

## FOREIGN LANGUAGES AND VIETNAMESE

**CHATGPT AND TEACHERS' PROFESSIONAL DEVELOPMENT: PERSPECTIVES FROM RURAL HIGH SCHOOL TEACHERS****NGUYEN THI DAN TAM\* - NGUYEN DINH TUAN\*\* -  
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**ABSTRACT:** The purpose of this study is to find out how high school teachers feel about using ChatGPT in English language teaching (ELT). High school teachers were surveyed and interviewed as part of a mixed-method strategy to collect data. The results show both possible advantages, like more student engagement and personalised learning, as well as drawbacks, such concerns about academic integrity and an excessive dependence on AI. Teachers stressed the value of preserving the human element in instruction, especially when it comes to critical thinking and nuanced feedback. In order to guarantee successful AI integration in ELT, the study also emphasises the necessity of professional development.

**KEY WORDS:** ChatGPT; English Language Teaching; AI; personalized learning; teacher perspectives; professional development.

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**1. Introduction**

Recent decades have witnessed rapid technological evolution that necessitates the capacity to adapt and transform from various educational systems (Cukurova et al., 2024; Grassini, 2023; Martin et al., 2024). The situation has become even more complicated with the recent emergence of artificial intelligence (AI) tools like ChatGPT, which entered into the public consciousness in November 2022. The unprecedented power of such model, like generating humanlike text and fostering automated dialogues, has posed fundamental questions regarding the structure for teaching, learning, and evaluation within our educational institutions (Amin, 2023). Although the capacities of AI chatbots are indisputably vast, educators have demonstrated both excitement and concern as for their utilization (Kostka & Toncelli, 2023; Nguyen, 2024; Grassini, 2023). The potentially synergetic relationship between teachers and AI presents both challenges and opportunities, and thus, there is an urgent need for teachers to adapt, upskill and stay abreast of the latest developments (Cukurova et al., 2024). As a result, the integration of these technologies in classrooms has driven educators to a changing landscape that not only calls for a paradigm shift in pedagogy but also requires an on-going commitment to professional development. Furthermore, it is essential that teachers be able to exemplify the best practices for students by incorporating AI-powered tools into their professional growth as well as applying them to enhance their creativity and efficiency (Seo, Tang, & Roll, 2021).

While research on ChatGPT with regard to various aspects of education is abundant (Brandao et al., 2024; Farrelly & Baker, 2023; Grassini, 2023; Ming & Mansor, 2023), there is a lack of studies into the sector of professional development, especially among educators in the Vietnamese context (Nguyen, 2024). Therefore, this study aims to investigate the potential impact of ChatGPT on professional growth, focusing on rural high schools based on insights from EFL teachers. The researchers hope to make a contribution to the existing literature on AI and education. Moreover, it is expected that the findings will supply useful recommendations for better integration of such a potent technological tool.

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## 2. Literature review

### 2.1. ChatGPT

Susnjak & McIntosh (2024), Lucy & Bamman (2021) clearly indicate that after officially launched in November 2022, ChatGPT has significantly changed the way computers are interacted. This advanced tool can get complicated conversations and create new text formats, demonstrate its remarkable flexibility. Trained on a extensive dataset, ChatGPT personalizes the user experience by responding to diverse prompts and questions (Williams, 2023). Basically, it's a communication bridge, as Opara (2023) describes it: "a software program that simulates human-like conversations based on user input." Chatbots are revolutionizing language learning supported by solid studies (Huang et al., 2022; Jeon et al., 2023). ChatGPT, a highly developed chatbot, may greatly enhance learning process by offering immediate feedback, personalized learning materials, and research facilitation.

Teachers are increasingly using ChatGPT in their lessons to automate routine tasks and focus more on personalized learning and student interaction (Alshater, 2022). Tlili et al., 2023 show that ChatGPT can improve the learning process by dynamically customizing study plans to each learner's particular requirements, interests, and pace. On the other hand, when the use of AI models like ChatGPT becomes more widely expanded, it's important to address ethical issues including potential biases. Additionally, it is also crucial to consider carefully the problems like plagiarism and the overuse of AI in education. By recognizing these difficulties, we may harness AI to improve human capabilities while reducing adverse impacts.

