and the non-availability of teachers willing to incorporate them into 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 widely adopted and utilised in various fields worldwide. 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. Teaching teachers to continue learning in Nepal using ICT has failed as anticipated (McGarr & McDonagh, 2019).

Right now, the issue is correctly recognising the resources, training, and technology needs. A lack of resources, ICT skills, and technical problems makes it harder to develop new technologies quickly (Sharma & Rijal, 2019; McGarr & McDonagh, 2019). There is often a significant difference between being able to use technology and being able to teach effectively. ChatGPT and Pedagogy are two AI tools that have always been the same. It is widely acknowledged that the foundation of digital learning lies in the immense potential and opportunities it offers teachers—the gap between what teachers have done and what new teachers do. The main question is: what do teachers do when they use tools like ChatGPT if they are not well-trained in using them? Moreover, it might be riskier for

students. Additional ethical concerns may arise. This situation is quite evident in real life when it comes to students. It can be a cause of failures rather than a helpful instrument. Teachers only know how to use outdated ICT tools that are less effective for teaching and learning than AI technologies such as ChatGPT. The teachers couldn't believe it when the pupils did their homework independently. It was an event that involved a teacher. Many teachers do not use ChatGPT in their teaching because they are unfamiliar with it. Technology has become a part of our daily lives. Life would not be possible without technology. It is a significant concern if AI isn't being used right now. It is also utilised in schools as a teaching tool and as a resource for teachers. Technology and innovative ICT tools, such as ChatGPT, ensure that students receive a good education. It can provide students and teachers with knowledge and help them find answers independently. There will be no obstacles or issues in obtaining an education.

This study examines the lived experiences of English language educators in community schools that incorporate ChatGPT into their daily instructional practices. How will they practically utilise these tools and confront the issues they face? They get results by teaching. Teacher narratives will provide nuanced perspectives on the integration of AI within social, economic, ethical, and practical research contexts. Learning is an active process in which pupils' thoughts work with what they already know. It is a mental process affected by several factors. There are several ways to study, such as ICT, homemade materials, printed materials, internet apps, and AI, which includes machine learning. ChatGPT enables students to learn independently 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 allows us apply AI correctly or incorrectly in the classroom.

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

Artificial intelligence in language teaching has evolved significantly over time, transforming from a fundamental tool to a valuable intellectual companion. This journey began with the era of Computer-Assisted Language Learning, when AI acted like a robotic teacher and followed instructions to the letter. Initially, computer systems were effective for practice but not for real-life conversations. It wasn't ideal for practising speaking, but AI is far more advanced 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 reduces the stress of studying (Fryer et al., 2017). It has been immensely helpful because it can readily generate responses to user cues and feedback (Kohnke et al., 2023). In our digital age, this is one of the most valuable 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, much like being in a classroom with peers and an instructor. If educators do not plan the use of technologies to achieve a specific purpose, they may end up being either a boon or a burden to themselves. Through their English learning, students should become more aware of and appreciate the use of technologies such as ChatGPT and their applications in AI. Since educators use ChatGPT, their attitudes and approaches to its use are the most important. Teachers found it challenging to use traditional teaching methods due to limited resources and methodologies, but it is now much easier with tools like AI. These tools help you accomplish tasks more effectively and save you time (Moorhouse, 2024). There are more students in community schools, but fewer teachers because they cannot provide each student with 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 discussing it, including its pros and cons, as well as any potential problems that may arise when it is used. This instrument is vital 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 allows them

to be self-motivated and provides someone to talk to while they practice speaking, making 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 also raises some major concerns. The opportunity for learning in this environment has been both divergent and self-directed; however, the risk of misconduct also exists, which infringes upon the parameters of 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 the assessment's unproven validity and reliability 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 handy 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 primary source of information, and should not be relied on too heavily. What about their creative mind, metacognitive learning, growth of mind, visionary, 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 ensure that AI used for educational purposes is valid and not developed to enhance school programs.

