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Exploring Teachers' Application of ChatGPT in Designing Tests at a Rural High School

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The use of ChatGPT, an AI-powered application, has garnered significant attention in language teaching these years. However, optimizing its benefits requires a clear pedagogical approach. This study was conducted with the primary purpose of discovering the use of chatGPT by English teachers at a rural high school for test preparation. While there have already been several studies of the effectiveness as well as the challenges of applying chatGPT for high school teachers in the world, few have specifically targeted upper secondary teachers, especially in a rural area of Vietnam. To address this gap, this exploratory research aims to investigate the high school teachers'integration of chatGPT in designing tests specifically aligning with the 2025 GCSE format. The research, involving 10 female English teachers, reveals varying levels of integration and satisfaction with chatGPT. The data for this study was obtained by gathering information from a questionnaire and in-depth interviews. Excel descriptive statistics was used to illustrate the mean, mode, median in age, number of working years and level of computing skills, etc. The interview aimed to discover the experience of teachers in using chatGPT to design tests and their attitudes. It was deduced from the findings that there were a minority of them using chatGPT, however, the interest and determination expressed by some teachers suggested a prospect for broader adoption in the future. This is consistent with the notion that incorporating technology typically follows a gradual process, where initial adopters lead the path for wider adoption and implementation.

Online Profile

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