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## **EXPLORING CHATGPT IN LANGUAGE EDUCATION: FRIEND OR FOE FOR TEACHERS?**

Rosdiana<sup>1</sup>, Mulyadi Syahputra<sup>1</sup>

<sup>1</sup>Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

\* Corresponding email: [mulyadisya Putra@bbg.ac.id](mailto:mulyadisya Putra@bbg.ac.id)

### **ABSTRACT**

Amidst the rapid progress in artificial intelligence, especially with the emergence of ChatGPT, there is a growing interest among experts and practitioners. This research delves into the perspectives of language educators in Indonesia concerning ChatGPT's potential as a language learning tool and the associated concerns. The study adopts a quantitative approach, employing an online questionnaire featuring 18 items rated on a four-point Likert scale and three open-ended queries. The sample encompasses 100 educators, English, Indonesian, and Mandarin language teachers and lecturers. Results reveal that a significant number of respondents are acquainted with internet-based artificial intelligence, acknowledging the practicality of ChatGPT in educational settings. Notably, 87% of language educators express support for initiatives aimed at enhancing understanding and integration of Artificial Intelligence in Education (AIEd) to improve instructional efficiency. Furthermore, a majority believes that ChatGPT can assist language learners in refining vocabulary, grammar, oral, and written skills. These findings underscore the importance for educational stakeholders to find a balanced approach between integrating AI tools and maintaining a pedagogical paradigm that prioritizes student engagement and critical cognitive development.

**Keywords:** *ChatGPT, language teachers, Artificial Intelligence in Education (AIEd).*

## INTRODUCTION

The swift progress of computer science has propelled our society into the information age (Deny & Andry, 2018), shaping various facets of life, including education (Bernanda et al., 2019; Stefanus & Andry, 2020). Traditionally, language education has leaned on the expertise of human teachers for effective learning experiences. However, the rapid evolution of artificial intelligence (AI) technology is causing significant disruptions, introducing controversies, and altering established teaching patterns. Within the realm of AI tools, a newcomer, ChatGPT, has entered the educational scene since November 2022 (Rudolph et al., 2023; Lund and Wang, 2023, Terwiesch, 2023). Crafted by OpenAI, ChatGPT stands as a large language model (LLM) driven by AI, employing deep learning techniques to produce human-like responses to text-based inputs (Haque et al., 2022). Despite ChatGPT gaining substantial attention across diverse domains, its impact on language education sparks ongoing debates. This article thus endeavors to investigate ChatGPT through the lens of language teachers throughout Indonesia, probing into whether it brings more advantages than disadvantages in the realm of language teaching.

ChatGPT stands out as an advanced AI system, widely acclaimed for its impressive language generation capabilities. Belonging to the GPT (Generative Pre-trained Transformer) series, its primary function is to generate human-like language based on specific prompts. Trained on extensive text data, ChatGPT has exhibited remarkable proficiency in comprehending and producing coherent responses (Kung et al., 2023; Murphy, 2019; Lund and Wang, 2023). Beyond mere information retrieval, ChatGPT goes further by aiming to involve users in interactive conversations, emulating human-like dialogue. This versatility has led to ChatGPT being employed in diverse applications such as customer service (Subagja et al., 2023), virtual assistants (Shafeeg, 2023), creative writing (Shidiq, 2023), and notably, language teaching and learning (Kohnke et al., 2023). The increasing prevalence of ChatGPT across various domains sparks intriguing questions about its potential role in language education.

In the field of language education, educators and educational institutions are venturing into the utilization of ChatGPT within their teaching methodologies. For instance, ChatGPT serves as a conversational partner, offering learners additional practice opportunities and personalized feedback (Murphy, 2019; Chounta et al., 2022; Lund and Wang, 2023; Rudolph, 2023). Some teachers leverage ChatGPT to develop interactive language learning applications or chatbots, extending student engagement beyond the traditional

classroom setting (Munoz et al., 2023) and fostering learning motivations (Ali et al., 2023). Highlighting its positive impact on student learning outcomes, a study by Ali et al. (2023) advocates for policymakers to endorse the integration of ChatGPT into the educational system. However, the initial reception among teachers varies, with not all expressing uniform enthusiasm for these initiatives, leading to diverse reactions and perceptions regarding the impact of ChatGPT on language education.