If they do not have the appropriate support and instruction, students may struggle with using it. Therefore, teachers should be familiar with and understand concepts before their students do. They need training, rules, and real-world examples (Moorhouse, 2024). They need to be monitored, and policies should clearly outline regulations 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 presents multiple challenges for linguistic and cultural fluency in a learning context, including constraints on clarity, authenticity, and originality for teachers, dealing with various language needs and proficiency levels, and offering a useful tool. While not always reliable considerable potential to do good, as long as it's treated delicately. False information can lead students off track, sabotaging their grades. Students become lethargic, lose interest in studying, and opt for cosiness over practical thinking and action in part-time participation. In an academic context, this is a significant concern due to moral interest in studying and opting for coyness rather than any practical thinking or action in participating. In an academic context, this is a significant concern due to moral issues related to plagiarism and the loss of original ideas or work. It is a serious issue that must be addressed by teachers, stakeholders and institutions, particularly in their adherence to the state regulations and specifications on academic integrity (Chomsky et al., 2023). The ethical issues, including the privacy and security of individuals' data and ensuring everyone has fair access 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). Regarding how instructors value student privacy and the reliability of the data provided by AI, the use of ChatGPT in schools has garnered considerable attention and debate. The AI will be used as a tool to assist instructors, rather than being a replacement. The appropriate

incorporation of AI will help foster personalisation, but it will not supplant individual distinctiveness in empathy, ethics, and teaching (Brown et al., 2020). Similar to other technologies that can assist with learning and teaching across various subjects, including language, controversy surrounds 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 unexplored mainly 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 employed qualitative narrative inquiry, deemed the most suitable approach, in which Nepali teachers who instruct English Language Teachers shared personal experiences from community schools.

## **Methodology**

I employed a narrative inquiry to examine teachers' perspectives on their personal experiences with English language educators who use 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 sought to collect data and support the notion of sampling educators who have employed diverse AI technologies, including ChatGPT. We

obtained the information and data through interviews, observations, analysis, and other methods. Over the course of four months, data were collected through a series of in-person field trips. The method used was to gather information through the qualitative data collection technique, and new ideas.

## **Results and Discussion**

The entire data analysis is conducted within a narrative framework. The study presented three thematic areas, including the benefits of integrating ChatGPT, the 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 integration of ChatGPT has demonstrated that the English language classroom has numerous 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 perform better in school and learn more effectively. 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 illustrates how ChatGPT offers additional support, enabling students to learn independently. ChatGPT helps students learn independently and continue learning in class. Content is more important than resources or delivery; therefore, teachers can allocate their limited resources accordingly. This research shows that the primary function of ChatGPT has been providing constant feedback. Other studies explore the use of personalization in feedback to enhance learning effectiveness (Brown et al., 2023; Chen, 2023). The case, as 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 highlights the importance of on-demand assistance to student autonomy, a fundamental principle of personalized 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, summarized 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 demonstrates that ChatGPT has been utilized as a student-assistance tool, providing help whenever needed, both before and after school. They could even teach in place of the teachers if the teachers were not there. They are encouraged to learn independently, 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 suggests that ChatGPT helps students feel less anxious by providing them with opportunities 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 also helpful to me. Community schools don’t provide us with sufficient 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 easily accessible, to access, particularly in low-resource schools. One of the digital materials that may be used to enhance their professional development is IT (Rahimi & Dousari, 2023). Multiple testimonies suggest that educational practices and pedagogy are strengthened with AI technology, as ChatGPT aids in facilitating learning. Both the teacher and the students can experience great benefits as learning is made accessible through technology. These findings mirror those of several other authors (Brown et al., 2020; Chen, 2023) regarding personalized learning. Acknowledging the results of prior studies, the results confirm that information and access created are learning pathways customized 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 perceive, such as cheating and outdated, inflexible, and uncreative structures, there are also many that can foster its use. Lack of teacher training and classroom practices were barriers that interviewees expressed discomfort with. It may not have been a standard tool for educators. 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 disorganization, which indicates a lack of institutional support. " ChatGPT is popular because people 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 unsure about something, such as facts, theories, places, or concepts, I seek reliable 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 highlights a significant difference between seeing and doing the tool's capabilities and how they can be applied in real life.

