

A Systematic Review of Teachers' Perspectives on Using Chat GPT to Teach Speaking: Benefits and Challenges

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Abstract

In today's digital era, the use of Artificial Intelligence (AI) tools, such as ChatGPT, has increasingly influenced English language education, particularly in teaching speaking. Therefore, it is important to understand how teachers perceive both the benefits and challenges of using ChatGPT in teaching speaking. This study employed a systematic literature review method by analyzing fifteen articles published between 2020 and 2025, collected from Google Scholar using the Publish or Perish software. The findings show that teachers view ChatGPT as a useful tool that provides immediate feedback, becomes a helpful assistant to support learning, and makes teaching more efficient. However, alongside these advantages, teachers also express concerns about academic integrity, the lack of real human interaction, and the tool's limited support for authentic communication. The study presents practical solutions such as combining ChatGPT with real speaking practice, verifying AI-generated content, and using it as a supportive classroom tool rather than a replacement. Furthermore, it suggests future research to combine systematic review results with empirical studies and proposes some guiding questions needed to follow up on this study.

Keywords: Artificial Intelligence (AI); ChatGPT; Teachers' perceptions; Teaching Speaking

INTRODUCTION

Communication skills are essential for students as they foster effective interaction, enable confident self-expression, and encourage active engagement (Akhter et al., 2020; Leonita et al., 2023; Rahayu, 2023). The importance of speaking has grown significantly for various reasons (Akhter, 2021). As global communication increasingly relies on English, being able to speak fluently and confidently is crucial for achieving academic and professional success (Groenewald et al., 2023; Kadamovna, 2021). This focus not only impacts students' practice of speaking skills but also requires teachers to teach effective speaking strategies (Fatahillah & Agustina, 2024). Many technologies help teachers improve their students' English-speaking abilities in the current digital era. Chat Generative Pre-trained Transformer (ChatGPT) is one of those technological tools that has become very popular in language learning and teaching, particularly in educational settings (Abbas et al., 2024; Pradana et al., 2023). Since ChatGPT offers instant feedback and adjusts to students with different skill levels, it has grown in popularity among educators and students (Baskara & Mukarto, 2023; Rahman & Watanobe, 2023). However, even though various technologies might help, teachers may find it difficult to use ChatGPT to teach speaking, particularly because some teachers still use traditional methods and unfamiliar with AI tools such as ChatGPT (Akhter, 2021). Additionally, there are challenges to ChatGPT, such as the possibility it may result in a lack of deep understanding, produce low-quality responses, and raise questions regarding reliability and (Solak, 2024). Other risks include bias, insufficient development of higher-order thinking skills, plagiarism, and a lack of appropriate references and contextual understanding (Riyadini & Triastuti, 2023). Therefore, to address these challenges, it is essential for teacher to explore how to integrate AI

tools like ChatGPT to support speaking activity into their teaching practices, combining traditional methods with modern technology, and learn from previous studies about the limitations and benefits of ChatGPT. In this context, the researcher was interested in exploring how teachers perceive the use of AI, such as ChatGPT, for teaching speaking. This insights from this study will benefit English as a Foreign Language (EFL) or English as a Second Language (ESL) teachers. They might explore how ChatGPT supports lesson planning, provides materials, and creates activities, especially in teaching speaking in EFL or ESL classrooms. Furthermore, this study contributes to the theoretical discourse on AI-assisted language education by highlighting the unexplored role of teachers in adapting ChatGPT for teaching speaking. Moreover, previous studies by Mabuan (2024), Solak (2024), and Stan et al. (2025) have explored the practical use of ChatGPT in English language teaching, particularly its potential to provide immediate feedback, generate conversation, and more about written responses. Additionally, most previous studies (e.g., Al-khresheh, 2024; Celik et al., 2025; Muniandy & Selvanathan, 2024; Phuong,2024; Slamet,2024; Yen et al., 2024) focus on students’ perspectives, motivation, and ethical concerns, leaving a gap in understanding how teachers perceive and adapt this tool for teaching speaking skills. By addressing these empirical gaps, this study will also contribute to the discourse of ChatGPT-related literature in EFL/ESL classroom contexts. Therefore, this study aims to explore how teachers perceive the use of ChatGPT for teaching speaking, focusing on both its benefits and challenges. Based on this aim, the study addresses the following research questions:

- 1) What are teachers' perspectives on the benefits of using ChatGPT to teach speaking?
- 2) What are teachers' perspectives on the challenges of using ChatGPT to teach speaking?
- 3)

METHOD

In this study, the researcher examined the benefits and challenges from teachers’ perspectives of using ChatGPT to teach speaking. To answer these questions, the researcher adopted a systematic literature review method, as outlined by Balcı (2024) and Solak (2024) to review fifteen articles relevant to the purpose of the study. This number aligned with previous systematic review studies by Fernandes et al. (2023), Majid et al. (2025), and Solak (2024), in the field of education and technology, where the average number of articles ranges from fourteen to sixteen. Reviewing fifteen articles enabled a focused analysis without being too broad or too limited in scope. The list of articles reviewed in this study can be seen in Table 1. To select the articles to review in this study, the researcher collected relevant articles based on keywords and context from *Google Scholar*, facilitated through the *Publish or Perish* software. Publish or Perish is a tool designed to collect and analyze academic citations from multiple sources, calculating metrics such as publication count, total citations, and the h-index (Harzing, 2023). In the database, the researcher used the following keywords: *ChatGPT for teaching speaking, Teachers’ perspectives on using ChatGPT to teach speaking, and Benefits and challenges of teaching speaking using ChatGPT*. These keywords were developed from titles of published journal articles relevant to the study. To make sure, the researcher could view the results of journal articles from the last 5 years with relevant information.

Table 1. The Articles Reviewed in This Study

Author(s) and year	Article title	Journal	Research Goal	Context and participant
Al-khresheh (2024)	Bridging technology and pedagogy from a global lens: Teachers’	Computers and Education: Artificial Intelligence	Explore how English language teachers perceive the pedagogical benefits	46 English language teachers from multiple

Author(s) and year	Article title	Journal	Research Goal	Context and participant
Balcı (2024)	perspectives on integrating ChatGPT in English language teaching The role of ChatGPT in English as a Foreign Language (EFL) learning and teaching: A systematic review article history	International Journal of Current Educational Studies	and challenges posed by ChatGPT Identify the effectiveness of ChatGPT in promoting EFL learning and teaching	countries and diverse global regions 21 studies extracted from the Web of Science database
Celik et al. (2025)	Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy	Australian Journal of Applied Linguistics	Investigate the role of ChatGPT in improving the speaking self-efficacy of EFL learners	44 students in a private university in Erbil, Iraq
Chung and Jeong (2024)	Exploring the perceptions of Chinese pre-service teachers on the integration of generative AI in English language teaching: Benefits, challenges, and educational implications	Online Journal of Communication and Media Technologies	Investigate the perceptions of English pre-service teachers (PSTs) in China regarding integrating generative AI, specifically ChatGPT, into English language teaching	134 English pre-service teachers (PSTs) in China
Dilzhan (2024)	Teaching English and Artificial Intelligence: EFL teachers' perceptions and use of ChatGPT	SDU University	Exploring how teachers use ChatGPT in their EFL classrooms in Kazakhstan	11 EFL teachers in Kazakhstan
Kamali et al. (2024)	Exploring the challenges and affordance of integrating ChatGPT into language classrooms from teachers' points of view: An ecological perspectives	Journal of Applied Learning & Teaching	Explore their beliefs on the impact of integrating ChatGPT in their classes	10 Iranian language teachers
Mabuan (2024)	ChatGPT and ELT: Exploring teachers' voices	International Journal of Technology in Education (IJTE)	Explore the perceptions of English language teachers regarding the use of ChatGPT in English Language Teaching (ELT)	115 English language teachers working in Metro Manila, Philippines