ChatGPT, released in November 2022, completely changed how people interact with computers. This powerful tool can have complex discussions and generate creative text formats, showcasing its impressive adaptability (Susnjak & McIntosh, 2024; Lucy & Bamman, 2021; Tate et al., 2023). Trained on a massive dataset, ChatGPT personalizes the user experience by responding to diverse prompts and questions (Williams, 2023). In essence, it's a communication bridge, as Opara (2023) describes it: "a software program that simulates human-like conversations based on user input." Chatbots have emerged as a valuable tool in language learning, with extensive research supporting their effectiveness (Huang et al., 2022; Jeon et al., 2023). ChatGPT, a sophisticated chatbot, can significantly enhance the learning experience by providing immediate feedback, personalized learning materials, and research assistance (Mallow, 2023). Educators are increasingly incorporating ChatGPT into their teaching practices, automating repetitive tasks and freeing up time for individualized instruction and student interaction (Alshater, 2022; Terwiesch, 2023). By tailoring study plans to each learner's unique needs, interests, and pace, ChatGPT can optimize the learning process (Tlili et al., 2023). However, as the use of AI models like ChatGPT grows, ethical concerns, including potential biases, are becoming increasingly important. Additionally, issues like plagiarism and overreliance on AI in education must be carefully considered (Shidiq, 2023). By acknowledging these challenges, we can use AI to improve human potential while reducing any negative effects.

### 2.2. *Challenges faced by rural high school teachers in integrating technology into education in Vietnam*

Integrating technology into education has the potential to greatly enhance learning experiences, particularly in isolated areas where access to resources is scarce. Therefore, rural high school teachers in Vietnam face several significant challenges when attempting to incorporate technology into their classrooms. Many schools lack essential infrastructure like reliable internet and adequate computers (Habibi et al., 2020). Furthermore, a shortage of digital equipment and unreliable electricity hinder technology integration in classrooms. Moreover, compared to their urban counterparts, rural students have a different learning environment due to lack of financing for technology acquisition and maintenance (Carlson & Reidy, 2004; Norris et al., 2003).

Rural teachers encounter a variety of obstacles in adopting digital tools, especially older generations who may be more reluctant to embrace technology. Despite a willingness to engage with

digital resources, many lack the confidence and skills needed. Limited professional development opportunities exacerbate this issue (Aditya, 2021). Furthermore, anxiety about potential mistakes and insufficient confidence can discourage teachers from experimenting with new digital tools (Lund & Jaldemark, 2024; Shanks et al., 2020). This issue is especially pronounced among English educators, who frequently receive inadequate training in digital technologies during their professional preparation, complicating efforts to use technology into the teaching of English in Vietnam (Anh, 2017). What is more, many teachers and students in rural areas may have limited English language skills, which can make it more difficult to access online resources and digital tools that are often primarily in English. This language barrier can further limit the effective integration of technology in rural education. The geographic isolation of rural schools often leads to limited access to ongoing professional support and networking opportunities, contributing to feelings of professional isolation (Lund & Jaldemark, 2024; Shanks et al., 2020).

### ***2.3. Educators' perspectives on the utilization of AI and professional development***

According to literature and its own acknowledgement, ChatGPT is not inherently an AI tool specializing in teaching and assessing (Nguyen, 2024, p. 118). The way ChatGPT is integrated into educational structures and the manner in which the tool is employed by educators and individuals for particular needs will determine its efficacy (Reyna, 2023). However, as mentioned above, since 2022, the awe-inspiring possibilities of ChatGPT have triggered a range of emotions among teachers (Grassini, 2023; Halaweh, 2023; Skavronskaya, et al., 2023). While some educators highly praise its versatility and considerable functionality (Ming & Manson, 2023, p. 54), others liken ChatGPT as a major threat to academic integrity and educational activities among both students and teachers (Halaweh, 2023). According to Ming and Mansor (2023), in the age of AI explosion, the trends in teacher professional development are found to concentrate on collaboration, individualized learning, and technology integration (p. 57), all of which can be facilitated with the potential of ChatGPT (p. 59). One of the most prominent merits of ChatGPT is its capacity to facilitate as well as revolutionize lesson planning and curriculum development (Amin, 2023; Huang & Zhu, 2020; Kostka & Toncelli, 2023; Meniado, 2023). Ming and Mansor (2023) buttressed the notion, acclaiming ChatGPT for its time-saving potency. Thanks to the powerful language processing ability of the chatbot, teachers can have their mundane tasks like creating lesson plans, handouts, and materials automated, which enables them to devote more time to reflection, innovation, and creativity (Grassini, 2023; Ta & Nguyen, 2024).