Traditional language teaching has long relied on skilled language teachers, utilizing pedagogical strategies tailored to individual learners and adapting approaches to diverse linguistic needs. These teachers are pivotal in facilitating language acquisition, offering guidance, feedback, and fostering meaningful student interactions. However, the digital age has ushered in new challenges, prompting exploration into how AI-based tools could enhance the pedagogical capacity of instructors (Murphy, 2019; Kasneci et al., 2023). In today's educational landscape, teachers are expected to swiftly adapt and innovate, incorporating new teaching and learning methods in the digital age (Harmer, 2021; Afrianto, 2018; Erstad, 2015). This is not only to keep pace with the rapidly changing era but also to alleviate their workload. The integration of technology in classrooms and the proliferation of online resources have transformed language learning dynamics, compelling educators to reconsider their roles and challenge conventional teaching methods by embracing AI in education.

While there are potential benefits to incorporating ChatGPT into language education, there are also notable concerns and criticisms. A primary worry revolves around the accuracy of the chatbot's outputs, as highlighted by Kohnke et al. (2023). Sallam (2023) expands on these concerns, encompassing ethical, copyright, transparency, and legal issues. The risks involve bias, plagiarism, lack of originality, dissemination of inaccurate information, limited knowledge, incorrect citations, cybersecurity threats, and the potential for infodemics. In the realm of language education, where writing tasks, including academic papers, are common, there is a heightened risk of misuse of ChatGPT leading to severe consequences, including violations of scientific research ethics and damage to the reputations of writers and institutions involved (Mijwil et al., 2023).

Additionally, there is a concern regarding the authenticity of language interaction. As an AI system, ChatGPT may encounter challenges in reproducing the nuances and cultural contexts inherent in human communication (Şentürk et al., 2023). Consequently, relying on ChatGPT could potentially hinder students' capacity to participate in authentic language use and impede their comprehension of cultural subtleties. Ethical considerations come into play concerning finding an appropriate balance between AI-mediated language learning and the indispensable role of human interaction in the language acquisition process (Goldenthal et al., 2021).

In the midst of ongoing academic discussions about the place of ChatGPT in Artificial Intelligence in Education (AIEd), this study endeavors to grasp the perspectives of Indonesian language educators regarding its usefulness and potential drawbacks. The goal is to enhance our understanding of the diverse impacts of ChatGPT on language instruction, facilitating more informed decisions and strategies in education. By capturing the viewpoints of teachers, the study aims to find a balance that harmonizes the benefits of AI tools like ChatGPT with the invaluable depth provided by human interaction and cultural understanding in language education.

## **METHODS**

This research employed a quantitative approach to examine language teachers' perspectives on the use of ChatGPT in their classes. The languages under consideration were not limited to Indonesian but also included two other foreign languages, namely English and Mandarin. An online questionnaire, comprising 18 four-point Likert scale statements and three open-ended questions, was utilized. The questionnaire focused on three main themes: Familiarity with ChatGPT in the Academic Context, ChatGPT and Its Relation to Language Acquisition, and Acceptance of the Use of ChatGPT in an Academic Context. The scale was designed as horizontally unidirectional to encourage more accurate responses for relative judgments (Maeda, 2014). Open-ended questions were also included to allow for additional critical insights on relevant issues.

To ensure an independent and equal representation within the population, this study employed a random sampling method (Ary et al., 2010). The questionnaire was completed by 100 respondents, consisting of lecturers (15%), in-service teachers (25%), and pre-service teachers (60%). Data from the questionnaire underwent analysis by calculating the mean of each statement.

Table 1 was established to interpret perception levels based on mean values, categorizing them into four distinct classifications: "Very High" for scores between 3.01 to 4.0, "High" for values from 2.01 to 3.0, "Low" for scores between 1.01 to 2.0, and "Very Low" for values from 0.01 to 1.00. This framework offers a clear method to evaluate data by assessing the relative strength of perception.

