

The Impact of ChatGPT on Iraqi Kurdish EFL Teachers' Workload

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ABSTRACT

The current study investigates the influence of ChatGPT on Iraqi Kurdish EFL teachers' workload in relation to lesson planning, marking, and materials preparation. The aim of the current study is to investigate the effect of ChatGPT, which is now a dominant tool in the field of English language teaching, on teachers' workload when they plan lessons, mark students' works, and prepare classroom materials. The research has encompassed a quantitative design to collect the data through a detailed questionnaire which has been answered by 96 teacher-participants from different educational backgrounds. Closed-ended Likert scale questions were used to reveal the extent to which ChatGPT affects the amount of both time and effort required for planning, marking, and material preparation, as well as to highlight the best ChatGPT-made materials. The collected data was then analyzed via the Statistical Package for the Social Sciences (SPSS). The results indicated that, despite its minimum interference in the three tasks mentioned above along with marking assignments and exams, ChatGPT particularly proved useful in creating quizzes, reading materials, and presentations. The results also revealed that although ChatGPT is able to improve the quality of lesson plans and classroom materials, caution must be taken to maintain marking reliability. This study strongly emphasizes appropriate training and adaptation while using AI tools in education.

Keywords: Artificial Intelligence, English Language Teaching, Chatbots, ChatGPT, Teacher Workload.

1. INTRODUCTION

Teaching English as a foreign language (EFL) is when the language is learned by non-native speakers from non-English-speaking nations (Ahmed & Osam, 2022). Artificial Intelligence (AI), such as chatbots, has recently become more popular in EFL classrooms. Chat Generative Pre-Trained Transformer (ChatGPT) has become one of the most widely used examples of that innovation, which can significantly engage learners and teachers in classroom activities and provide robust outcomes. Since ChatGPT was released in 2022, its value has been seen in education for offering assistance to teachers just as it is used in any other field.

The current study investigates the perceptions of Iraqi Kurdish English language teachers concerning specific aspects of their workload such as lesson planning, class material preparation, and marking. The study especially tries to answer the following research questions:

1. How has ChatGPT impacted the time and effort required for lesson planning?
2. How has ChatGPT impacted the time and effort required for preparation of class materials?
3. How has ChatGPT impacted the time and effort required for marking?
4. What types of class materials are most effectively enhanced by using ChatGPT?

The study employed a quantitative research design to achieve the study's objectives. Data was gathered through a questionnaire which was developed after a pilot study and feedback from experts. A total of 96 EFL teachers from the Kurdistan Region of Iraq took part in the study having a different range of age groups, educational qualifications, and teaching experiences. The data was analyzed using SPSS, and descriptive statistics were used to show patterns and trends in the teachers' perceptions such as means, frequencies, percentages, and standard deviations.

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The study is significant because it provides information about teachers' perceptions of ChatGPT and shows the mentioned tool's potential advantages and drawbacks. This is specifically valuable for teachers, educational policymakers, and institutions who are considering integrating AI tools into their teaching. By addressing the above research questions, the study tries to contribute to the role of AI tools in language education, offering practical insights to maintain quality and improve teacher efficiency.

2. LITERATURE REVIEW

2.1 The Role of AI in Education

The education sector immediately recognizes the need to explore the potential influence of AI-powered language models such as ChatGPT on language teaching and learning. Research has shown that these AI chatbots can help improve language learning and teaching. However, it is still necessary to investigate how they might affect English language teachers' workload. English language teachers are naturally known for being tired due to always having to prepare lesson plans, teaching materials, and marking papers (Sadoughi et al., 2024). ChatGPT has indeed revolutionized education, but contrary to common belief, it is not a new product but rather a product of years of research and development (Kohler, 2024). Yang (2024) further argues that even though AI can effectively be integrated into foreign language education and can offer new resources and opportunities, it can be disruptive if not used wisely. It is also summarized by Azeez and Al Bajalani (2018) that for any technology to have a positive influence on education, it depends on how it is used.