Secondly, it is emphasized by many researchers that ChatGPT supports teachers in obtaining easier access to educational resources, which improves their teaching or professional growth (Bonner et al., 2023; Huang & Zhu, 2020; Jeon & Lee, 2023). Su and Yang (2023) stated that the tool remarkably keeps educators updated with the latest pedagogical strategies and practices, thus ensuring that their lessons are intriguing, educational, and aligned with learning goals. Warner (2023) highlighted how teachers can create materials reflecting the local region, economy, and culture with the employment of ChatGPT. Such practices will thereby aid teachers in capturing students' interests and increasing their engagement in the learning process. This is supported by Ta and Nguyen (2024), who added that AI chatbots can give educators access to various perspectives and authentic language use from dissimilar parts of the world, thus fostering cultural understanding and global awareness. Furthermore, ChatGPT substantially contributes to enhance teachers' critical thinking and problem-solving skills by providing a wide range of positions, different approaches and solutions to various teaching challenges (Adiguzel et al., 2023; Su & Yang, 2023).

ChatGPT is also applauded for its capacity to produce immediate, personalized feedback for EFL teachers by analyzing students' responses instantly, pinpointing areas needing improvement, and offering targeted suggestions to ameliorate language acquisition and mastery (Huang & Zhu, 2020; Rajendran & Liu, 2021; Su & Yang, 2023; Ta & Nguyen, 2024). In addition, as an advanced AI chatbot, ChatGPT possesses the capacity to shift conventional methods of skill development and

learning within teacher professional development (UNESCO, 2023). For years, teacher professional development has consisted of workshops, seminars, conferences and in-service training that tend to be one-size-fits-all with little personalization and insufficient long-term support (Ming & Mansor, 2023, p. 59). AI tools, including ChatGPT, offer personalized, flexible learning opportunities for teachers to stay current in their field (Ta & Nguyen, 2024). Moreover, as a virtual tutor, the chatbot supplies educators with necessary supports by responding to their questions, offering explanations and guidance on different subjects (Su & Yang, 2023; Ta & Nguyen, 2024).

Regarding assessment in education, ChatGPT also acts as a game-changer, although its effectiveness does not acquire total unanimity (Jeon & Lee, 2023; Nguyen, 2023; Nguyen, 2024). In her research that involved the participation of 70 language teachers from various universities and schools in Vietnam, Nguyen (2023) found out that ChatGPT has been widely utilized by teachers for adapting and creating different types of test tasks. Celik et al. (2022) also mentioned the possibility to use AI for assessment, especially its ability to conduct automated essay scoring. The literature reviews conducted by both Meniado (2023) and Adiguzel et al. (2023) indicated that teachers generally hold positive attitudes toward the use of AI, especially AI-powered chatbots, in teaching and assessment.

Besides, ChatGPT promotes collaboration and networking among educators (Su & Yang, 2023). In other words, it enables educators to participate in professional learning communities, co-operating to share ideas, best practices, and support with colleagues (Ming & Mansor, 2023). This is essential for continuous professional development and learning culture, especially for teachers in distant and rural areas. In brief, as a versatile and powerful chatbot, Chat-GPT offers abundant benefits for the professional development of educators, from lessening their workloads, enabling collaboration and individualized learning, to allowing them to focus more on creating engaging lesson plans, facilitating assessment process, as well as staying pedagogically updated.

