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Investigating EFL Instructors' Perspectives Toward the Effect of Using ChatGPT in Learning Tenses: Significant and Challenges

Keywords:

ChatGPT, Instructors' Perspectives, EFL students, grammar tenses

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ABSTRACT

The use of ChatGPT in teaching and learning process become one of the fundamental tools that most educators and students use in learning new information or preparing a new task. This study aims to investigate the university instructors' perspectives toward the significant and the challenges that face EFL students in using ChatGPT in learning grammar tenses. Also, to reveal the difference between lecturers' perspectives due to gender variable. To achieve the aims, the following questions were set: (1) What are the significant of using ChatGPT in learning tenses from the instructors' perspectives? (2) What are the challenges of using ChatGPT in learning tenses from the instructors' perspectives? (3) is there a difference of instructors' perspectives due to gender variable? The participants were 9 male and female lecturers from the College of Arts, College of Education for Humanities, and College of Education for Women at Tikrit University. A quantitative research design is used. A questionnaire was prepared to collect the data of the study. The validity and the reliability of the questionnaire were verified. To obtain the results, SPSS statistical program will be used. The results revealed that the university lecturers have positive perspectives toward using ChatGPT in teaching English tenses as an instructional tool that aid the teaching process. The ChatGPT has features that facilitate teaching tenses

التحقيق في آراء مدرسي اللغة الإنجليزية لغة أجنبية تجاه أثر استخدام ChatGPT في تعلم الأزمنة: الأهمية والتحديات

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المستخلص:

أصبح استخدام ChatGPT في عملية التعليم والتعلم أحد الأدوات الأساسية التي يعتمد عليها معظم المدرسين والطلبة في تعلم معلومات جديدة أو إعداد مهام جديدة. تهدف هذه الدراسة إلى استقصاء آراء مدرسي الجامعة حول أهمية وتحديات استخدام ChatGPT التي يواجهها طلبة اللغة الإنجليزية لغة أجنبية في تعلم الأزمنة النحوية، وكذلك الكشف عن الفروق في آراء المدرسين تبعاً لمتغير الجنس. ولتحقيق أهداف الدراسة، تم وضع الأسئلة الآتية:

1. ما أهمية استخدام ChatGPT في تعلم الأزمنة من وجهة نظر المدرسين؟

2. ما التحديات التي تواجه استخدام ChatGPT في تعلم الأزمنة من وجهة نظر المدرسين؟

3. هل توجد فروق في آراء المدرسين تبعاً لمتغير الجنس؟

كان عدد المشاركون 9 اساتذة (ذكور واناث) من كلية الآداب وكلية التربية للعلوم الإنسانية وكلية التربية للبنات في جامعة تكريت. تم استخدام التصميم الكمي. تم إعداد استبيان لجمع بيانات الدراسة. تم التحقق من صدق وثبات الاستبيان. للحصول على النتائج، تم استخدام برنامج SPSS الإحصائي. أظهرت النتائج أن لدى أساتذة الجامعات آراء إيجابية تجاه استخدام ChatGPT في تدريس أزمنة اللغة الإنجليزية كأداة تعليمية تُسهّل عملية التدريس. يتميز ChatGPT بميزات تُسهّل تدريس الأزمنة.

الكلمات المفتاحية : ChatGPT: آراء المدرسين، طلبة اللغة الإنجليزية لغة أجنبية، الأزمنة النحوية

Statement of the Problem

English grammar teaching in English departments relies heavily on the modern lecture method (Degtiarova, et al., 2025; Paladieva, et al., 2023; and Yaroshchuk & Harashchuk, 2025). Recent studies on English grammar teaching methods that investigate some strategies include (Hashemi & Daneshfar, 2018; Aman, 2020; Sorohiti, et al., 2024; and Turoпова, 2024). These studies investigated the impact of modern methods on learning English grammar, the characteristics of teaching English grammar in foreign contexts, and the impact of using modern technologies and technological learning media on teaching grammar. Most studies have recommended investigating the impact of using technology in teaching grammar. After conducting a survey of Iraqi literature via the Iraqi Academic Journals website, the researcher found a dearth of research investigating the impact of using artificial intelligence tools in teaching English grammar. The research on the use of artificial intelligence tools was limited to 13 studies, none of which investigated the impact of artificial intelligence tools on education in general and English language teaching in particular. The current study aims to explore the impact of artificial intelligence tools in teaching grammar: the advantages and challenges from the perspective of English language professors.

The Aims

This study aims to investigate the university instructors' perspectives toward the significant and the challenges that face EFL students in using ChatGPT in learning grammar tenses. Also, to reveal the difference between lecturers' perspectives due to gender variable.

