



Empowering Teachers Through ChatGPT: Perceptions and Experiences in English as a Foreign or Second Language (EFL/ESL) Classrooms as a Form of Community Service

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ABSTRACT

This study examines teachers' perceptions and experiences of using ChatGPT in English as a Foreign or Second Language (EFL/ESL) classrooms as part of community service efforts to enhance digital literacy and teaching innovation. A qualitative survey was conducted with thirty-eight teachers using structured and open-ended questions. Results revealed that ChatGPT is valued for simplifying complex content, generating instructional ideas, and supporting collaborative learning. Because ChatGPT facilitates professional growth and community engagement among educators, it strengthens the shared mission of educational service. However, participants also noted concerns about overreliance and ethical issues. The findings emphasize the importance of institutional AI guidelines to ensure responsible use. This study contributes to the development of community-based digital competency programs for teachers, highlighting AI as a tool for sustainable educational empowerment.

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1. INTRODUCTION

The emergence of artificial intelligence (AI) has transformed modern society, influencing education, healthcare, business, and governance. As AI tools continue to reshape human activities, education systems increasingly adopt these technologies to enhance teaching and learning efficiency (Yahaya, 2009). Among various AI applications, ChatGPT has gained wide attention for its ability to generate human-like text, assist in problem-solving, and support language learning through interactive dialogue. Developed by OpenAI as a Large Language Model (LLM), ChatGPT functions as a conversational system capable of producing coherent responses to user prompts, making it an innovative resource for teachers and learners in diverse contexts (Kalla *et al.*, 2023, Thapa, 2025).

In language education, ChatGPT serves multiple roles, from assisting teachers in preparing lessons and designing quizzes to helping students generate ideas and refine grammar. Research highlights that ChatGPT enables real-time comprehension and simplifies complex information for learners (Kasneci *et al.*, 2023). However, concerns remain regarding academic integrity, creativity loss, and ethical use. Critics argue that overreliance on AI tools may diminish critical thinking and independent reasoning among learners (Zawacki-Richter *et al.*, 2019). Furthermore, the authenticity and accuracy of AI-generated responses continue to raise questions about responsible adoption in education (Neuert *et al.*, 2021).

Within the context of English language education, the integration of ChatGPT can empower teachers to become more innovative and digitally literate. This empowerment aligns with the goals of community service, as teachers who gain AI competence can share their expertise within their professional networks and local institutions. By equipping educators with the skills to utilize ChatGPT ethically, schools and universities can promote sustainable digital literacy and inclusive education. Studies in different contexts, including Turkey and Pakistan, have produced mixed findings. Some emphasize the pedagogical benefits of ChatGPT, while others stress the risks of academic dishonesty and contextual misinterpretation (Firat, 2023; Iqbal *et al.*, 2022; Acharya & Bansyat, 2024).

The purpose of this study is to explore teachers' perceptions and experiences in using ChatGPT in English as a Foreign or Second Language (EFL/ESL) classrooms as part of digital community service and professional development. The novelty of this research lies in connecting AI literacy with educational outreach, emphasizing that AI tools can be integrated ethically to empower teachers and support communal learning. The findings aim to guide educators, policymakers, and institutions toward balanced, responsible, and community-driven integration of AI in language education.

2. METHODS

This study employed a qualitative design to explore teachers' perceptions and experiences in using ChatGPT in EFL/ESL classrooms. The research aimed to understand how ChatGPT supports teaching effectiveness and promotes community-oriented digital literacy among educators. A qualitative approach was selected because it allows detailed exploration of participants' insights, values, and attitudes related to technology use in education.

We distributed an online questionnaire through Google Forms that included both structured and open-ended questions. The survey focused on teachers' familiarity with digital tools, perceptions of ChatGPT, and their ethical reflections on its classroom use. The data collection process also represented a form of educational community service, as it involved collaboration among teacher networks and academic leaders to promote knowledge sharing and collective reflection on AI integration.

Thirty-eight English teachers voluntarily participated in the study. They represented different teaching levels, from basic to tertiary education, and varied in their years of professional experience. A purposive sampling technique was used to ensure that participants were technologically aware and had some exposure to ChatGPT. The participants comprised 60.3% male and 39.7% female teachers, all aged above eighteen, reflecting a diverse group of educators engaged in digital transformation.