Apart from the aforesaid benefits for the educators' professional development, the integration of ChatGPT also entails several worrying issues. Some educators evidently think more about ChatGPT's negatives than its positives (Nguyen, 2023) and a few educational institutions have even banned the utilization of Chat-GPT (Ming & Mansor, 2023, p. 54). Above all, concerns about academic dishonesty, plagiarism, as well as breaches of ethics have been mentioned in different studies (Barrot, 2023; Chan & Hu, 2023; Meniado, 2023; Trust et al., 2023). Kostka and Toncelli (2023) especially emphasized this problem, stating that ChatGPT increases significant risks related to cheating and intensifies worries in terms of about academic integrity. Another issue is the precision and reliability of the content produced by ChatGPT (Adiguzel et al., 2023; Su & Yang, 2023). This problem was also discussed in the study of Ta and Nguyen (2024) which underlines that ChatGPT may generate misleading, biased, or deceptive responses despite its remarkable capacities (p. 3862). Hence, it is necessary that educators have the ability to judge and analyze AI-generated content critically to ensure educational standards and objectives (Nguyen, 2023).

Moreover, concerns are expressed in terms of the deterioration of critical thinking, problem-solving skills, and creativity (Barrot, 2023; Chan & Hu, 2023; Nayak et al., 2024). Besides the aforesaid problems, issues like non-emotional interaction and teaching job security are also raised by some scholars (Chan & Hu, 2023; Meniado, 2023; Mohammed, 2023). In addition, teachers' competences and AI literacy skills can be a considerable issue regarding the incorporation of ChatGPT into teacher professional advancement (Trust et al., 2023). To illustrate, Ta and Nguyen (2024) conducted a study in the Vietnamese context. Using a multifaceted methodology, the researchers found that up to 20 percent of the participants were either technologically incompetent or reluctant to deploy ChatGPT (p. 3862). Brandao and his colleagues (2024), following a literature review, underscored that AI literacy is a significant factor in teacher profession development. This includes comprehending AI, its capabilities and limitations, as well as its potential merits and demerits in pedagogy (Al Afnan et al., 2023; Farrelly & Baker, 2023). More than that, the study

emphasized the importance of hands-on activities that involve teachers, their peers, and students in actively applying AI tools like ChatGPT during training (Brandao et al., 2024).

In short, the integration of AI technologies, especially ChatGPT, into teacher professional development has offered undeniable benefits, yet also posed certain evident threats. Successful incorporation calls for not only continuous training but also a significant change in teaching, learning, and assessment methods (Ta & Nguyen, 2024). Besides, further research and improvement on accuracy and reliability of ChatGPT is exigent.

### 3. Research Methodology

This study adopted a mixed-methods approach, integrating both quantitative and qualitative data to explore high school teachers' perspectives on the use of ChatGPT in English Language Teaching (ELT). This approach allowed for a comprehensive analysis, with surveys capturing broad trends and interviews providing deeper insights into individual experiences. Participants for the study consisted of 28 high school teachers from various areas who were following the Master's program at UEF. To gather quantitative data, the study used a structured questionnaire that included Likert-scale items to assess teachers' attitudes toward ChatGPT's effectiveness, challenges, and ethical concerns. The questionnaire was distributed directly in the classroom. The face-to-face interviews were conducted during breaktime for 15 minutes. The survey data were analyzed using descriptive statistics to present an overview of teachers' attitudes towards ChatGPT. For the interview data, a thematic analysis approach was used. This method involved coding the data to identify recurring themes and patterns related to lecturers' experiences with ChatGPT.

### 4. Findings and Discussion

#### 4.1. Findings

This section presents the findings from the survey of high school teachers. The analysis identifies key themes regarding high school teachers' perspectives on ChatGPT in English Language Teaching (ELT).

##### 4.1.1. Advantages of ChatGPT

**Table 1.** Advantages of ChatGPT

| No | Item                                                                                                                         | Mean scores |
|----|------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1  | ChatGPT creates examples for English instruction that are pertinent to the local context.                                    | 3.57        |
| 2  | I can produce culturally relevant teaching resources for Vietnamese rural areas thanks to ChatGPT.                           | 3.17        |
| 3  | I can better explain difficult English concepts to students who haven't had much exposure to the language thanks to ChatGPT. | 2.71        |
| 4  | Reliance on costly or unavailable physical teaching resources is lessened while using ChatGPT.                               | 3.64        |
| 5  | I am able to bridge the gap between English teaching resources in rural and urban areas thanks to ChatGPT.                   | 2.96        |

In Figure 1, Item 4 (Mean: 3.64) shows that ChatGPT's greatest benefit is its capacity to lessen dependency on tangible teaching materials. This is especially important in rural areas where access to printed resources and textbooks may be restricted because of logistics or expense. Item 1 (Mean: 3.57), likewise, it is very valued when examples of English training that are locally relevant are created.