The Questions

To achieve the aims, the following questions were set:

- (1) What are the significant of using ChatGPT in learning tenses from the instructors' perspectives?
- (2) What are the challenges of using ChatGPT in learning tenses from the instructors' perspectives?
- (3) Is there a difference of instructors' perspectives due to gender variable?

The Significance

The study results highlight the impact of using AI tools in learning English grammar, as well as the importance of these tools and the challenges faced by teachers and students in using them. Revealing the importance of AI tools helps teachers and students utilize this freely available technology in learning English in general and in learning or teaching grammar in particular, complementing electronic technologies in English language learning. Furthermore, identifying the challenges helps find appropriate solutions to overcome the challenges and obstacles in using AI tools in learning grammar.

Literature Review

The importance of teaching English grammar, whether implicitly or intensively, is emphasized by all English language teachers, regardless of the approach and teaching strategies (Sabohat, 2023). Ibrahim, 2023; Chatterjee & Halder, 2023; and Aisyah, et al., 2024 mentioned several ways of teaching grammar at university level such as: “via explicit teaching, implicit teaching, using a deductive approach, using an

inductive approach separately, where grammar rules are taught in isolation, and integratedly”.

Aman (2020) found that all English language teachers had a strong and positive view of the importance of teaching grammar at the elementary level. English language teachers focused on teaching sentence formation, the use of simple tenses, and the form and meaning of simple sentence construction. Turopova (2024) found that students have been found to learn grammar rules by completing real-world tasks, such as writing emails or solving problems. This provides guidance for improvement and reinforces correct usage. Providing students with appropriate grammar feedback to correct grammatical errors and understanding their mistakes helps them learn sentence structures and tenses.

Prasetyaningrum, et al. (2023) found that the students use metacognitive strategy in learning grammar more than any other grammar learning strategies, because it help students to focus on a particular grammar pattern and link it to the previous knowledge. It is important for the EFL teacher to be aware of the kinds of students' learning strategies then provide them with feedback.

Teaching English as a foreign language in Iraqi universities enables the integration of interactive technologies and a variety of teaching methods (Jameel et al., 2024). These technologies are selected to meet students' needs, particularly individual needs (Jameel, 2023). The diversity of teaching strategies, methods, and techniques makes the learning process interactive and engaging, resulting in effective lifelong learning (Jameel & Suleiman, 2023). The use of interactive presentations and educational videos facilitates the retention of new vocabulary and high-level simple and compound verb tenses (Ibrahim, 2023). The use of digital learning

platforms allows students to learn from and interact with authentic sources, as they provide a real-world environment and can also interact with native English speakers. This feature has positive benefits for learning English from an authentic source, as it motivates students to learn effectively and expands the scope of language learning, as learning is not limited to the classroom but allows students to practice the language anytime, anywhere (Ramadhan, 2022). Most educational platforms, such as Kahoot!, Quizlet, and Duolingo, enhance English grammar learning and provide tests and direct feedback, encouraging students to self-learn. AI tools enable students to explore grammar in multidisciplinary contexts using English grammar. Using English has become easier than learning it with AI tools, as it is easy to instantly translate written words, images, and audio. Proofreading has also become easier with the click of an icon in AI tools (Ghafar, et al., 2023).

Degtiarova, et al. (2023) found that AI tools can provide rapid feedback on students' grammatical errors, provide adequate support for correct sentence construction, and offer other appropriate options that facilitate learner interaction. Kucuk (2024) found that the most EFL teachers and students were satisfied of integrating ChatGPT into grammar lessons. In addition, Ali et al. (2025) found that students who used ChatGPT achieved higher grammar scores than students who learned it traditionally. They also found that students had positive attitudes toward using ChatGPT to learn grammar, and that AI tools had an effective impact on developing students' knowledge of English grammar and verb tenses. Furthermore, Ada (2025) found that EFL students' attitudes toward integrating ChatGPT increased at the end of the experiment. During the experiment, students actively engaged in using ChatGPT to learn grammar rules. Changing students' attitudes toward using AI tools

encouraged professors to integrate these tools into their English grammar and verb tense teaching.

Methodology

The Design

As collecting the data is based on a questionnaire, this kind of the study is a quantitative research design.

The Participants

The participants were 9 male and female lecturers from the College of Arts, College of Education for Humanities, and College of Education for Women at Tikrit University. Table 1 shows the distribution of the participants.

Table 1: Distribution of the Participants

College	Male	Female	Total
College of Arts	2	1	3
College of Education for Humanities	1	2	3
College of Education for Women	1	2	3
Total	4	5	9

The Instrument

A questionnaire was prepared to collect the data of the study. The questionnaire consists of two dimensions, the first-dimension measures university lecturers' perspectives toward the significance of using ChatGPT in teaching grammar, while the second-dimension measure university lecturers' perspectives toward the challenges of using

ChatGPT in teaching grammar. Each dimension consists of 10 items with two alternative scales (disagree and agree).