Table 1. The Criteria of Perception Level Analysis

No	Mean	Criteria
1	3.01-4.0	Very high
2	2.01-3.0	High
3	1.01-2.0	Low
4	0.01-1.00	Very low

Data from 100 observations were collected to analyze its distributional characteristics. The analysis revealed that the data had an average value (mean) of 75.02, with a central value (median) of 76. The dispersion around this mean, measured by the standard deviation, was approximately 13.03. Additionally, the skewness of -0.494546 indicates a slight leftward tilt, suggesting some lower values pulling the mean down, though the effect is relatively mild. The kurtosis value of 0.164189 suggests the data has a shape close to a normal distribution, with tails neither too thick nor too thin. Importantly, the Kolmogorov-Smirnov test yielded a high p-value of 0.69504, indicating that the data does not significantly deviate from a normal distribution. Thus, it can be confidently concluded that the data is approximately normally distributed.

Table 2. Kolmogorov-Smirnov test result

No	Parameter	Value
1	Count	100
2	Mean	75.02
3	Median	76
4	Standard Deviation	13.03219
5	Skewness	-0.494546
6	Kurtosis	0.164189
7	p-value	0.69504

## RESULTS AND DISCUSSION

### *Result*

Using a questionnaire, the perceptions of 100 respondents regarding the utilization of ChatGPT in language teaching contexts are categorized into three sections: Familiarity with ChatGPT in the Academic Context, ChatGPT and Its Relation to Language Acquisition, and Acceptance of the Use of ChatGPT in an Academic Context. Table 3 illustrates the extent to which preservice and in-service language teachers in Indonesia are acquainted with ChatGPT.

Table 3: Acquaintance with ChatGPT in Educational Settings

No	Questionnaire Item	Scale				
		SD	SA	A	DA	
	I am familiar with artificial intelligence applications that can be used in an academic context, such as ChatGPT, Perplexity AI, Otter.ai, and others.					
	I understand the basic concept of artificial intelligence in ChatGPT in the context of teaching and learning. I understand how ChatGPT works in responding to its users.					
	I use ChatGPT for teaching purposes, such as creating Lesson Plans, creating practice questions, or giving feedback on student work.					
	I feel the need to improve my knowledge and understanding of artificial intelligence in an academic context.					
	I understand the importance of introducing artificial intelligence, especially ChatGPT, in the current education curriculum					
	I am familiar with artificial intelligence applications that can be used in an academic context, such as ChatGPT, Perplexity AI, Otter.ai, and others.					

The research included an eclectic cohort of English language educators drawn from various schools in the Aceh region, offering a comprehensive representation of the local educational landscape. The participants were strategically selected to ensure diversity in classroom sizes, with some instructors managing larger groups comprising approximately 35 students, while others navigated the dynamics of more intimate settings accommodating around 5 students. This diverse group of educators brought a wealth of experience, varying qualifications, and distinct institutional backgrounds to the study, enriching the research with a multifaceted perspective on the challenges faced by English language teachers in Aceh. The inclusion of specific school names, such as Fatih Bilingual School, Banda Aceh, SMK Negeri 1 Masjid Raya, Aceh Besar, SMA Negeri 2 Lhoknga, Aceh Besar, and SMA Negeri 1 Langsa, further contextualizes the study within the unique educational environments of the region.

Combining the findings from both qualitative and quantitative analyses, the results can be illustrated in the table as follows.