The collected data were analyzed using open coding to identify recurring themes and emerging perspectives. Responses were categorized into four main areas: accessibility of technological tools, frequency of use, perceived benefits, and challenges of ChatGPT integration. The original data were converted into tables to enhance readability and preserve consistency with AJCSE formatting standards (Divecha *et al.*, 2023). This analytical process captured teachers' shared understanding of ChatGPT as both a pedagogical tool and a means of professional empowerment within their learning communities.

Ethical considerations were strictly observed throughout the study. Participants were informed about the objectives of the research, and their consent was obtained before participation. Privacy and confidentiality were ensured, and no personal identifiers were disclosed. The study aligns with the values of community service, as it promotes responsible use of AI technologies and encourages teachers to extend their digital literacy to broader educational communities.

3. RESULTS AND DISCUSSION

Table 1 presents teachers' access to digital technologies for instructional purposes. The data show that laptops, projectors, and smartboards are the most common tools available to English teachers. These technologies are widely used in classrooms because they enhance visual learning and promote interactivity during lessons. Meanwhile, microphones and digital pads are less accessible, indicating that more advanced technological devices remain limited to certain institutions or better-resourced classrooms. This finding reflects an uneven distribution of technological infrastructure across schools, which is consistent with global patterns in educational technology adoption. In a community service context, such data suggest the importance of professional development programs that not only introduce AI tools but also strengthen foundational access to digital devices, ensuring equity and inclusion for all teachers.

Table 1. Accessibility of Technologies for Teachers.

Technology Tool	Accessibility Level	Interpretation
Laptop	High	Widely available and commonly used
Projector	High	Used for visual instruction
Smartboard	Moderate–High	Increasingly used in urban schools
Microphone	Low	Limited to large classrooms
Digital Pad	Low	Used mainly by technologically advanced teachers

The next stage of the analysis examines how teachers employ various technology tools to facilitate learning. As shown in **Table 2**, PowerPoint remains the most used technology tool (82.2%), followed by YouTube (65.5%), Google Docs (51.7%), Google Classroom (44.8%), and Zoom (44.8%). Interestingly, ChatGPT ranks sixth (34.5%), despite being relatively new. The data highlight the rapid diffusion of AI technology into English language education. This adoption rate is notable given that ChatGPT was only introduced a few years ago and yet is

already part of teachers' digital repertoires. This implies that teachers are not merely consumers of technology but active experimenters who integrate innovative tools into their pedagogical practice. From a community perspective, such adoption represents a form of digital empowerment—teachers becoming facilitators of technological transformation within their educational ecosystems.

Table 2. Use of Technology Tools to Facilitate Student Learning.

Technology Tool	Percentage (%)	Remark
PowerPoint	82.2	Most used for content presentation
YouTube	65.5	Used to access authentic language materials
Google Docs	51.7	Encourages collaborative writing
Google Classroom	44.8	Facilitates online management
Zoom	44.8	Supports virtual teaching sessions
ChatGPT	34.5	Rapidly emerging as an AI-based teaching support

Table 3 provides insight into teachers' direct use of ChatGPT. A significant portion of teachers (37.9%) reported using ChatGPT to find relevant information about their teaching topics, while another 20.7% used it to simplify complex ideas and refine language accuracy. These responses indicate that ChatGPT primarily serves as a knowledge amplifier and linguistic assistant rather than a full instructional replacement. Only a small group (12.1%) remained unfamiliar with ChatGPT, showing that awareness of AI in education is spreading rapidly even in developing contexts. The findings correspond with studies emphasizing the supportive function of ChatGPT in simplifying difficult concepts for learners and generating content ideas (Kasneci *et al.*, 2023). However, the responses also suggest an emerging need for teacher training on responsible AI use to ensure that the tool enhances rather than replaces critical pedagogical skills.

Table 3. Use of ChatGPT as a Teacher.