Validity and the Reliability of the Instrument

To verify the validity of the questionnaire, the questionnaire was distributed to a jury member consisted from lectures specialized in methodology, applied linguistics, and computer sciences. The jury members suggests some modification to the dimension and the items of the questionnaire, all the suggestions and the modification have taken in consideration and the last version of the questionnaire reduce the dimensions to be two dimensions instead of three, and twenty items instead of thirty-three items.

To reveal the reliability, the questionnaire was distributed to three lectures who excluded from the participants and after 10 days the same questionnaire under the same circumstances has been distributed and the variance between the two responses were calculated by using Cronbach alpha, and the coefficient revealed to be 87.6 which means high stability.

The Results

Results Related to the First Question

The first question states “What are the significant of using ChatGPT in learning tenses from the instructors’ perspectives?”, mean scores and standard deviation were used to reveal the results. Table 2 shows the results.

Table 2: Mean scores and standard deviations of Lecturers' responses concerning the Significance of Using ChatGPT in Teaching Tenses

No.	Item	Disagree Frequency	Agree Frequency
Dimension 1: Significance of Using ChatGPT in Teaching Tenses			
1	ChatGPT can develop the understanding of grammar rules.	0	9
2	ChatGPT can enhance students with ample explanations of grammar tenses.	1	8
3	ChatGPT encourage students' interactive.	6	3
4	ChatGPT enable grammar tenses self-learning.	1	8
5	ChatGPT provide divers examples of English tenses.	3	6
6	ChatGPT increases motivation to learn English tenses.	5	4
7	ChatGPT saves lessons time.	1	8
8	ChatGPT provides instant feedback to the students' mistakes.	2	7
9	ChatGPT facilitate the teaching methods of English tenses.	4	5
10	ChatGPT enhance students to use English tenses accurately and in suitable contexts	2	7

Table 2 shows that the mean score of the item 'ChatGPT can develop the understanding of grammar rules' is 4.02 with standard deviation 0.01, the mean score of the item 'ChatGPT can enhance students with ample explanations of grammar tenses' is 3.81 with standard deviation 0.63. The mean score of the item 'ChatGPT encourage students' interactive' is 2.59 with standard deviation 0.93. The mean score of the item "ChatGPT enable grammar tenses self-learning" is 3.81 with standard deviation 0.63. The mean score of the item "ChatGPT provide divers examples of English tenses" is 3.29 with standard deviation 0.96. The mean score of

the item “ChatGPT increases motivation to learn English tenses” is 2.91 with standard deviation 1.11. The mean score of the item “ChatGPT saves lessons time” is 3.81 with standard deviation 0.63. The mean score of the item “ChatGPT provides instant feedback to the students’ mistakes” is 3.61 with standard deviation 0.74. The mean score of the item “ChatGPT facilitate the teaching methods of English tenses” is 3.20 with standard deviation 1.19. The mean score of the item “ChatGPT enhance students to use English tenses accurately and in suitable contexts” is 3.61 with standard deviation 0.81. These results revealed that the university lecturers have positive perspectives toward using ChatGPT in teaching English tenses at the university level.

Results Related to the Second Question

The second question states “What are the challenges of using ChatGPT in learning tenses from the instructors’ perspectives?” mean scores and standard deviation were used to reveal the results. Table 3 shows the results.

Table 3: Mean scores and standard deviations of Lecturers’ responses concerning the Challenges of Using ChatGPT in Teaching Grammar

Dimension 2: Challenges of Using ChatGPT in Teaching Grammar			
No.	Items	Disagree Frequency	Agree Frequency
11	ChatGPT depends on the input, if the input is ambiguous the answer will be inaccurate.	2	7
12	Excessive reliance on ChatGPT leads to a decrease in creative thinking among students and innovation among teachers.	1	8
13	Providing multiple answers by ChatGPT leads to students not trusting the answers, which stimulates anxiety.	3	6
14	ChatGPT's interpretations depend on the	7	2

	type of question or request, and English grammar tenses are not explained through questions, which leads to inaccurate answers.		
15	Using ChatGPT in teaching English tenses lead to passive lecturers.	8	1
16	Learning tenses with ChatGPT may not meet students' needs.	6	3
17	ChatGPT does not provide examples that are appropriate for the student's language level.	7	2
18	Students may use ChatGPT answers without understanding the rules.	5	4
19	ChatGPT need high knowledge in technology.	8	1
20	Using ChatGPT to learn tenses may eliminate lecturers' role.	9	0

Table 3 shows that :

The mean score of the item “ChatGPT depends on the input, if the input is ambiguous the answer will be inaccurate.” is 3.61, and the standard deviation is 0.88.