Table 1. *The Findings of both qualitative and quantitative analyses.*

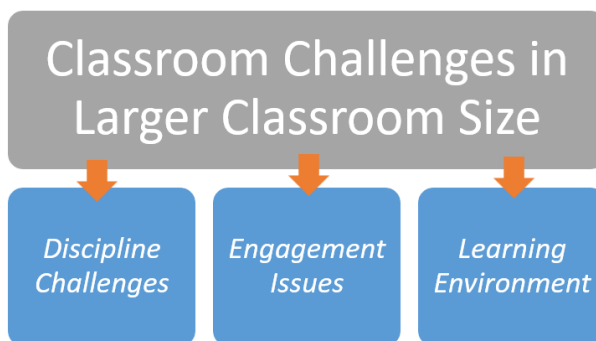
Qualitative Findings		Quantitative Findings	
Larger Classroom	Smaller Classroom	Larger Classroom	Smaller Classroom
Classroom Management - Discipline - Enggaement Issues - Learning Envinroment	Limited diversity of Perspective - Fosteration of Interaction - Balancing Intimacy and Diversity	Utilization of Collaborative Learning Strategies in Larger Classrooms	Implementation of Individualized Teaching Strategies in Smaller Classrooms
Limited Individualized Attention	Interaction Intensity		

## A. Result of the Qualitative Analysis

### 1. *Challenges in Larger Classrooms*

#### a. *Classroom management*

In larger classrooms with around 35 students, teachers encountered difficulties related to classroom management, specifically in maintaining discipline and sustaining high levels of student engagement. The sheer size of the group contributed to an increased complexity in orchestrating and maintaining order within the learning environment. below is the chart to illustrate the classroom management sub challenges.



**Chart 1.** *Classroom Management Challenges in Larger Classroom setting.*

Managing student behavior and ensuring a conducive learning atmosphere became more intricate due to the larger number of students. Teachers reported challenges in promptly addressing disruptive behavior or maintaining a consistent level of discipline throughout the class. The scope of supervision necessary in a larger group presented logistical hurdles that impacted the immediate response to behavioral issues.

While, the dynamics of engagement were also affected by the challenge of capturing and sustaining the attention of a larger audience. Teachers noted that it was more demanding to keep all students actively involved in the lesson, leading to potential disengagement or distractions. This difficulty was particularly pronounced during group activities or discussions, where ensuring equal participation and contributions from all students became a noteworthy concern.

Moreover, the aforementioned challenges collectively contributed to an altered learning environment. The classroom dynamics in larger groups were marked by a higher likelihood of disruptions, a potential decrease in individual student participation, and an overall sense of complexity in managing the diverse needs of a larger student body. This, in turn, had implications for the quality of the learning experience and the effectiveness of the instructional process.

In summary, the challenge of maintaining discipline and sustaining engagement in larger classrooms highlights the need for strategic classroom management techniques and pedagogical approaches that can effectively address the unique dynamics of larger student cohorts in English language teaching contexts.

*b. Limited individualized attention*

In larger classrooms consisting of approximately 35 students, teachers conveyed challenges associated with offering personalized attention to individual students. The size of the class created an environment where it was inherently more difficult for educators to cater to the unique learning needs of each student. With a larger student-to-teacher ratio, instructors found it challenging to engage with students on an individual basis during class time. Consequently, this limitation had repercussions on the quality of feedback and support that could be provided to each student.

The sheer number of students in these larger classrooms posed a logistical hurdle, making it impractical for teachers to address every student's queries, concerns, or learning pace during regular class sessions. As a result, the interactive and personalized aspects of teaching were compromised, impacting the overall effectiveness of feedback mechanisms and the level of support that could be individually extended to students. This challenge underscores the need for innovative instructional strategies and support



structures to enhance the educational experience in larger English language classrooms.

## 2. *Challenges in Smaller Classrooms*

In smaller classrooms, typically accommodating around 5 students, teachers encountered specific challenges related to the diversity of perspectives and interactions among students. The intimate nature of these settings, while fostering closer teacher-student relationships, presented a distinctive set of dynamics that influenced the variety of viewpoints and interactions within the learning environment.

### a. *Limited Diversity of Perspectives*

Teachers in smaller classrooms observed that the reduced number of students led to a more homogenous group in terms of perspectives, experiences, and backgrounds. This limited pool of perspectives could impact the breadth and depth of discussions, potentially hindering the exposure of students to a diverse range of ideas. The closeness of the learning community, while beneficial in many aspects, could inadvertently lead to a narrower spectrum of viewpoints compared to larger and more diverse groups.