Purpose of Use	Percentage (%)	Description
To find relevant teaching information	37.9	Used for lesson preparation
To simplify complex content	20.7	Used for explanation and clarity
To refine grammar or syntax	20.7	Helps improve linguistic accuracy
Unaware of ChatGPT	12.1	Reflects limited exposure to AI tools
Other uses	8.6	Minor or unspecified tasks

The perceptions of ChatGPT's strengths and weaknesses are summarized in **Table 4**. The majority of teachers (37.9%) considered ChatGPT effective in simplifying complex information, followed by 34.5% who valued it for generating ideas related to their courses. Conversely, 29.3% of respondents noted that ChatGPT could undermine teachers' creativity, and 25.9% felt that it often fails to provide context-specific answers. These observations illustrate the paradox of AI-assisted education: while it fosters efficiency and creativity, it can simultaneously weaken human originality and contextual sensitivity. Some teachers also associated ChatGPT with emotional detachment and intellectual passivity, fearing that excessive dependence on automation may produce superficial understanding.

Table 4. The Best and the Worst Parts of Using ChatGPT in EFL Classrooms.

Aspect	Choice	Percentage (%)	Interpretation
Simplifies complex information	Best	37.9	Most valued function
Generates ideas and prompts	Best	34.5	Enhances creativity
Saves time	Best	8.6	Improves efficiency
Makes teachers lazy	Worst	19.0	Ethical and behavioral concern
Destroys creativity	Worst	29.3	Reduces originality
Produces false information	Worst	6.9	Raises an accuracy concern
Context misunderstanding	Worst	25.9	Limited contextual sensitivity
Generates emotionless language	Worst	12.1	Lack of empathy or nuance

Beyond quantitative data, open-ended responses provided valuable qualitative insights. Many teachers described their schools as supportive of digital integration, recognizing technology as an inevitable component of modern education. One respondent emphasized that using AI tools stimulates learner engagement and bridges educational gaps, arguing that “technology tools have made the earth a global village.” This view aligns with the notion of AI as a driver of community connection, enabling educators and students to access global resources and participate in collaborative learning. However, not all teachers shared this optimism. Another teacher mentioned that ChatGPT was restricted in their school because students tended to copy answers instead of understanding the material. This contrast highlights the ethical dilemma between technological openness and academic integrity, which remains a central concern in AI-based education.

Further reflections show teachers’ awareness of the ethical use of ChatGPT. Several respondents advocated for “ethical usage” as the foundation for maximizing the tool’s potential. One teacher argued that ChatGPT should serve only as a supportive platform, encouraging learners to treat its output as a “stepping platform” for original thought rather than as a substitute for independent work. This sentiment resonates with the idea of service-learning ethics, where technology is used to develop responsibility, integrity, and collaborative reflection. Another teacher adopted a balanced perspective, describing ChatGPT as both a “boon” and a potential threat if misused, reinforcing the need for institutional guidance and moral awareness in technological practice.

The results reveal that teachers’ experiences with ChatGPT are both pragmatic and reflective. They recognize its capacity to streamline lesson preparation, support differentiated instruction, and provide linguistic models for students. At the same time, they acknowledge its limitations, particularly in handling context-specific interpretations, emotional tone, and nuanced meaning. This dual awareness demonstrates the adaptive resilience of teachers who navigate between technological innovation and ethical responsibility. In community service terms, such awareness contributes to sustainable digital culture building, where teachers act as both beneficiaries and disseminators of AI literacy within their professional communities.

The findings also echo broader literature on educational technology integration. Studies have shown that technology adoption among educators is influenced not only by availability but also by attitudes, institutional support, and perceived usefulness ([Zawacki-Richter et al., 2019](#)). In this study, teachers’ engagement with ChatGPT appears voluntary rather than policy-driven, suggesting a grassroots form of community innovation. Teachers who experiment with ChatGPT do so out of curiosity and a desire to improve their teaching efficiency. This bottom-up engagement is a hallmark of effective community service in education, where empowerment arises from active participation rather than passive

compliance. When teachers explore technology collaboratively, they generate knowledge that can later be shared with peers, forming self-sustaining networks of professional learning.