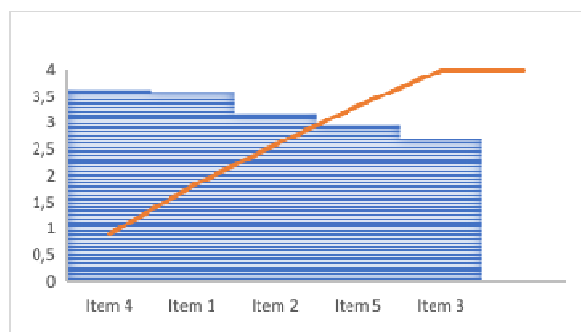


**Figure 1.** Advantages of ChatGPT

This feature is essential for making classes relatable and interesting in rural areas, where instructional materials frequently fall short in reflecting students' cultural and social reality. Item 5, closing the resource gap between rural and urban areas received a moderately low score (Mean: 2.96). This implies that although if ChatGPT aids in reducing inequities, its efficacy may be hampered by issues that rural educators may still have, such as restricted access to the internet.

#### 4.1.2. Challenges and Concerns

**Table 2.** Challenges and Concerns

| No | Item                                                                                                                                    | Mean scores |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 6  | My ability to use ChatGPT efficiently is impacted by spotty or limited internet access in rural places.                                 | 2.64        |
| 7  | The infrastructure required to fully utilise ChatGPT is sometimes lacking in remote schools.                                            | 2.82        |
| 8  | Students in rural areas might not have the computer literacy to take advantage of ChatGPT.                                              | 2.57        |
| 9  | ChatGPT's content might not be entirely in line with Vietnam's Ministry of Education's curriculum.                                      | 2.96        |
| 10 | ChatGPT occasionally provides inappropriate or irrelevant examples due to its lack of contextual knowledge of rural Vietnamese culture. | 2.85        |

The results point to major obstacles to using ChatGPT successfully in Vietnam's rural areas, especially with regard to infrastructure, digital literacy, and content relevancy. Inadequate school infrastructure (Mean: 2.82) and limited or spotty internet connectivity (Mean: 2.64) are major external barriers that prevent ChatGPT from being fully utilised, while low computer proficiency among rural students (Mean: 2.57) poses an internal barrier to optimising its advantages.

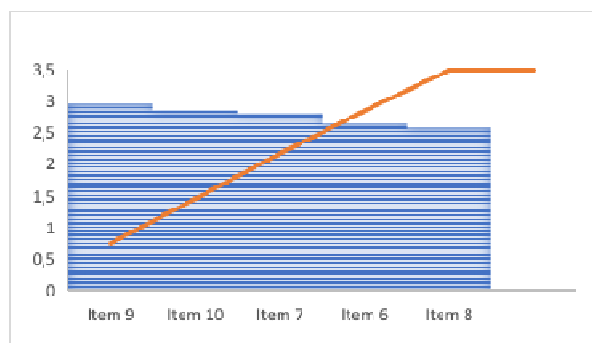


**Figure 2.** *Challenges and concerns*

Furthermore, ChatGPT's influence in these situations is further diminished by worries about how well its content matches the Ministry of Education's curriculum (Mean: 2.96) and its sporadic lack of cultural relevance (Mean: 2.85). These problems highlight the necessity of funding technology and internet infrastructure in remote areas in addition to training initiatives for educators and students to increase digital literacy. Additionally, ChatGPT would be more effective if its outputs were modified to better reflect rural Vietnamese culture and curriculum requirements, guaranteeing that it could meet the particular demands of these areas.