In particular relation to the current study, Kiryakova and Angelova (2023) studied the challenges and opportunities of ChatGPT in language teaching in higher education in Bulgaria. They noted that ChatGPT was useful for decreasing the university professors' workload, and for increasing their creativity. The university professors particularly found ChatGPT useful for creating assignments, quizzes, exam questions, learning scenarios, learning materials, and even presentations. Similarly, when Ulla et al. (2023) studied the advantages and disadvantages of ChatGPT in language teaching, they found out that teachers found ChatGPT effective for planning lessons, and creating class activities. Alenizi et al. (2023) similarly study the attitudes of foreign language teachers towards ChatGPT, and they found out that the teachers had moderate attitudes towards the AI tool and that the female teachers in particular were more willing to use it in their teaching practices.

2.2 The Impact of ChatGPT on Lesson Planning

ChatGPT has been seen as a suitable tool for lesson

planning in different settings in education. For example, new (novice) teachers who have little teaching experience can immensely benefit from ChatGPT for creating their lessons since it can recommend topics and subtopics for lessons, and can provide learning objectives for any subject and curriculum (Mosaiyebzadeh et al., 2023). When using ChatGPT for lesson planning, it can provide one with engaging exercises, and discussion topics that can improve course materials.

Octavia et al. (2024) carried out an experiment on an EFL teacher who used ChatGPT for creating lesson plans for the duration of seven months. They collected data from the outputs given by ChatGPT, did an interview with the teacher, and analyzed the data thematically to assess how useful and effective ChatGPT was in creating lesson plans. The results showed that ChatGPT can be a significant tool for lesson planning; however, it mainly depends on the teachers' way of using well-written prompts, and having the ability to critically change and adapt the outputs for the context of their classes. Therefore, according to their study, ChatGPT can successfully be used to create lesson plans if the teacher has AI competencies such as technological literacy and pedagogical adaptability. Their study insists on teacher's creativity in implementing potent strategies to structure ethical and cultural goals in lesson planning.

In order to provide additional perspective on using ChatGPT for lesson planning, Want et al. (2024) focused on the significance of using precise chunks to attain effective outcomes. For instance, the tasks must be assigned in accordance with explicit learning objectives and the guidance of the curriculum. According to their study, if a lesson plan needs further improvements, follow-up questions and recommendations can help modify it to fulfil learners' specific needs. This way, lesson plans will become more targeted, engaging, and organized.

Finally, another study was conducted by Baytak (2024) who investigated the impact of ChatGPT in creating lesson plans. The researcher first ran instructions through the chatbot prior to analyzing them qualitatively to study the learning theories underneath the lesson plans. The findings showed that ChatGPT-made lesson plans resemble plans made by humans in terms of structure, activities, and assessments. Generally, the lesson plans were identified sufficient to be used in the classroom as they went parallel with the subject matter.

2.3 The Role of ChatGPT in Class Material Preparation

ChatGPT is also a very effective tool for preparing classroom materials. Mosaiyebzadeh et al. (2023) view ChatGPT as a comprehensive knowledge source that permits teachers to get necessary materials such as related articles as an interactive activity in the class. Likewise,

Koraishi (2023) illustrates the important potential of ChatGPT in creating EFL materials saying that the tool might be very effective in enhancing the teachers' materials to make them more interactive and engaging based on their students' needs. This may probably be very efficient in saving the teachers' time. In the world of EFL, it is very crucial to differentiate among the students' needs with regard to learning style, backgrounds and various levels of English. However, it is suggested that teachers should be aware of the accuracy and relevance of the output as the tool is susceptible to give false information.

Likewise, Özdemir-Çağatay (2023) states that ChatGPT can assist teachers by offering classroom materials that are individualized and differentiated to better suit their own learning. The study surveyed 110 Turkish EFL teachers at different educational levels and found that ChatGPT can offer tailored materials for students. Govindarajan and Christuraj (2024) also emphasize that ChatGPT helps language teachers get an abundance of teaching materials that can easily be customized to meet the different needs of each classroom. Daulay and Ginting (2024) also studied teachers' perspectives and showed that ChatGPT can simplify the process by giving them instant access to plenty of educational materials and classroom activities. In this way, teachers can save time by focusing more on delivering the actual lesson rather than excessively spending time on preparing materials manually.

