



**TEACHERS' AND LEARNERS' EXPERIENCES ON THE USE OF GENERATIVE
PRE-TRAINED TRANSFORMER (CHATGPT) FOR TEACHING ENGLISH:
BASES FOR PROGRAM RECOMMENDATION**

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ABSTRACT

This qualitative-phenomenological study aimed at determining the lived experiences of Junior High School teachers and learners on the use of ChatGPT for teaching and learning English. The findings revealed themes reflecting both positive and negative experiences. For teachers, positive themes included useful, convenient and time-saving app; tool for instructional support and material development; easy access to information gathering and disseminating; and importance of proper prompting and teacher judgment while poor internet connectivity emerged as a negative experience. For learners, positive themes included improvement in grammar, writing, and sentence structure; support for research and assignment; vocabulary development, translation, and understanding of difficult words; and ease, enjoyment, and stress reduction in learning English. Negative themes included limitations such as inaccuracy and overreliance on ChatGPT and cheating, unethical and irresponsible AI use were also highlighted. Based on the findings, the study proposed the AI-LITERATE Program in English language teaching and learning.

Keywords: ChatGPT, Teachers' Experiences, Learners' Experiences

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INTRODUCTION

The integration of technology in education has transformed traditional teaching and learning process into offering new opportunities for both teachers and learners. The introduction of Artificial Intelligence (AI) brought with it a new era of technological advancement and significant innovation to the field of education. One of the emerging AI tools is ChatGPT or Generative Pre-trained Transformer, a natural language processing tool developed by OpenAI. This tool is widely recognized for its capacity to generate human-like responses, provide instant feedback, facilitate interactive learning, and engage user into meaningful conversations. One can also use this tool to ask questions, and it will provide instant responses. Within English language teaching, ChatGPT is considered an additional resource that helps learners improve vocabulary, enhance grammar and build conversational skills.

In the Philippine school context, English is considered a vital medium of instruction for classroom settings as it is the language used for most of the subjects and a second language used in speaking for communication. The effective teaching of English is often constrained by challenges such as insufficient classroom time, overcrowded classes, and diverse proficiency levels of learners. Teachers always look for a new way, explore innovative approaches to get over these obstacles, and assist students in enhancing their language proficiency. By offering personalized practice, interesting interactions and immediate feedback, ChatGPT can be integrated as an instructional tool to enhance traditional teaching methods and overcome

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learners' shortcomings. Teachers may also utilize the tool as an aid for lesson delivery, provide activities, practice exercises, or supplement discussion.

This aligns with differentiated instruction which adapts teaching methods and learning environments to address students' varying readiness, interest, and learning needs (Shareefa, 2025). By using a variety of instructional methods, teachers and learners expand well their teaching and learning styles as well as their skills.

Although ChatGPT holds promise for education, concerns remain regarding its effectiveness and accessibility with instructional objects. Teachers and students may encounter different experiences while some may view it as helpful in improving engagement and understanding, others might struggle with issues such as dependence on technology, reliability of responses, or limited digital skills. Examining these experiences is crucial to determining how ChatGPT can be effectively incorporated into English language teaching for Junior High School learners.

The researcher chose this study because ChatGPT is now commonly used by teachers and learners in learning English, although its actual effects in the classroom are not clearly understood. The researcher has also observed that technology is becoming an important part of how learners learn and how teachers deliver lessons. With the increasing use of Artificial Intelligence tools such as ChatGPT in writing, grammar checking, idea generation, and language practice, it is important to understand the real experiences of teachers and learners when using this tool in English instruction. This study aimed at exploring the experiences of both teachers and learners, including the benefits and challenges they encounter, in order to

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provide insights that can help schools and educators integrate AI responsibly. The findings of this research may serve as bases for developing a program recommendation that can improve teaching strategies and support the development of students' language skills in today's technology-driven learning environment, while promoting the responsible and effective use of AI tools such as ChatGPT in teaching English.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants in the study, research instruments, data gathering procedures, sampling design and data analysis that used in the study.

Research Method

Using a qualitative approach, this study employed in-depth interview guides to explore the firsthand experiences of using ChatGPT in English language education. The primary goal was to leverage these insights as a foundation for program recommendations. As noted by Flick (2022), qualitative methods prioritize open-ended questioning and detailed observation to produce narrative data that authentically captures the participants' experiences within their specific contexts.

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Research Design

This study employed a qualitative phenomenological approach to investigate the firsthand experiences of Junior High School students and educators regarding the integration of ChatGPT into English language instruction. This qualitative research sought to understand participants' personal meanings and experiences, thus ultimately revealing the core essence of their perspectives Creswell & Poth (2022).

The research design also supports the goals of developing program recommendations as qualitative findings reveal contextual realities that can guide schools, teachers and administrators.

Through in-depth interviews, observations and thematic analysis, this approach offers comprehensive insights that serve as foundation for evidence-based policies and responsible and effective use of ChatGPT in education.

Participants in the Study

The participants of the study were the six (6) Junior High School teachers and eighteen (18) Junior High School learners who were purposively selected on the based the criteria established for the study.

In choosing the participants, specific inclusion and exclusion criteria were applied. For the teachers, only those who handled Junior High School English classes, were permanently employed in the identified public secondary school, and actively integrated ChatGPT in their teaching were included in the study. Teachers who were not teaching English, were substitute

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or part-time instructors, were assigned to another school, or had no experience in using ChatGPT in their classes were excluded. For the learners, those who were officially enrolled in the Junior High School department of the selected school, were using ChatGPT as a learning support in English, and were willing to participate in the study were included. Learners who were not enrolled in the identified school, were not using ChatGPT for English learning, or did not provide their consent to participate were excluded.