Another important dimension emerging from the results is the role of institutional readiness. While teachers individually explore ChatGPT, few schools have established clear policies regulating its use. The absence of such policies creates both flexibility and risk. On one hand, teachers have autonomy to innovate freely; on the other hand, the lack of guidelines may lead to inconsistent practices and ethical ambiguities. As noted in previous research, well-defined institutional policies are crucial to support AI integration and to safeguard against plagiarism, data privacy issues, and biased information. In this regard, community service initiatives could focus on developing AI awareness workshops and training sessions for educators and administrators, helping them design context-appropriate regulations that align with educational ethics.

Teachers' reflections also illustrate how ChatGPT enhances collaboration and collective growth. Many participants described the tool as a virtual teaching assistant capable of generating ideas for activities, creating lesson plans, and refining written content. Because it provides immediate feedback and linguistic examples, ChatGPT encourages continuous learning among teachers themselves. It functions not merely as a source of information but as a dialogue partner that promotes critical thinking. Such collaborative engagement transforms the classroom into a shared learning environment where knowledge flows reciprocally between human and machine. When seen through a community service lens, this interaction contributes to democratizing access to expertise, allowing teachers with different levels of experience to engage in meaningful pedagogical innovation.

Despite these advantages, teachers' concerns about overreliance remain significant. Some expressed fear that frequent use of ChatGPT might erode originality and diminish human creativity. This apprehension is supported by previous studies that caution against excessive dependence on AI for cognitive tasks ([Zawacki-Richter et al., 2019](#)). Teachers worry that the convenience of instant answers may discourage deep reflection and reduce student effort. From a community perspective, this issue raises the need for balanced digital ethics, promoting critical engagement with AI tools rather than blind dependence. Encouraging teachers to model responsible use of ChatGPT can have a ripple effect across classrooms, fostering awareness among students and colleagues alike.

The results also highlight the emotional dimension of AI-mediated teaching. Several teachers mentioned that ChatGPT's responses lack human emotion and empathy. While it excels at processing information and organizing text, it fails to capture the affective elements that define meaningful education. This absence underscores the irreplaceable role of human teachers in fostering emotional intelligence, cultural sensitivity, and moral reasoning. Integrating AI tools like ChatGPT should therefore complement, not substitute, interpersonal interaction. In community terms, this insight emphasizes that digital transformation must remain human-centered, prioritizing empathy and social connection as fundamental pillars of service-oriented education.

Overall, the findings demonstrate that ChatGPT is becoming an indispensable yet controversial presence in language education. Its rapid adoption signifies the enthusiasm of teachers to engage with technological change, while their critical reflections reveal maturity in striking a balance between innovation and integrity. By using ChatGPT responsibly, teachers contribute not only to their own professional growth but also to the collective digital advancement of their educational communities. In this way, AI integration serves as a form of educational community service, sharing knowledge, refining ethical practices, and fostering inclusive spaces for collaborative learning.

The interpretation of the results reveals that while teachers' readiness for technological adoption is high, systematic institutional guidance remains insufficient. Many educators rely on personal judgment when deciding how and when to use ChatGPT. This independence allows flexibility but also exposes teachers to risks of inconsistency and ethical uncertainty. Without institutional frameworks, teachers interpret "responsible use" differently depending on their experience and context. This underscores the necessity for schools and universities to establish explicit AI-use policies that outline permissible practices, transparency in citing AI-generated material, and strategies to maintain originality in academic work. Establishing such guidelines reflects not only administrative responsibility but also a commitment to community service, as institutions act as facilitators of digital ethics for their educators and learners.

Moreover, the findings suggest that teacher perceptions of ChatGPT are shaped by both pedagogical and moral dimensions. For most teachers, the tool represents an opportunity to improve the efficiency of classroom preparation, lesson design, and content creation. However, the same group emphasizes that AI should serve only as an aid to human thought, not a replacement for it. This perspective aligns with the principle of technological humanism, which advocates for tools that enhance human capacity rather than diminish it. Teachers recognize that ChatGPT can improve writing quality, generate diverse examples, and clarify complex linguistic concepts (Sherma, 2024). Yet they insist that these benefits must be balanced with critical evaluation and contextual adaptation. Such reflective awareness exemplifies the role of educators as agents of ethical change within their communities.