More specifically, Want et al. (2024) emphasized ChatGPT's ability to help teachers with the preparation of academic writing materials. Teachers can use ChatGPT to make writing samples that students can later use as a reference, encouraging them to analyze the text critically and offer improvements. Apart from this, another study by Moorhouse and Kohnke (2024) shows how ChatGPT can also be used to provide feedback on the students' writing which may offer significant value for both teachers and learners.

2.4 AI in Marking and Assessment

Marking has been one of the most time-consuming tasks among the many other tasks of an English language teacher's busy workload, and recent research has tried to study how AI has reshaped the traditional assessment in education. Amin (2023) investigates how AI has altered the process of evaluation and assessment in language classroom, when the focus is on student's performance, formative assessment, and teacher's role. According to the study, AI can make assessment easier by increasing learner autonomy, and allows students to receive feedback, know their strengths and work on their weaknesses.

Mosaiyebzadeh et al. (2023) pointed out that the positive impact of ChatGPT in the marking process

cannot be dismissed. Their study focused on the role of ChatGPT in marking complex tasks and providing precise feedback on the written assignment. Their study concluded that ChatGPT saved time and improved assessment and quality.

As for reforming the marking process, in their study Bekou et al. (2024) state that ChatGPT can bring effective impact to the process of marking students' writings in terms of content, coherence, vocabulary and grammar. This would keep the process consistent and objective. Furthermore, Wang et al. (2024) claim that ChatGPT can be helpful in marking writings and creating exam questions as teachers can ask students to produce a writing assignment and then receive their feedback on ChatGPT.

Despite the advantages of ChatGPT for assessment, there are obvious drawbacks that must be considered. Amin (2023) cautions that privacy and equity are two issues that strongly require the crucial role of teachers to closely monitor the feedback given by AI. It is also suggested that even if ChatGPT is effective, it needs to be used under expert supervision because of its possibility of mistakes, false information, 'hallucinations', lack of contextual understanding, and unreliability and inaccuracy of information (Koraishi, 2023, and Mabuan, 2024). In the same way, Özdemir-Çağatay (2023) admits that ChatGPT is insufficient without human validation in language education and that teachers need digital competencies— technological proficiency, ethical awareness, and the ability to successfully align ChatGPT into their teaching practices. The current study reaffirms that teachers play a crucial role in guaranteeing quality and accuracy in using ChatGPT in their practices.

In conclusion, despite the growing body of research on ChatGPT's role in language education, there remains a gap when it comes to understanding its impact on EFL teachers' workload, especially in the context of Iraqi Kurdish teachers of English. In terms of education, a few investigations have been found on ChatGPT regarding marking, lesson planning and material preparation, and most of them focus on very simple topics about daily life and routine. Therefore, the current research attempts to fill this gap by examining how ChatGPT affects EFL teachers' workload in lesson planning, material preparation, and marking. This would provide new insights into the potential benefits and challenges of ChatGPT for Iraqi Kurdish EFL teachers.

3. METHODOLOGY

3.1 Research Design

A quantitative research method was used to examine the EFL Iraqi Kurdish teachers' workload particularly in lesson planning, material preparation, and marking. An online questionnaire was used to collect data from different participants. More specifically, the study aims to show how ChatGPT can impact the time and effort required for the three areas (lesson planning, material preparation, and marking) and the types of materials are most effectively created by ChatGPT.

3.2 Data Collection and Analysis

A structured questionnaire was developed specifically for this study. The questionnaire included closed-ended questions of Likert scales to investigate how ChatGPT affects teachers' workload. Initially, the questions of the questionnaire were made in parallel with the research questions and aim of the study, then a pilot study with 30 participants was carried out. Necessary revisions were made based on the feedback from the pilot study. As a result, the questionnaire consisted of four separate parts:

1. Demographic Information: this part collected data on age, gender, teaching experience, and education level.

2. Lesson Planning: this part focused on the frequency of ChatGPT use by the teachers, its effectiveness for lesson planning, and its influence on effort and time.