The smaller size of the class presented challenges in facilitating a vibrant and dynamic exchange of ideas among students. Teachers found that, in some instances, there was a tendency for interactions to become repetitive or for a dominant perspective to emerge without the counterbalance of diverse voices. This posed challenges in cultivating a rich and varied learning environment that encourages critical thinking and broadens students' perspectives.

While the smaller class size promoted a closer and more personalized learning experience, it required a delicate balance to ensure that this intimacy did not inadvertently limit the exposure of students to a diverse set of viewpoints. Teachers grappled with finding strategies to encourage students to bring forward their unique perspectives and engage in discussions that reflect a broader range of experiences.

In essence, the challenge in fostering a diverse range of perspectives in smaller classrooms underscores the need for intentional strategies that balance the benefits of intimacy with the promotion of varied viewpoints. This includes designing activities, discussions, and assignments that actively encourage

students to share their unique perspectives, fostering a more inclusive and diverse learning environment

*b. Intensity of interactions*

In smaller classrooms, where the number of students typically hovers around 5, teachers highlighted a unique challenge related to the intensity of interactions among students. While the smaller class size facilitated closer teacher-student relationships, it also introduced a dynamic where the depth and intensity of interactions among students could become a noteworthy aspect of the learning environment.

In the intimate setting of a smaller classroom, teachers observed that interactions among students tended to be more intense and personal. The reduced number of participants allowed for a more profound exploration of ideas and perspectives, fostering an environment where students felt a greater sense of individual connection and responsibility within the group.

However, this heightened intensity in interactions posed challenges for teachers in terms of managing the emotional and personal aspects of student relationships. Teachers noted instances where strong opinions or personal connections could lead to more emotionally charged discussions, potentially impacting the overall classroom atmosphere. Balancing the positive aspects of intense interactions with the need for a respectful and inclusive learning environment became a crucial consideration.

The intensity of interactions also influenced the need for individualized attention from the teacher. While the smaller class size allowed for more personalized support, it also required teachers to navigate and manage the varying intensities of student engagement. Some students might thrive in such an environment, while others might find the intensity challenging, necessitating tailored strategies to meet individual needs.

In summary, the intensity of interactions in smaller classrooms brings both advantages and challenges. While it creates a conducive environment for profound discussions and individual connections, teachers need to carefully navigate the dynamics to ensure a positive and inclusive learning experience for all students. This underscores the importance of strategies that harness the positive aspects of intensity while mitigating potential challenges in smaller English language teaching settings.

## B. Result of the Quantitative Analysis

The quantitative phase of the research involved administering surveys to English language teachers in both larger classrooms (approximately 35 students) and smaller classrooms (around 5 students) across various schools in Aceh. The survey aimed to gauge teachers' perceptions of challenges in their respective classroom sizes.

Survey responses unveiled distinct patterns in the perceived challenges identified by teachers in different class settings. Teachers in larger classrooms were more likely to highlight issues related to classroom management. This encompasses difficulties in maintaining discipline, handling disruptions, and creating a conducive learning atmosphere in the context of a larger group. On the other hand, teachers in smaller classrooms placed greater emphasis on challenges associated with catering to diverse learning needs. This refers to the complexities arising from addressing the unique educational requirements and preferences of each student in a more intimate class setting.

The survey also probed into the adaptations that English language teachers made in their teaching strategies based on the size of their classrooms.

### 1. *Teachers in Larger Classrooms (Utilization of Collaborative Learning Strategies in Larger Classrooms)*

Teachers managing larger classrooms indicated a proclivity towards the implementation of group activities. Recognizing the need to engage a substantial number of students simultaneously, educators in larger settings leveraged collaborative learning strategies. Group activities, discussions, and projects were employed as mechanisms to promote interaction among students, fostering a sense of community within the larger class.