From a community service perspective, the increasing use of ChatGPT can be framed as an opportunity for peer-to-peer learning and digital empowerment. Teachers who acquire proficiency in AI tools can extend their expertise through workshops, mentorship, or informal training among colleagues. This ripple effect multiplies the impact of individual learning, contributing to a culture of shared digital literacy. The data from this study show that even without centralized programs, educators are already fostering micro-level communities of practice, where experiences and teaching strategies involving ChatGPT are exchanged. These grassroots efforts embody the essence of community service in education—knowledge sharing for collective advancement rather than individual benefit.

However, while teachers demonstrate enthusiasm for technology, there is still limited awareness of potential algorithmic bias, data privacy concerns, and the socio-cultural implications of AI-generated language. Some educators expressed uncertainty about how ChatGPT processes information or the origin of its responses. This knowledge gap points to the need for institutional training that not only teaches functionality but also promotes critical digital citizenship. By integrating AI literacy into professional development programs, educational institutions can strengthen teachers' ability to use ChatGPT responsibly and guide students toward ethical technology engagement. Such initiatives would transform the use of ChatGPT from a simple tool of convenience into a platform for reflective pedagogy and sustainable innovation.

In the broader context of educational transformation, the teachers' willingness to adopt ChatGPT despite infrastructural limitations signifies an ongoing cultural shift. The pandemic accelerated digital integration in education, and ChatGPT now continues that trajectory by supporting adaptive learning and personalized feedback. For example, teachers reported using ChatGPT to simplify reading passages, generate examples for grammar lessons, and create supplementary exercises tailored to different proficiency levels. These practices reveal not only the pragmatic use of AI but also its potential as a democratizing tool—reducing

barriers for teachers in under-resourced environments. In many cases, educators without access to expensive learning platforms can use ChatGPT as a cost-free assistant, expanding access to quality instruction. In this sense, ChatGPT indirectly supports educational equity, a core principle of community service and the Sustainable Development Goal 4 (Quality Education).

Nevertheless, the same accessibility that makes ChatGPT empowering also introduces the risk of misuse. Teachers raised concerns about students using AI to bypass learning processes, copy assignments, or submit unverified content. These behaviors threaten the authenticity of education and erode academic honesty. Teachers, therefore, occupy a crucial role as ethical mediators who can model responsible AI use. By integrating short classroom discussions or reflective exercises on how to verify AI-generated information, teachers can foster critical awareness among students. This approach aligns with the concept of service-learning, where learners engage ethically with technology not only for personal benefit but for collective well-being. Through guided practice, students learn to discern between assistance and dependence, developing both digital and moral literacy.

The teachers' feedback also illuminates how ChatGPT influences motivation and creativity. For many, the tool acts as a catalyst for idea generation, helping overcome writer's block and encouraging experimentation in lesson design. Teachers mentioned using it to draft prompts, explore alternative phrasing, or verify linguistic correctness before presenting materials to students. Because ChatGPT reduces the cognitive load of preliminary writing tasks, it frees teachers' time for deeper instructional planning and student interaction. This increased efficiency, however, should not obscure the necessity of maintaining creativity and originality. As some participants warned, excessive reliance on ChatGPT may gradually erode imaginative thinking. The challenge, therefore, lies in maintaining equilibrium—leveraging AI for productivity while preserving the teacher's intellectual agency. This balance represents an essential component of digital community service, where empowerment must coexist with self-discipline and ethical reflection.

In interpreting these results, it becomes evident that the integration of ChatGPT in EFL/ESL classrooms is not merely a technological adaptation but a socio-pedagogical transformation. The teachers' experiences demonstrate how individual innovation evolves into a collective learning culture. As educators explore ChatGPT, they also influence their peers, students, and institutions, gradually shaping norms of practice and ethical behavior. This diffusion of innovation aligns with the Community of Practice theory, which posits that knowledge creation occurs through social interaction and shared experiences. In this study, the community dimension is not limited to physical institutions but extends to digital networks where teachers discuss and exchange their insights about AI-assisted teaching.