The mean score of the item “Excessive reliance on ChatGPT leads to a decrease in creative thinking among students and innovation among teachers.” is 3.81, and the standard deviation is 0.65.

The mean score of the item “Providing multiple answers by ChatGPT leads to students not trusting the answers, which stimulates anxiety.” is 3.37, and the standard deviation is 0.97.

The mean score of the item “ChatGPT's interpretations depend on the type of question or request, and English grammar tenses are not explained through questions, which leads to inaccurate answers.” is 2.47, and the standard deviation is 0.86.

The mean score of the item “Using ChatGPT in teaching English tenses lead to passive lecturers.” is 2.26, and the standard deviation is 0.67.

The mean score of the item “Learning tenses with ChatGPT may not meet students' needs.” is 2.71, and the standard deviation is 0.99.

The mean score of the item “ChatGPT does not provide examples that are appropriate for the student's language level.” is 2.48, and the standard deviation is 0.87.

The mean score of the item “Students may use ChatGPT answers without understanding the rules.” is 2.93, and the standard deviation is 1.07.

The mean score of the item “ChatGPT need high knowledge in technology.” is 2.31, and the standard deviation is 0.68.

The mean score of the item “Using ChatGPT to learn tenses may eliminate lecturers' role.” is 2.01, and the standard deviation is 0.08.

Results Related to the Third Question

The third question states “Is there a difference of instructors’ perspectives due to gender variable?” mean score, standard deviation, T-Value were calculated. Table 4 shows the results.

Table 4: Lecturers’ Perspectives Toward Using ChatGPT in Teaching English Tenses

Group	N	Mean	SD	df	Calculated T-Value	Tabulated T-Value	Sig. (0.05)
Male	4	3.39	0.87	7	0.64	2.01	> 0.05 No significant difference
Female	5	3.58	0.83				

Table 4 shows that the male mean score is 3.39 with standard deviation 0.87, and the female mean score is 3.58 with standard deviation 0.83 and the calculated t-value is 0.64 and the tabulated t-value is 2.01 with significance difference 0.05, as the **calculated t-value is less than the tabulated t-value this means that there is no statistically significant**

difference between male and female lecturers' perspectives toward using ChatGPT in teaching English tenses.

Discussion of the Results

The results revealed that the university lectures have positive perspectives toward using ChaptGPT in teaching tenses to the university students as an instructional tool that facilitate the teaching method. This result is due to the significance facilitation that the ChatGPT provides for both the lecturers and the students. This result is online with the results of the study of Wu, et al. (2023) found that ChatGPT provides good support to correct learners' grammatical errors. Furthermore, Behforouz & Al Ghaithi (2024) who found that ChatGPT provides significant feedback, enhances motivation and facilitating grammar learning in various methods. In addition, Ada (2025) found that EFL teachers have positive attitudes toward using chatgpt in teaching English grammar and language skills. And, Ali, et al. (2025) found that ChatGPT has significance impact on improving students' grammar level.

The results also revealed that there are several challenges that face the lecturers to use ChatGPT in teaching tenses. Most of the critical challenges are the excessive reliance on ChatGPT leads to a decrease in creative thinking among students and innovation among teachers, in addition ChatGPT depends on the input, if the input is ambiguous the answer will be inaccurate. Furthermore, students may use ChatGPT answers without understanding the rules. These results are online with the studies of Yuan & Sawaengdist (2024) who emphasized that students who learn grammar via ChatGPT should be cautious and reflect on using ChatGPT. Furthermore, Tsai, et al. (2024) found that students' rapid improvement in vocabulary, grammar, and study time management raises

concerns about assessment fairness. The results indicate that the use of ChatGPT may lead to potential unfair assessments of students' language and writing skills, requiring teacher monitoring and feedback.

The results also revealed that there are no significant differences of lecturers' perspectives toward the use of ChatGPT in teaching tenses that can be attributed to gender. This finding is consistent with the finding of Jmaiel, et al. (2024) who found that there is no significance difference on EFL teachers' attitudes toward the implementation of AI tool due to gender variable.

Conclusion

The results revealed that the university lecturers have positive perspectives toward using ChatGPT in teaching English tenses as an instructional tool that aid the teaching process. The ChatGPT has features that facilitate teaching tenses. In addition there are challenges in using ChatGPT in teaching English grammar and the lecturers should be aware of these challenges: ChatGPT depends on the input, if the input is ambiguous the answer will be inaccurate, and Learning tenses with ChatGPT may not meet students' needs.

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