3. Class Material Preparation: focused on ChatGPT's influence on preparing class materials, its impact on time spent preparing the materials and its effectiveness in that regard.

4. Marking: focused on the impact of ChatGPT on marking workload, its reliability, and accuracy in marking, and whether it decreased the teachers' workload in marking learner's work.

In the first part of the questionnaire, age was classified into five groups: under 25, 25–34, 35–44, 45–54, and 55 and above, to capture generational differences. Gender was recorded as either female or male. Teaching experience was divided into five categories: 0–5 years, 6–10 years, 11–15 years, 16–20 years, and more than 20 years, to assess how varying levels of professional experience impacted responses. Education level was grouped into BA, MA, and PhD to explore the relationship between academic qualifications and teaching-related factors. These variables were designed to provide a comprehensive understanding of the sample's demographic and professional profile.

The questionnaire was sent to the teachers online through Google Forms to reach a bigger number of teachers across the Kurdistan Region of Iraq, responses were closed when 96 participants completed the questionnaire.

Statistical Package for the Social Sciences version 23.0 was used to analyze the data. Descriptive statistics for instance percentages, standard deviations, means and

frequencies were conducted to summarize the data and to identify trends and variations in teacher perceptions of ChatGPT's influence on their workload. For instance, Likert-scale questions were used to assess the member's point of view. The irrelevant data was removed in order to make it more valid. Likewise, deletion was used to handle missing data.

3.3 Participants

The study involved 96 EFL teachers from Kurdistan Region of Iraq, ranging from university instructors to school teachers. Most participants were aged between 25 and 34 (43.8%), followed by 35–44 years (28.1%). The majority of the participants (62.5%) were females, and 37.5% of them were males. Most participants of the study were in the early stages of their careers with having 0–5 years of experience (35.4%), while 28.1% of the teachers had 11–15 years of experience. Regarding educational qualifications, the largest group held Master's degrees (39.6%), followed by Bachelor's degree holders (34.4%) and those with PhDs (26%). A comprehensive perspective on the use of ChatGPT among EFL teachers in the region was obtained from the diverse sample.

Table 1

Demographic Information of the Participants

Age	Frequency (N)	Percentage (%)
Under 25	14	14.6
25-34	42	43.8
35-44	27	28.1
45-54	10	10.4
55 and above	3	3.1
Gender		
Female	60	62.5
Male	36	37.5
Teaching Experience		
0-5 years	34	35.4
11-15 years	27	28.1
16-20 years	3	3.1
6-10 years	24	25
More than 20 years	8	8.3
Education Level		
BA	33	34.4
MA	38	39.6
PhD	25	26
Total	96	100

3.4 Reliability and Validity

In order to confirm that the study is reliable, a pilot study with 30 teachers was carried out. These 30 participants did not take part in the actual study. In this way, the researchers improved the questions, eliminated ambiguities, and maintained consistency. Likert-scale

questions allowed a standard measurement of the teachers' perceptions. However, some potential limitations of the study could be due to removing the missing data which might have introduced some bias. Additionally, the study was based on subjective data which might potentially affect the consistency of the responses.

The researchers tried to maintain the validity of the study by aligning the questionnaire with the aim of the study and the research questions. The pilot study also gave the researchers feedback which led to the refinement of the questions to ensure that they aim to collect relevant data about the impact of ChatGPT on EFL teachers' workload. Despite these exertions, the dependence on self-reported data could affect the study's validity, as teachers might have biasedly over/underestimated the impact of ChatGPT based on personal favorites. To enhance validity, multiple data sources or experimental methods could be incorporated into future research to confirm the results.

4. RESULTS AND DISCUSSION

4.1 Results

The parts that follow (Tables 2-5) show the results of the study regarding Iraqi Kurdish EFL teachers' perceptions of ChatGPT's impact on their workload providing a detailed analysis of the responses regarding the perceived impact of ChatGPT on lesson planning, material preparation, and marking.