The findings further highlight that ChatGPT functions as both a pedagogical tool and a reflective mirror for teachers' professional identity. Engaging with AI compels educators to rethink their roles—not only as transmitters of knowledge but as facilitators of inquiry and ethical reasoning. This redefinition strengthens professional competence and supports lifelong learning, both of which are core objectives of community service in higher education. The notion of “service” in this context extends beyond outreach programs to include the cultivation of moral and intellectual growth within professional communities. By critically engaging with ChatGPT, teachers exemplify responsible leadership and contribute to the advancement of collective digital wisdom.

Another layer of discussion concerns how institutions can transform these individual experiences into sustainable policy and practice. The study's participants pointed out that while AI awareness is growing, institutional capacity-building is still weak. Many schools lack

workshops or dedicated personnel to train teachers in AI ethics, prompt design, and critical evaluation. This gap suggests a need for universities, teacher-training colleges, and education ministries to initiate collaborative programs that bridge research, practice, and policy. By doing so, they would extend the scope of community service from individual empowerment to systemic transformation. Partnerships between educational institutions, NGOs, and governmental agencies could amplify this effort by providing open-access resources and capacity-building initiatives focused on AI in education.

Furthermore, the absence of AI governance frameworks exposes another critical issue: academic integrity. Teachers in this study recognized that ChatGPT could produce misinformation or plagiarized content if used uncritically. They emphasized the necessity of citation norms and plagiarism detection systems, such as Turnitin, to maintain academic credibility. Establishing AI citation protocols would not only promote transparency but also teach students to acknowledge the sources of their digital interactions. This pedagogical shift transforms AI use into a reflective practice (an act of responsible knowledge creation rather than passive consumption). Encouraging teachers to keep records of students' performance when using ChatGPT can provide empirical data for further research and guide evidence-based decision-making.

Equally important is the need for cross-cultural sensitivity in AI integration. Since ChatGPT's responses are generated from global datasets, they may not always align with local cultural or linguistic contexts. Some teachers observed that the examples and explanations produced by ChatGPT occasionally lacked relevance to their students' realities. To address this, educators must act as cultural mediators, adapting AI-generated materials to fit local contexts. This adaptation process not only enhances learning effectiveness but also embodies the spirit of community service, bridging global knowledge with local relevance. Through this intercultural adjustment, teachers affirm their agency and sustain their role as contextual experts within global technological frameworks.

The discussion also draws attention to the emotional and relational dimensions of teaching with AI. While ChatGPT facilitates cognitive engagement, it cannot replicate empathy, encouragement, and moral support (the affective qualities that define meaningful education). Teachers noted that AI-generated responses often lack emotion or nuance, reminding educators that technology should remain a complement rather than a substitute for human connection. Integrating ChatGPT responsibly, therefore, requires an understanding of its limitations as well as its strengths. Human-AI collaboration should aim to enhance, not replace, relational teaching. In community terms, maintaining empathy and interpersonal warmth ensures that the digital classroom remains inclusive and humane.

In sum, the results and discussion demonstrate that ChatGPT has become an influential yet complex component of modern language education. Its integration challenges teachers to balance technological convenience with ethical mindfulness and emotional authenticity. The study confirms that while most teachers view ChatGPT as beneficial for simplifying complex material and generating ideas, they also express caution against overdependence and misuse. The essence of this finding lies in equilibrium, harnessing AI's potential for pedagogical improvement while preserving the teacher's creative and moral agency.

Ultimately, the engagement with ChatGPT represents more than the adoption of a new educational tool; it symbolizes a broader shift toward community-oriented digital literacy. Teachers who adapt, reflect, and share their experiences contribute to building collective capacity in their educational communities. Through this process, AI integration evolves into a

form of community service, an act of empowering others through responsible innovation, knowledge exchange, and shared ethical growth.

The integration of ChatGPT in English language education presents a significant opportunity to strengthen community service initiatives within the teaching profession. Beyond its technical application, the use of AI can become a medium for fostering collaboration, knowledge dissemination, and social empowerment among educators. Teachers who gain experience with ChatGPT act not only as classroom facilitators but also as agents of community change who share their digital expertise to benefit others. In this sense, AI adoption is no longer a purely individual pursuit but a form of educational service contributing to collective capacity building and lifelong learning within the community.