Author(s) and year	Article title	Journal	Research Goal	Context and participant
Muniandy and Selvanathan (2024)	ChatGPT, a partnering tool to improve ESL learners' speaking skills: Case study in a Public University, Malaysia	Teaching Public Administration	Investigate the effectiveness of ChatGPT as a partnering tool in developing ESL learners' speaking skills in the flipped classroom setting in a Malaysian public university	40 ESL learners and 20 participants in Public University, Malaysia
Phuong (2024)	The role of ChatGPT in teaching speaking skills for English majored students: A research perspective	International Journal of Social Science and Human Research	Explore the auxiliary role of ChatGPT, a large language model, in assisting the development of speaking skills among English majors	30 students with pre-intermediate English proficiency as experimental subjects in Vietnam
Slamet (2024)	Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions	Discover Artificial Intelligence	Explore how they perceive about using ChatGPT to improve their language learning	80 EFL teachers and the 46 EFL students in East Java, Indonesia
Solak (2024)	Revolutionizing language learning: How ChatGPT and AI are changing the way we learn languages	International Journal of Technology in Education (IJTE)	Investigate the role of ChatGPT as an artificial intelligence tool in language teaching and learning.	8 language learners and 3 language teachers
Stan et al. (2025)	Investigating teachers' attitude toward integration of ChatGPT in language teaching and learning in higher education	Education and Information Technologies	Provide a comprehensive overview of the challenges and applications inherent in integrating ChatGPT into foreign language learning within higher education	Focus group with 15 teachers
Ugli et al. (2025)	Understanding Uzbekistan university EFL teachers' perceptions of ChatGPT: From benefits to ethical challenges	International Journal of Information and Education Technology	Determine lecturers' perceptions of using ChatGPT in Foreign Language Teaching (FLT) classes and explore the challenges that arose during the process	7 EFL teachers from four different universities in Uzbekistan
Ulla et al. (2023)	'To generate or stop generating response':	Learning: Research and Practice	Explore the perspectives of English as a foreign	17 EFL teachers in Thailand

Author(s) and year	Article title	Journal	Research Goal	Context and participant
Widianingtyas et al. (2023)	Exploring EFL teachers' perspectives on ChatGPT in English language teaching in Thailand ChatGPT in language education: Perceptions of teachers - A beneficial tool or potential threat?	VOLES (Voices of English Language Education Society)	language (EFL) teachers at a Thai university regarding ChatGPT as a language teaching tool Analyze the language teachers' perspective regarding the use of ChatGPT in their classes	100 educators, spanning English, Indonesian, and Mandarin language teachers and lecturers

Based on the information in Table 1, Figure 1 presented the countries where the reviewed studies were conducted. The researcher collected the journal articles of each of the countries shown in the graphic below to gain as many perspectives as possible.



Figure 1. The Geographical Contexts of the Selected Articles (was created with [Datawrapper.de](https://datwrappr.de))

To examine the chosen articles, the researchers employed an inductive analysis approach. By letting related patterns and concepts naturally arise from the data, this approach assisted the researchers in identifying significant themes without imposing bias or preconceptions (Mali, 2025; Naem et al., 2023). In practice, the researcher read the article several times and used a *Google Sheet* to highlight and organize information that was relevant to the research questions. After organizing the data, the researcher looked for common ideas across the articles and grouped them into themes. These themes represented teachers' views about the benefits and challenges of using ChatGPT in teaching speaking. In the final step, the researcher summarized these findings to answer the research questions. Articles in Table 1 were selected based on the following criteria to ensure the quality and novelty of the review. First, the articles should be about empirical studies. Second, the articles were recently published between 2020 and 2025. Third, the studies must be conducted within the context of English as a Foreign Language (EFL) or English as a Second Language (ESL). Fourth, the articles should be published in English and indexed in a reputable academic database such as *Google Scholar*. Lastly, the selected articles should be open-access.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Language	English	Non-English
Document	Journal articles	Book, Website
Article types	Empirical study	Non-empirical study
Content	Discussing the benefit and challenges of using ChatGPT in speaking	Not related to ChatGPT in speaking or education
Context of study	EFL/ESL learners	Non-EFL/ESL learners
Year of publication	2020-2025	Before 2020
Quality	Peer-reviewed articles, clear methodology, relevant findings	Non-peer-reviewed, unclear method

RESULTS AND DISCUSSION

Results

This section presents the results of the study based on the data analysis. Six themes emerged and are discussed in relation to the relevant literature.

