

Exploring the Perceptions of EFL Teachers in the Mekong Delta on Integrating ChatGPT in Teaching Activities: A Multi-Case Study

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The integration of ChatGPT in English as a Foreign Language (EFL) teaching presents both opportunities and challenges in the educational landscape of Vietnam, particularly in the Mekong Delta region. While global research acknowledges its potential, there remains a dearth of studies focusing on its implementation within this specific context. To address this gap, an exploratory multi-case study was conducted, aiming to elucidate EFL teachers' perceptions regarding ChatGPT integration in the Mekong Delta's diverse educational settings. Drawing upon Appraisal Theory and previous research, a cross-sectional survey utilizing an online questionnaire was employed to gauge EFL teachers' awareness, practices, evaluations, and recommendations concerning ChatGPT utilization. The study, encompassing 60 EFL teachers from various educational levels across ten provinces, utilized convenient sampling methods. Results revealed that while EFL teachers recognized ChatGPT's value in enhancing teaching activities, its integration into the classroom remained moderate. Nonetheless, a prevailing positive evaluation of its effectiveness was noted alongside recognition of associated challenges. Additionally, ethical considerations emerged as a significant factor, necessitating careful attention and support mechanisms for ethical and effective utilization. This study contributes to the discourse surrounding ChatGPT integration in EFL education, particularly within the Mekong Delta. Its findings underscore the importance of tailored support structures and ethical considerations to maximize the benefits of ChatGPT while addressing potential challenges in its implementation.

Online Profile

Biography

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