One major implication of this study is the potential of ChatGPT to enhance teacher empowerment and professional literacy. Teachers' positive experiences indicate that with adequate guidance, AI can serve as a bridge between personal skill development and community engagement. When teachers learn to use ChatGPT for lesson planning, language refinement, or critical reflection, they can extend this competence to peers through workshops, mentoring, or collaborative learning circles. Such peer-based initiatives form the backbone of sustainable community service, ensuring that technological benefits are distributed equitably across schools and regions.

Another implication relates to ethical digital education. As the findings showed, many teachers voiced concerns about plagiarism, bias, and overreliance. These challenges highlight the necessity of community-driven ethics education. Institutions can collaborate with educators to create local training programs that introduce teachers, students, and parents to the moral dimensions of AI usage. Through shared dialogue and capacity-building workshops, communities can co-develop norms for responsible AI engagement. These initiatives align with the broader goal of community service (to foster awareness, integrity, and shared responsibility in using emerging technologies for the common good).

The study also underscores the importance of inclusive access to AI literacy. While many teachers have integrated ChatGPT effectively, disparities in technological resources remain. Community service programs can help bridge this digital divide by providing professional development opportunities to educators in under-resourced schools. Universities and teacher education institutions can partner with local education offices to conduct outreach programs that supply digital training, introduce AI-assisted teaching methods, and offer continuous support. By doing so, community service transcends charity and becomes an instrument of empowerment, enabling educators to actively shape their digital futures.

Additionally, the findings imply that AI integration can strengthen intergenerational and intercultural collaboration. Experienced teachers can share traditional pedagogical wisdom, while younger educators contribute digital fluency and innovative practices. When these groups collaborate through community-based learning projects, they create a balanced ecosystem of knowledge that values both technological advancement and human connection. This approach is essential for sustainable development because it integrates global competencies with local cultural relevance, ensuring that technological tools like ChatGPT are contextualized to community needs rather than imposed from outside.

From an institutional perspective, AI-oriented community service can function as a bridge between academia and society. Teacher training universities can develop service-learning programs where students and lecturers engage with local schools to support AI adoption, content creation, and ethical policy design. These collaborations can produce tangible outcomes such as teaching materials, AI literacy modules, and guidelines for ethical use in classrooms. Such initiatives directly align with the mission of the ASEAN Journal of Community

Service and Education (to link academic innovation with societal transformation through research-based community engagement).

Furthermore, integrating ChatGPT into community service initiatives supports the realization of Sustainable Development Goal 4 (Quality Education) by promoting inclusive and equitable learning opportunities. Through collaborative knowledge exchange, AI literacy becomes a shared social responsibility that transcends individual classrooms. Teachers who understand how to use ChatGPT responsibly can guide students to become critical and reflective digital citizens, capable of distinguishing between information and misinformation. This transformation empowers communities to navigate the digital era with confidence, integrity, and empathy.

Finally, this study highlights that the value of AI in education lies not only in efficiency but also in solidarity. By transforming teachers into community educators and AI mentors, ChatGPT becomes a vehicle for fostering social connection and shared purpose. The spirit of community service emerges when technology is used to build relationships, nurture creativity, and promote continuous learning. Through such efforts, educational communities evolve into spaces of mutual growth, where teachers and students learn together, adapt ethically, and contribute collectively to the digital transformation of education.

4. CONCLUSION

This study explored teachers' perceptions and experiences in using ChatGPT in EFL/ESL classrooms as a tool for teaching innovation and community service. The findings show that teachers view ChatGPT as effective in simplifying complex content, generating ideas, and improving lesson delivery. Because it supports instant and adaptive feedback, ChatGPT enhances both teaching efficiency and professional development. However, teachers also noted risks such as plagiarism, overreliance, and the loss of creativity, emphasizing the need for ethical and balanced use. The study concludes that empowering teachers through continuous AI literacy training and institutional guidance is essential for responsible adoption. ChatGPT can serve as a platform for collaboration and digital inclusion, allowing educators to share skills and extend their impact within learning communities. Ultimately, its integration should not replace human creativity but reinforce education as a form of community service, where technology, ethics, and collaboration converge to strengthen equitable and human-centered learning.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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