You can learn from anything. Teachers can improve their careers. Practical training is the first step toward giving teachers greater confidence and helping them utilise new tools in their teaching. When the authority is in charge, it provides insufficient training, which immediately undermines confidence and leads to the use of ChatGPT. This means that instructors' pedagogical potential is lower when it is not supplied correctly. To make valuable training and fruitful, skills should be centred on using ChatGPT instead of other elements. Therefore, we must ensure that integration is integral to teaching. If teachers lack this vital 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 remained quiet and asked the students to share

something about ChatGPT. Today's kids are wiser than those in the past, as they live in the digital world and have more knowledge, 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 effectively utilise a tool like ChatGPT in their lessons, they require more than just a mechanical approach. They need to be strong. Less training leads to people being less confident, less skilled, less capable, less precise, 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, such as ChatGPT, ICT, the internet, electronic gadgets, and many others, 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." Additionally, the lack of computers for all pupils made it difficult for them to learn what they needed. The extract above illustrates that teachers are willing to learn, relearn, and utilise tools like ChatGPT, a virtual learning platform. However, the school has no 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 are unable to do so. This is the main reason why technology problems happen. It is hard to teach because there aren't enough computers for all the kids. There are not many resources available either. To address the issue of limited resources, they need to establish the basics, including electricity, a computer, and internet connectivity. Technology is becoming a valuable tool for teachers. Teachers can meet each child's needs, but they often lack sufficient resources. Bishnu said, "Before my students arrived, I would get everything set up. Still, 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 too slow. 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 foundation of structures,

clean water, power, and electronics, along with necessary furnishings, makes education technologies less ineffective. The absence of these resources also exacerbates the digital divide and drives socioeconomic stratification, aligning 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 digital tools are also issues. Digital tools like ChatGPT should be used in well-equipped classrooms. The Constitution of Nepal allows for the use of ICT tools to enhance the work of teachers and students. In actuality, though, it's not like that. The Dikshya participant said, "None of the monitoring or follow-up was improved to fill a significant gap that exists in monitoring, or without any action taken after it. It reveals that only around 25% of community-run schools in Nepal have reliable internet access (UNESCO, 2023). This is especially bad in rural areas (MoEST, 2023; Devkota et al., 2022). This lack of infrastructure makes it significantly harder for ICT to transition to digital, especially when it comes to new tools like AI, which students often don't have the opportunity to use in their learning. Dikshya, a participant, remarked that adding new technology to the way students learn is not easy. It requires bare essentials such as internet access, gadgets, and infrastructure, as well as stable electricity, furniture, and office supplies. There are several problems with digital tools, including unreliable internet connections, unqualified teachers, and power outages. ChatGPT should be used in a well-equipped classroom.

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

The participants stated that there is a good chance of ethical problems arising. As new tools are introduced to schools, they have caused numerous problems. Students might utilise it in ways that others are not allowed to. 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 critical topic for the whole world right now. There is a significant chance of 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, experience diminished motivation to learn, struggle with language, and, in general, not put in the effort required to learn

effectively. 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 inherently dangerous, but it has limitations in what it can do, and the biggest concerns in the community schools of Nepal are about it. Because there are no guidelines or ethical concerns, students can openly commit academic dishonesty by using 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.

The stories above illustrate what plagiarism is, and it 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 concerned that their children are relying too heavily on AI tools like ChatGPT 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 disagree with this. It is like making room for traditional education. This clearly shows that the use of ChatGPT and its impacts are viewed negatively. 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." However, if I ask them to do something in class, they often provide me with answers that they copied and pasted from ChatGPT. However, when I change the questions slightly, they become difficult to understand. Now I'm scared that I'll lose their creativity.

This story suggests that students or pupils are disengaging to the point of focusing 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 critically and perform tasks effectively (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 can yield positive outcomes and that using it can provide a new perspective on important topics, along with a corresponding body

of literature. 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 instruction, allowing students to learn at their own pace and level, which is crucial for the efficacy of mixed-ability classes in resource-limited environments (Adiguzel et al., 2023).