#### 4.1.3. *Impact on the Role of teachers*

**Table 3.** *Impact on the Role of teachers*

| No | Item                                                                                                                      | Mean scores |
|----|---------------------------------------------------------------------------------------------------------------------------|-------------|
| 11 | ChatGPT enables me to assume a more contemporary position as a knowledge facilitator.                                     | 2.53        |
| 12 | ChatGPT gives me the ability to mentor students in creative writing and critical thinking.                                | 2.67        |
| 13 | Traditional rote-learning techniques, which are frequently employed in rural classrooms, are less necessary with ChatGPT. | 3.10        |
| 14 | My workload is increased when students use ChatGPT since I have to keep an eye on their proper usage.                     | 3.07        |
| 15 | I believe my job as a teacher in rural schools takes on greater significance.                                             | 3.14        |

The results from figure 3 show that ChatGPT has conflicting effects on teachers' roles in rural communities. As they adjust to new duties outside of established ways, teachers believe that incorporating ChatGPT into their lessons gives their work greater relevance (Mean: 3.14). Their effort has grown, though (Mean: 3.07), particularly when it comes to keeping an eye on students' usage of the technology to make sure it is applied appropriately and effectively.

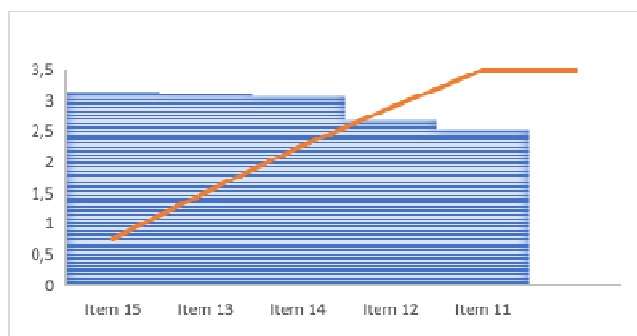


**Figure 3.** *Impact on the roles of teachers*

Although ChatGPT lessens the need for rote learning methods that are frequently employed in rural schools (Mean: 3.10), it can be difficult to transition to mentoring students in critical thinking and creative writing (Mean: 2.67) and taking on the role of a facilitator of modern knowledge (Mean: 2.53), especially in settings with limited resources. These findings imply that although ChatGPT offers novel possibilities, it also calls for more time, assistance, and training and time for teachers in rural areas to adjust to its demands effectively.

#### 4.1.4. Adaptability and Training Needs

**Table 4.** *Adaptability and Training Needs*

| No | Item                                                                                                                                | Mean scores |
|----|-------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 16 | Adapting ChatGPT to the local requirements of rural students who don't speak English well is difficult for me.                      | 3.07        |
| 17 | To adapt ChatGPT-generated content to rural students' cultural and pedagogical demands, I need training.                            | 3.17        |
| 18 | As part of their development strategies, schools in rural areas should give priority to training teachers in AI tools like ChatGPT. | 2.78        |
| 19 | Despite the lack of resources in rural schools, I think instruction should cover how to use ChatGPT efficiently.                    | 2.71        |
| 20 | With the right instruction, I'm sure I can use ChatGPT to create activities that will better engage children in rural areas.        | 3.35        |

The findings regarding training requirements and adaptability point to both significant opportunities and difficulties in incorporating ChatGPT into rural education. Teachers admit that it can be difficult to modify ChatGPT to meet the needs of rural students, especially those who don't speak English well (Mean: 3.07). Their request for training to adapt ChatGPT-generated information to cultural and instructional contexts is consistent with this (Mean: 3.17).

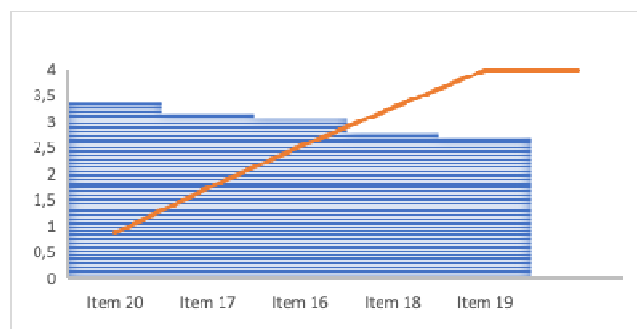


*Figure 4. Adaptability and Training Needs*

Teachers also stress the necessity for instructional support to overcome resource constraints (Mean: 2.71) and the significance of schools giving professional development in AI tools like ChatGPT top priority (Mean: 2.78). Despite these obstacles, educators are confident that, with the right support, they can use ChatGPT to develop interesting activities for students in remote areas (Mean: 3.35). This suggests that even though there are still deficiencies in infrastructure and training, the tool has the potential to get better.