What Are Teachers' Perspectives on the Benefits of Using ChatGPT to Teach Speaking? *ChatGPT provides immediate feedback*

One of the main benefits of using ChatGPT is its ability to provide immediate feedback. Teachers explained that the tool responds instantly to learners' input, which allows students to recognize errors and make corrections without delay (Al-khresheh, 2024; Stan et al., 2025; Ugli et al., 2025). In comparison to a classroom situation where feedback may take time, ChatGPT can produce feedback in a very short time, keeping the learning process moving forward (Balci, 2024; Kamali et al., 2024). Teachers also noted that immediate feedback might boost learners' confidence because ChatGPT provides quick corrections without judgment (Solak, 2024).

ChatGPT as a helpful assistant that supports teachers' work

Teachers also viewed ChatGPT as a valuable assistant that might support their work in teaching speaking. Many have noted that the tool aids in lesson preparation, time management, and designing speaking activities (Chung & Jeong, 2024; Dilzhan, 2024; Kamali et al., 2024; Phuong, 2024; Ulla et al., 2023). Another benefit teachers mentioned is that ChatGPT might provide speaking resources, sample questions for encouraging students to speak, and speaking instructions, which serve as useful starting points for lesson planning in speaking classes (Balci, 2024; Muniandy & Selvanathan, 2024; Ulla et al., 2023).

ChatGPT makes teaching speaking efficient

Teachers perceived ChatGPT as a practical tool since it combines three key benefits: time-saving, ease of use, and efficiency in supporting learning. It was reported that ChatGPT reduced teachers' workload by helping them in developing speaking rubrics, lesson planning for speaking classes, managing various tasks and speaking activities, and also preparing teaching materials for students in a shorter time (Balci, 2024; Chung & Jeong, 2024; Kamali et al., 2024; Phuong, 2024; Ulla et al., 2023). The tool was also considered practical, accessible, and user-friendly, which allows teachers to use it smoothly in classroom activities (Chung & Jeong, 2024; Kamali et al., 2024). Moreover, ChatGPT was viewed as efficient and effective in enhancing students' speaking performance, particularly in promoting interaction, providing

interactive speaking practice, and making speaking activities more engaging and enjoyable (Al-khresheh, 2024; Chung & Jeong, 2024; Mabuan, 2024; Ulla et al., 2023).

What Are Teachers' Perspectives on the Challenges of Using ChatGPT to Teach Speaking?

Teachers' concerns about the academic integrity

Teachers expressed strong concerns about the academic integrity, including accuracy, authenticity, and plagiarism issues, when using ChatGPT to teach speaking. Teacher noted that the answers generated by ChatGPT were sometimes unclear or not accurate and even contained grammatical errors at advanced levels (Chung & Jeong, 2024; Kamali et al., 2024; Muniandy & Selvanathan, 2024; Slamet, 2024). Others questioned the authenticity and reliability of the information, as some responses were confusing or did not directly address the questions (Muniandy & Selvanathan, 2024). In addition, concerns about plagiarism and academic dishonesty were frequently mentioned (Balci, 2024; Dilzhan, 2024; Ulla et al., 2023).

ChatGPT lacks human interaction

Teachers also mentioned the lack of human interaction as another possible challenge of using ChatGPT in speaking activities. They noted that the tool may not fully capture the depth and breadth of the human perspective, nor may it convey signals, gestures, or emotional reactions that are important in communication (Al-khresheh, 2024; Balci, 2024). Some teachers believed that while ChatGPT might be helpful, it might not replace the role of real human interaction and feedback, which are important for building fluency, confidence, and communication skills (Chung & Jeong, 2024; Mabuan, 2024).

Other limitations of ChatGPT in supporting speaking activities

Teachers also highlighted several limitations of using ChatGPT in English language teaching, especially in speaking activities. They mentioned that the tool does not fully prepare learners for real-world communication, as it may not handle accents, informal expressions, or support pronunciation practice, and cultural aspects of language (Al-khresheh, 2024; Balci, 2024). In addition, its responses are often too long, repetitive, or out of context, which makes the interaction less effective (Balci, 2024; Kamali et al., 2024; Mabuan, 2024). ChatGPT was also perceived as unreliable for grammar and less engaging than other speaking applications (Muniandy & Selvanathan, 2024; Slamet, 2024; Ulla et al., 2023).