This story suggests that students or pupils are disengaging to the point of focusing on a different activity, while others are using AI tools like ChatGPT. If instructors don't receive additional support to develop their digital literacy and AI teaching skills, ChatGPT's future may not be as bright (Sharma & Rijal, 2019; McGarr & McDonagh, 2019). Challenges to learning and teaching, such as a lack of internet connection or access to gadgets, are part of systemic issues in education that continue to perpetuate inequities (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 contextualised 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 promote ethical digital citizenship and to guide and contextualise the use of Artificial Intelligence in education. The primary purpose of the educators in this instance is to encourage civility in the use and application of Artificial Intelligence in education. The findings point to the need to market ChatGPT by 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 in providing timely and appropriate feedback and learning scaffolds.

Moreover, it provides an opportunity for ESL learners to progress due to the capacity to facilitate instant communication, as well as individualised and autonomous study (Chen, 2023; Brown et al., 2020). Nevertheless, to fully leverage the system, educators must actively prepare lesson scenarios for the application of ChatGPT in a classroom setting. The lesson scenarios should address the primary subject of advanced Critical AI Literacy, in which educators apply AI to teach and enhance the learning process, and utilise the generated AI

content in a beneficial teaching context. Moreover, hybrid models that utilise ChatGPT alongside classical learning. Methods could be used 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 them to use ChatGPT to think creatively and critically, rather than relying on it as a crutch for deficient thinking. This will require the introduction of new methods for assessing students' genuine linguistic competencies, which AI cannot replace, with the addition of ethics and policy in the Nepalese context. The ethical issues of implementing AI in Nepal, which lacks sufficient infrastructure and training, are much more pronounced. The institution's policy (or amendment) should clearly outline how AI is used in tests and assignments, and it should also address strategies for detecting plagiarism and maintaining academic integrity (Sebastian et al., 2024). According to the Nepalese government's Ministry of Education and educational institutions, there is a need for greater investment in the development and improvement of digital infrastructure, as well as in the training and development of teaching staff, to ensure equal access to AI and its practical applications in international community schools in Nepal. 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 lies in enabling teachers to teach better and to facilitate out-of-class learning. However, as a mere computer program, ChatGPT cannot 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. Instead, it should enhance the educational experience in a socially responsible manner in the context of technology use. 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 rather than one that disparages 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.

Could you please advise me on how to adjust this to meet the journal's requirements? The study findings demonstrate the multifaceted significance of education. Technology is ubiquitous, and the use of artificial intelligence is expanding to enhance and support 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 primarily 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 attempting to mitigate the risk of system abuse by developing an effective, impartial, and reliable plagiarism-detection system. 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, due to its fast, interactive, real-time, and customizable features, ChatGPT has the potential to enhance teaching English significantly. The instructors further stated that the use of ChatGPT in Teaching English will support student-centred paradigms and promote students' participation and engagement. The instructors claimed that the use of ChatGPT in teaching and learning English will benefit students by moving the learning experience beyond the confines of the textbook, into real-time language use, model discussions, and personalised practice. However, constraints such as insufficient teacher preparedness, inadequate digital tools, and differing opinions about the use of ChatGPT and academic plagiarism limit the benefits of employing ChatGPT in Teaching English. That said, 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 more targeted approaches that help develop the digital and pedagogical skills needed to teach with ChatGPT, coupled with investment in digital tools and infrastructure to

support it. Second, the evidence from this research suggests that policymakers should provide governance that strikes a balance between the use of ChatGPT to promote or prevent academic dishonesty within an educational community. The instructors' experiences from a developing country have clearly highlighted the potential and challenges of using AI in teaching and learning in a resource-constrained setting. The study also lays a solid foundation for other researchers to construct potential frameworks for employing AI in education. Thus, further research should investigate the long-term effects of AI on language acquisition, develop adaptable teacher training models for these contexts, and more inclusively consider learners' diverse perspectives.

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