#### *4.1.5. Student Engagement and Learning Outcomes*

*Table 5. Student Engagement and Learning Outcomes*

| No | Item                                                                                               | Mean scores |
|----|----------------------------------------------------------------------------------------------------|-------------|
| 21 | Students in rural areas can practise natural English conversations with the help of ChatGPT.       | 2.85        |
| 22 | ChatGPT's engaging and immediate feedback increases students' motivation to study English.         | 3.17        |
| 23 | Through ChatGPT, students can practise speaking English at their own spaces.                       | 2.85        |
| 24 | Students achieve better English learning outcomes when they use ChatGPT.                           | 3.03        |
| 25 | ChatGPT may prevent students from techniques like taking notes or conducting independent research. | 3.32        |

Both the advantages and disadvantages of implementing ChatGPT in rural education are demonstrated by the results on learning outcomes and student engagement. With ChatGPT, students can practise genuine and self-paced English conversations (Mean: 2.85), and their motivation to learn the language is greatly increased by its interactive and instantaneous feedback (Mean: 3.17). When students incorporate ChatGPT into their study habits, they achieve better learning results in English (Mean: 3.03).

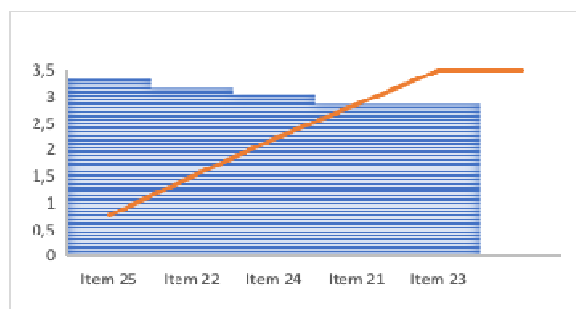


**Figure 5.** *Student Engagement and Learning Outcomes*

Over-reliance on the instrument, however, raises concerns because it could impede critical abilities like taking notes and conducting independent research (Mean: 3.32). ChatGPT improves motivation and conversational practice, but for long-term results in rural settings, its use must be balanced with more conventional teaching strategies.

#### **4.2. Discussion**

The study's findings and literature review both highlight the infrastructure and technology obstacles that prevent ChatGPT from being implemented successfully in rural areas. According to studies by Carlson and Reidy (2004) and Habibi et al. (2020), infrastructure deficiencies, a lack of dependable internet connectivity, and a lack of digital resources are major obstacles to the adoption of technology in education. Similar to this, teachers in this study reported having trouble customising ChatGPT to meet the needs of rural pupils, especially those who don't speak English well (Item 16, Mean = 3.07). The results confirm that ChatGPT and other AI technologies' promise is underutilised in the absence of infrastructure. The study's conclusions are consistent with previous research on the urgent need for teacher preparation to bridge the digital skills gap. According to Lund and Jaldemark (2024) and Aditya (2021), there are frequently few options for professional development in rural locations, which makes teachers hesitant to use AI technologies. This is clear from the survey, where participants stressed the value of giving teacher training programs top priority (Item 18, Mean = 2.78) and highlighted the necessity of training to modify ChatGPT-generated content to fit students' cultural and pedagogical demands (Item 17, Mean = 3.17). The results demonstrate that effective AI integration in rural education requires appropriate training. Language competency is cited in the research as a barrier to the adoption of AI systems, especially in situations where English is not the primary language (Anh, 2017). It can be challenging for teachers in remote locations to match AI technologies to their pupils' language proficiency. This is consistent with the results of the current study, which showed that modifying ChatGPT to accommodate students who have trouble with English was a major obstacle (Item 16, Mean = 3.07). These obstacles prevent AI's full potential in language learning from being realised. According to Shanks et al. (2020), teachers' access to digital advances and possibilities for knowledge-sharing may be impeded by professional isolation in rural locations. Teachers in this survey said that they would like to learn how to use ChatGPT effectively, especially in rural schools with low resources (Item 19, Mean = 2.71). This supports research showing that in order to overcome isolation and enhance their use of digital technologies for instruction, rural educators require organised support.