Discussion

The findings suggest that ChatGPT plays a supportive role in teaching speaking by offering immediate feedback and assisting teachers with instructional preparation. Rather than simply highlighting its functional benefits, these findings indicate that timely feedback can help learners become more aware of their speaking performance, which may contribute to increased confidence and sustained engagement in speaking activities. At the same time, the use of ChatGPT requires careful pedagogical mediation, as excessive reliance on AI-generated feedback may limit learners' opportunities to think critically and creatively about their language use (Hasanein & Sobaih, 2023; Lo et al., 2024; Nopita & Dangin, 2025). In addition, teachers' need to adapt AI-generated materials by adding, removing, reorganizing, or contextualizing content reinforces the continued importance of teacher involvement in designing instruction and managing classroom interaction. This aligns with previous studies emphasizing that meaningful learning depends on teachers' professional judgment in tailoring materials to students' needs, proficiency levels, and learning contexts (Abad & Hattie, 2025; Baroroh et al., 2024; Hanifa et al., 2024; Natasya & Kembaren, 2025). Despite these advantages, the findings

also point to critical challenges that shape how ChatGPT can be used in speaking instruction. Concerns related to academic integrity, including the accuracy and authenticity of AI-generated content, highlight the need for teachers to carefully monitor and evaluate its use. Moreover, the limited capacity of ChatGPT to represent human interaction, such as emotional expression, non-verbal cues, and natural conversational flow, suggests that it cannot substitute authentic communication or human-mediated feedback. These limitations underscore that while ChatGPT may function as a supplementary resource, teacher guidance and real human interaction remain essential for ensuring responsible use and supporting meaningful speaking development in the classroom (Kelly et al., 2023; Pikhart & Al-Obaydi, 2025). Overall, it indicates that ChatGPT can serve as a useful supporting tool in teaching speaking by enhancing feedback provision and assisting teachers in managing instructional tasks. However, its effectiveness depends largely on how teachers mediate its use, as issues related to academic integrity, limited human interaction, and the need for authentic communication remain significant concerns. Therefore, ChatGPT should be positioned as a supporting resource rather than a replacement for teachers or real speaking practice. Teacher guidance and human interaction continue to play a central role in ensuring meaningful and responsible speaking development in the classroom.

CONCLUSION

In conclusion, the study showed that teachers perceive ChatGPT as both beneficial and challenging in teaching speaking. There are several important points in the research findings to emphasize. First, teachers highlighted immediate feedback as one of the main benefits of using ChatGPT in speaking classes, as it allows students to correct errors instantly and build confidence. Second, they viewed ChatGPT as a supportive assistant that helps with lesson planning for speaking classes, speaking activity design, and speaking learning resources. Third, teachers appreciated its practical use and efficiency, saying it saves time, lightens their workload, and makes speaking lessons more engaging. On the other hand, teachers also identified several challenges. First, teachers raised concerns about academic integrity, highlighting issues with accuracy, reliability, and plagiarism. Second, they mentioned the lack of human interaction, since ChatGPT cannot replace gestures, feelings, or the real feedback needed in conversations. Third, they highlighted the limitations in speaking practice, as the tool does not fully prepare students for real-world communication, especially in pronunciation, cultural context, and informal language. Overall, teachers agreed that while ChatGPT is useful and supportive, its use needs to be balanced with real practice that suits students. This study has a few limitations that should be noted. Since the data were collected through a systematic literature review, the findings depend on what has already been published. As a result, the review may not provide a complete picture of how teachers perceive and adjust the use of ChatGPT in real classroom contexts, as the analysis is based on reported findings rather than direct interviews. Another limitation is that teachers' use of ChatGPT is still new, so their perceptions may change over time. To address these limitations, future research should combine systematic review findings with empirical studies, such as interviews with classroom teachers teaching EFL/ESL speaking lessons, to provide deeper insights into teachers' perceptions. In addition, the researcher would like to suggest some guiding questions for future research to extend this study: How do teachers feel about using ChatGPT in speaking classes? In what aspect did teachers use ChatGPT to help in teaching speaking? How do teachers balance it with human interaction? How do teachers think ChatGPT affects students' speaking fluency, confidence, and motivation compared to traditional speaking activities? How do teachers' perspectives on ChatGPT change over time as they get more training and classroom experience with the tool? In closing, the findings of this study are expected to benefit EFL or ESL teachers

by providing insights into the benefits and challenges of ChatGPT, which may guide them in utilizing the tool more wisely and effectively to support speaking activities in their classrooms.

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