Table 2
ChatGPT and Lesson Planning
Note: SD = Standard Deviation

Questions	Frequency	Percentage	Mean	SD		
How often do you use ChatGPT for lesson planning?						
Always	3	3.1	3.7	1.3		
Never	23	24				
Often	9	9.4				
Rarely	26	27.1				
Sometimes	35	36.5				
How has ChatGPT affected the time you spend on lesson planning?						
No change	31	32.6	3.9	1.6		
Significantly decreased	13	13.7				
Significantly increased	4	4.5				
Slightly decreased	29	30.5				
Slightly increased	18	18.9				
How has ChatGPT affected the effort you put into lesson planning?						
No change	37	38.9	3.8	1.6		
Significantly decreased	7	7.4				
Significantly increased	8	8.4				
Slightly decreased	23	24.2				
Slightly increased	20	21.1				
On a scale of 1 to 5, how much has ChatGPT reduced your workload in lesson planning?						
1(No reduction)	32	33.7	3.4	1.3		
2	20	21.1				
3	21	22.1				
4	19	20.0				
5 (Significant reduction)	3	3.2	3.5	1.4		
Evaluate how well ChatPT has helped you improve the quality of your lesson plans.						
Effective	37	38.9				
Ineffective	8	8.4				
Neutral	28	29.5				
Very effective	11	11.6				
Very ineffective	11	11.6				
Total	95	100				

*1 Case excluded in this section because of not filling all the questions

Table two shows the perceived impact of ChatGPT on lesson planning, focusing on participants' perceptions regarding its frequency of use, and its influence on the time and effort spent on lesson planning. The results

illustrate significant differences in the frequency of use. The majority of respondents (36.5%) said to have "sometimes" used ChatGPT for lesson planning, followed by those who "rarely" used it (27.1%). The mean frequency score for ChatGPT use in lesson planning was 3.7 (SD = 1.3). Regarding its impact on time spent planning, 32.6% of respondents noted no change, while 30.5% reported a slight decrease. The mean impact score for time savings was 3.9 (SD = 1.6). Similarly, the effort required for lesson planning saw minimal change, with 38.9% reporting no difference, while 24.2% noticed a slight decrease. Only a small portion reported a significant decrease (7.4%). The mean score for effort reduction was 3.8 (SD = 1.6). Generally, when participants were asked to rate how much has ChatGPT reduced their workload in lesson planning, 33.7% stated that there is no reduction in their workload, but 22.1% saw a slight reduction in their general workload when using ChatGPT. However, ChatGPT was viewed positively for enhancing the quality of lesson plans, with 38.9% rating it effective (mean = 3.5, SD = 1.4).

Table 3:
ChatGPT and Class Materials
Note: SD = Standard Deviation

Questions	Frequency	Percentage	Mean	SD
How often do you use ChatGPT to create class materials?				
Always	1	1		
Never	18	18.8		
Often	11	11.5	4.9	1.3
Rarely	22	22.9		
Sometimes	43	44.8		
How has ChatGPT affected the time you spend on preparing class materials?				
No change	29	30.2		
Significantly decreased	5	5.2		
Significantly increased	4	4.2	4.2	1.6
Slightly decreased	33	34.4		
Slightly increased	24	25		
How has ChatGPT affected the effort you put into preparing class materials?				
No change	34	35.4		
Significantly decreased	3	3.1		
Significantly increased	2	2.1	4.1	1.7
Slightly decreased	30	31.3		
Slightly increased	26	27.1		
On a scale of 1 to 5, how much has ChatGPT reduced your workload in preparing class materials?				
1 (No reduction)	27	28.1		
2	23	24		
3	26	27.1	2.5	1.2
4	16	16.7		
5 (Significant reduction)	4	4.2		
Rate the effectiveness of ChatGPT in improving the quality of your class materials.				