A significant new insight from the study is that teachers perceive ChatGPT as an effective tool for increasing student engagement and motivation in rural settings. While the literature broadly discusses AI's potential in education (Su & Yang, 2023), this study quantifies teachers' positive perceptions. Items such as "ChatGPT's engaging and immediate feedback increases students' motivation to study

English" (Item 22, Mean = 3.17) and "Students achieve better English learning outcomes with ChatGPT" (Item 24, Mean = 3.03) highlight how AI can make learning more interactive and meaningful. This finding adds practical evidence to the theoretical claims in previous research. The study reveals a clear correlation between the availability of training opportunities and instructors' comfort level with ChatGPT. Teachers think they can utilise ChatGPT to produce interactive and interesting activities for students if they receive the proper training (Item 20, Mean = 3.35). This new discovery builds on previous research (Adiguzel et al., 2023), which mostly focusses on teachers' hesitancy rather than their possible confidence after training. The worry that ChatGPT would adversely affect students' conventional study practices, such as taking notes and conducting independent research, is one novel finding of this study. Instructors stated that although ChatGPT offers prompt responses, it may deter students from mastering critical academic abilities (Item 25, Mean = 3.32). This research emphasises the necessity for a balanced approach to AI integration that promotes both technological efficiency and autonomous learning, building on ethical issues expressed in the literature (Ming & Mansor, 2023). Teachers see ChatGPT as a tool for producing culturally appropriate and locally relevant information for pupils in rural areas, which is another important conclusion. This study shows teachers' trust in using ChatGPT to customise activities to the requirements of rural pupils, despite other research (e.g. Warner, 2023) discussing the limitations of digital tools in addressing local contexts. This supports the growing demand in rural education for culturally sensitive instruction.

Among the study's drawbacks is the very small sample size which might not adequately represent the range of viewpoints in various circumstances. Furthermore, because self-reported data is used, individuals may exaggerate or underestimate ChatGPT's advantages or disadvantages, which could lead to bias. However, by offering a more impartial perspective on the data, the application of a mixed-methods approach seeks to lessen these restrictions.

### 5. Conclusion

While highlighting ChatGPT's potential to improve learning outcomes, motivation, and student involvement in remote schools, this study also identifies important obstacles such as a lack of teacher training and problems with material adaption. The results support the literature by highlighting the importance of teacher readiness and AI literacy. Despite encouraging creativity and conversational practice, ChatGPT may restrict the ability to do independent research. Allocating resources and implementing focused training programs are crucial to maximising its advantages. By tackling these issues, ChatGPT can empower teachers and students in remote areas and close educational gaps.

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**ChatGPT và sự phát triển nghề nghiệp của giáo viên tiếng Anh:  
góc nhìn từ giáo viên Trung học phổ thông vùng nông thôn**

**Tóm tắt:** Mục đích của nghiên cứu này nhằm tìm hiểu cảm nhận của giáo viên THPT về việc sử dụng ChatGPT trong giảng dạy tiếng Anh (ELT). Các giáo viên đã được khảo sát và phỏng vấn để thu thập dữ liệu. Kết quả cho thấy những lợi thế có thể có, như sự tham gia nhiều hơn của học sinh và học tập được cá nhân hóa, và những nhược điểm, chẳng hạn như mối quan tâm về tính liên chính trong học thuật và sự phụ thuộc quá mức vào AI. Giáo viên nhấn mạnh giá trị của việc duy trì yếu tố con người trong hướng dẫn, đặc biệt là khi nói đến tư duy phản biện và đưa ra phản hồi. Để đảm bảo tích hợp AI thành công trong ELT, nghiên cứu cũng nhấn mạnh đến sự cần thiết của phát triển chuyên môn.

**Từ khóa:** ChatGPT; Giảng dạy tiếng Anh; AI; học tập được cá nhân hóa; quan điểm của giáo viên; phát triển chuyên môn).