These sets of criteria ensured that the participants possessed the necessary experiences and characteristics relevant to the purpose of the study.

To gather pertinent data for the study, the researcher chose six (6) teachers and eighteen (18) learners as sources. To achieve fairness and confidentiality, the teachers were identified as Participants 1, 2, 3, 4, 5, 6 and the learners as participants 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18.

Sampling Design

Purposively sampling design was used in the study. The participating teachers and learners were selected on the basis of the criteria set for this study with inclusion and exclusion mentioned in their selection.

Research Instrument

A research-made in-depth interview guide was used as instrument of this study. It contained questions designed to explore participants' experiences and challenges in using ChatGPT. The questions were validated by experts consisting of professors in English,

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research, and scientific writing. These experts determined its face-and -content validity for the purpose of the study.

Validity of Research Instrument

To ensure the instrument's quality, the researcher-developed interview guide underwent a rigorous review process. It was first refined through feedback from the research adviser and subsequently subjected to face and content validation by a panel of experts. This jury comprised specialists in the fields of English, research methodology, and scientific writing.

Data-gathering Procedures

The researcher adhered to a structured data collection process, beginning with the refinement and validation of the interview guide by the research adviser and a panel of experts in English and methodology. Following validation, formal authorization was secured through a signed request from the Dean of the PHINMA Graduate School, the thesis adviser, and the researcher. Subsequently, permission was sought from the principal's office of a school in the Province of Iloilo, with a firm commitment to maintaining ethical standards and data confidentiality.

Data Analysis

The collected data were transcribed and interpreted using thematic analysis, a method that Braun and Clarke (2021) describe as a flexible yet rigorous framework for identifying and describing recurring patterns within a dataset. To ensure methodological integrity, the researcher employed the influential six-step approach, beginning with data familiarization and

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the generation of initial codes. These codes were then organized into potential themes, which were reviewed, defined, and named to ensure they accurately captured the essence of the participants' experiences. This systematic progression from coding to final reporting allowed for a rich, detailed organization of the data, resulting in meaningful interpretations that directly address the study's core objectives.

RESULTS AND DISCUSSIONS

This qualitative research focused on the experiences of teachers and learners on the use of ChatGPT as a tool for teaching English to Junior High School students in one of the schools in the Province of Iloilo for schoolyear 2025-2026.

The researcher utilized a researcher made in-depth interview guide questionnaire, which was validated by a panel of experts consisting of professors in English, research, and scientific writing. These experts determined its face-and-content validity, for the purpose of the study.

The participants' responses were analyzed and interpreted using thematic analysis.

The following are the findings of the study:

The positive experiences of teachers on the use of ChatGPT were: Useful, Convenient, and Time-Saving App; Tool for Instructional Support and Material Development; Easy Access to Information Gathering and Disseminating; Importance of Proper Prompting and Teacher Judgment. The negative experience was Poor Internet Connectivity.

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The learners positive experiences on the use of ChatGPT were: Improvement in Grammar, Writing and Sentence Structure; Supports in Research and Assignments, Vocabulary Development, Translation, Understanding Difficult Words; Ease, Enjoyment, and Stress Reduction in Learning English. The negative experiences were Limitations such as Inaccuracy and Overreliance on ChatGPT; and Cheating and Unethical and Irresponsible AI use.

A program recommendation was proposed by the researcher as a result of the study.

Conclusion

An importance insight drawn from the study is that AI integration in education requires AI literacy among both teachers and learners. ChatGPT serves as a powerful educational support tool that enhances both teaching efficiency and student learning when used appropriately. For teachers, its ability to reduce workload and assist in instructional planning highlights its potential to transform traditional teaching practices. However, the need for proper prompting and professional judgment indicates that AI cannot replace the teacher's role but rather complements it. The challenge of poor internet further reveals that technological infrastructure remains a critical factor in successful integration.

For learners, ChatGPT promotes language development and makes learning more engaging and less stressful, as students can easily ask questions, receive instant feedback, and explore ideas at their own pace. This creates a more supportive and interactive learning environment, especially for those who may struggle or feel anxious in traditional classroom settings. However, the risks of overreliance and exposure to inaccurate information highlight

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the need for proper guidance. When students depend too much on ChatGPT, they may become passive learners, thereby limiting their ability to think independently, analyze information, and develop their own ideas. In addition, not all responses generated by AI are accurate or reliable, which can lead to misunderstandings if not carefully evaluated. Ethical concerns further emphasize the importance of digital responsibility and academic integrity. Students must be taught how to use AI as a support tool rather than a substitute for their own work. Therefore, developing critical thinking skills, promoting honesty, and guiding responsible AI use are essential to ensure that ChatGPT enhances learning without compromising students' intellectual growth.

Overall, the study highlights that ChatGPT can greatly support English education, but its effectiveness depends on proper guidance, critical thinking, and ethical use. Teachers must guide students in using the tool appropriately, while learners should evaluate information carefully and avoid overreliance. Ethical awareness is also essential to prevent misuse such as cheating. The AI-LITERATE Program is therefore proposed to promote responsible, critical, and effective use of ChatGPT in teaching and learning.

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