Effective	39	40.6		
Ineffective	14	14.6		
Neutral	28	29.2	2.3	1.3
Very effective	5	5.2		
Very ineffective	10	10.4		
Which types of class materials have you created using ChatGPT? (Select all that apply)				
Worksheet	28	10.1		
Quizzes	32	11.6		
Presentations	28	10.1		
Lesson Plans	31	11.2		
Reading materials	34	12.3		
Writing materials	30	10.8	3.1	2.7
Listening materials	14	5.1		
Speaking materials	16	5.8		
Vocabulary materials	28	10.1		
Grammar materials	32	11.6		
others	4	1.4		
Which types of class materials do you find ChatGPT most helpful for? (Select all that apply)				
Worksheet	25	9		
Quizzes	34	34		
Presentations	36	36		
Lesson Plans	27	27		
Reading materials	36	36		
Writing materials	26	26	0.3	0.2
Listening materials	13	13		
Speaking materials	14	14		
Vocabulary materials	31	31		
Grammar materials	30	30		
others	5	5		
How effective do you find ChatGPT in creating class materials compared to traditional methods?				
About the same	16	17.0		
Less effective	8	8.5		
More effective	47	50.0	3.9	1.3
Much less effective	7	7.4		
Much more effective	16	17.0		

Table 3 shows the perceived impact of ChatGPT on material preparation, focusing on respondents' perceptions of its frequency of use, its impact on time and effort spent on preparing class materials. The results show that ChatGPT was used "sometimes" by 44.8% of respondents for material preparation, with 22.9% rarely using it, and 18.8% never using it, with a mean frequency score of 4.9 (SD = 1.3). For saving time, 34.4% of the participants reported a slight reduction in the time spent preparing materials, while 30.2% saw no change. The mean score for time reduction was 4.2 (SD = 1.6), suggesting a moderate reduction in preparation time for many users. Likewise, 31.3% reported a slight reduce of effort, but 35.4% noted no change in effort, with a mean

score of 4.1 (SD = 1.7). These findings show that ChatGPT has a positive, though moderate, impact on both the time and effort involved in preparing class materials. With time and effort combined, generally, 27.1% of the respondents experienced a slight reduction in preparing class materials. As for the effectiveness of the materials made by ChatGPT, the majority of the participants considered them effective (40.6%), with a significant number (29.2%) staying neutral. Finally, when the participants were asked how effective they find ChatGPT in creating class materials compared to traditional methods, 50% of them found ChatGPT more effective than traditional methods, and 17% said it is even much more effective.

Moreover, when the participants were asked which class materials they think are best made with ChatGPT, the results show that there is a high use for presentations (36%), reading materials (36%), and quizzes (34%). It was followed by a moderate use of vocabulary (31%), grammar materials (30%), and writing materials (26%). A relatively lower use was reported for speaking materials (14%), listening materials (13%), with worksheets being the least made with ChatGPT (9%).

Table 4
ChatGPT and Marking
Note: SD = Standard Deviation.

Questions	Frequency	Percentage	Mean	SD
How often do you use ChatGPT for marking assignments and exams?				
Always	1	1	2.9	1.2
Never	57	59.4		
Often	6	6.3		
Rarely	18	18.8		
Sometimes	14	14.6		
How has ChatGPT affected the time you spend on marking?				
No change	68	70.8	2.7	1.3
Significantly decreased	7	7.3		
Significantly increased	2	2.1		
Slightly decreased	13	13.5		
Slightly increased	5	5.2		
On a scale of 1 to 5, how much has ChatGPT reduced your workload in marking student work?				
1 (No reduction)	64	71.6	2.51	1.005
2	14	7.4		
3	9	2.1		
4	4	13.7		
5 (Significant reduction)	2	5.3		
Rate the accuracy and reliability of ChatGPT in marking and providing feedback.				
Accurate and reliable	12	12.5	3.75	1.105
Inaccurate and unreliable	10	10.4		
Neutral	61	63.5		
Very accurate and reliable	1	1		
Very inaccurate and unreliable	9	9.4		

4.2 Discussion

The first research question explored how ChatGPT has impacted the time and effort required for lesson planning. The results showed that while teachers use ChatGPT for lesson planning, its influence on reducing time and effort spent on lesson planning is not major. Since most of the participants said that they used ChatGPT “rarely” or sometimes”, it means that teachers are not yet familiar with ChatGPT, or they still prefer traditional methods of lesson planning. Regarding time saving, most participants stated that ChatGPT did not significantly reduce the time and effort they spent on lesson planning, only a minority experienced its major benefits for lesson planning. Surprisingly, even though the results showed that ChatGPT does not have a significant impact on saving time and effort for lesson planning, a significant number of the participants viewed ChatGPT effective for improving the quality of lesson plans made with the AI tool. This might mean that while ChatGPT may not be used commonly for planning lessons, its value is still recognized for creating structured and creative lesson plans. This result is similar to the previous studies (Octavia et al., 2024; Want et al., 2024) that showed that ChatGPT is a significant assistant for lesson planning, but how effective it is depends on the teacher’s ability to write the correct prompt and the ability to critically adapt the prompt to suit their classroom.

The second research question explored how ChatGPT has impacted the time and effort required for preparation of class materials. The current study explained that English teachers used ChatGPT for classroom preparation materials moderately but not as much as this for lesson planning and marking despite its spread in the world. One of the possible reasons might relate to the teachers' use of traditional methods. Based on the results, ChatGPT is very useful for marking, although some teachers were not very familiar with it compared to the traditional method. This finding is in line with Koraishi (2023) and Mosaiyebzadeh et al. (2023) who identified that ChatGPT is very effective for instructors for providing them extra materials.

Regarding the time and effort needed for marking in the third research question, the current study demonstrated that ChatGPT has a slight impact on decreasing the effort and time of EFL teachers. For instance, most of the instructors did not use ChatGPT for marking. This could be related to the teacher's unfamiliarity with ChatGPT compared to the traditional way of marking. Nevertheless, 63.5% of the teachers were neutral about the accuracy and reliability for marking. This might relate to their doubts about the reliability of ChatGPT assessing students’ work. This is in agreement with Mosaiyebzadeh et al. (2023), who claim that marking

can be done successfully with ChatGPT if it is given pre-defined criteria as a prompt. Also, Bekou et al. (2024) refer to ChatGPT's limitations in handling more complicated assessments. Most of the previous studies emphasize the checking validity of ChatGPT by human beings.

Lastly, regarding the best created class materials with ChatGPT, the results showed that the most effective among the others are quizzes, presentations, and reading materials. This is also in line with Kiryakova and Angelova (2023), who highlighted that ChatGPT is the most effective tool for assignments and presentations.

5. CONCLUSION

The study intended to explore the hypothetical capacity of ChatGPT to influence English language teacher's workload in terms of marking, lesson planning, and material preparation. Firstly, the results showed that regarding the three teachers' workload, the most dominant was creating materials such as presentations, quizzes, and reading materials. Secondly, the results showed that the less dominant influences were marking and lesson planning. This could be related to the teachers' unfamiliarity with the use of ChatGPT skillfully and the preference of the majority to resorting to the traditional method. Finally, the current study recommends that ChatGPT is an effective tool for English Iraqi Kurdish teachers for enhancing their daily tasks and assignment in their classroom, however, further studies may be needed for enhancing the teacher's confidence and validity for using ChatGPT in the teaching process.

6. FUTURE RESEARCH AND IMPLICATIONS

This study was an attempt to draw attention to how Iraqi Kurdish EFL teachers perceive the use of ChatGPT to reduce their workload. In addition, more studies need to be conducted to examine the influence on ChatGPT on English teachers' workload. Other studies can investigate a proper lesson planning to save effort and time for English teachers, as well as conduct comparative studies of lesson planning made by human and ChatGPT.

What most studies had in common was that teachers should have specific digital skills to best use AI in their practices. Therefore, studying specific techniques and professional development training can help teachers and stakeholders maximize the potential benefits of the tool. For example, the barriers to using ChatGPT in marking can be studied in order to find out how the tool can be effectively used for marking in a reliable, accurate, ethical, and yet time-saving way.

Finally, the current study implies that it is crucial to carry out professional development programs and

training that focus on the suitable application of AI in education in the region while keeping the balance between traditional and modern approaches. Moreover, educational institutions should touch upon the topics of ethics, educational integrity, and data privacy when using AI in education.

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