### 2. *Teachers in Smaller Classrooms (Implementation of Individualized Teaching Strategies in Smaller Classrooms)*

Conversely, teachers in smaller classrooms acknowledged a shift in focus towards facilitating more individualized tasks. With the luxury of a smaller student cohort, these educators tailored their teaching strategies to hone in on the specific needs and preferences of each student. Individualized tasks, personalized feedback, and targeted learning activities were employed to capitalize on the advantages of a more intimate learning environment.

In essence, the quantitative findings not only highlighted the divergent perceived challenges but also shed light on the adaptive strategies employed by English language teachers in Aceh based on the size of their classrooms. These insights contribute to a nuanced understanding of how class size influences educators' perspectives and instructional approaches in the context of English Language Teaching.

### *Discussion*

The study's findings offer a detailed exploration of the complex challenges faced by English language teachers in Aceh, emphasizing the intricate relationship between classroom size and teaching dynamics. The emphasis on the nuanced impact of classroom size suggests that the challenges extend beyond a simple dichotomy and are influenced by multiple factors within the educational landscape.

Specifically, the study highlights the limitations encountered in larger classes, with a particular focus on the challenge of providing individual attention to each student. This resonates with well-established educational theories, notably Vygotsky's Zone of Proximal Development (ZPD). Vygotsky's theory posits that optimal learning occurs in the zone where a student's current abilities meet the challenges just beyond their reach, and scaffolded support is provided. In the context of larger classes, the inherent difficulty in offering tailored support and individualized attention can hinder the creation of this optimal learning environment.

The reference to Vygotsky's theory underscores the pivotal role of individualized attention in effective learning. The challenges identified in larger classes, such as limited individual attention, align with the fundamental principles of ZPD, where personalized guidance is crucial for cognitive development and language acquisition.

Moreover, the mention of larger class sizes inherently posing challenges in meeting the unique needs of each student emphasizes the broader implications for optimal cognitive development and language acquisition. In a larger class, the diversity of student needs may be more pronounced, making it challenging for teachers to address the specific requirements of each learner effectively. This, in turn, can hinder the potential for students to progress optimally in their cognitive and linguistic development.

In essence, the study not only unveils challenges but also provides a theoretical lens, drawing on Vygotsky's Zone of Proximal Development, to articulate the educational significance of the identified limitations. It emphasizes the critical role of individualized attention in fostering effective learning environments and aligns these insights with foundational theories in education, contributing to a more comprehensive understanding of the complexities within English language teaching in Aceh.

The necessity for creative strategies to enhance engagement and manage larger groups effectively is grounded in the principles of contemporary pedagogical theories, notably constructivism. Constructivism is an educational philosophy that places a strong emphasis on active participation, collaborative learning, and the idea that learners actively construct their knowledge through meaningful interactions with their environment.

In the context of larger classes, where the sheer number of students can present challenges for individualized attention, constructivist approaches become particularly relevant. These approaches prioritize engaging students in active, participatory learning experiences that go beyond traditional lecture-style teaching. The emphasis is on creating an environment that encourages students to construct their understanding of concepts and skills through hands-on activities, discussions, and collaboration with peers.

The strategies mentioned, such as group activities, peer learning, and project-based assignments, align harmoniously with constructivist principles. Group activities provide opportunities for students to collaborate, share ideas, and learn from one another. Peer learning encourages students to actively engage with course content by teaching and learning from their peers, fostering a sense of shared responsibility for the learning process. Project-based assignments, where students work on real-world problems or create tangible outcomes, offer a context for active exploration and application of knowledge.

In larger classes, where personalized attention might be challenging, constructivist strategies promote a more inclusive and interactive learning experience. Students are not passive recipients of information but are actively involved in constructing their understanding, making the learning process more meaningful and impactful. Furthermore, these strategies align with the idea that knowledge is not simply transmitted from the teacher to the student but is actively built by the learners themselves.

Overall, incorporating constructivist principles into teaching strategies for larger classes acknowledges the dynamic nature of learning and recognizes the importance of student engagement and collaboration in the educational process. It offers a pedagogical framework that addresses the challenges posed by larger class sizes by fostering an environment where students can actively participate, collaborate, and construct their knowledge and language skills. On the other hand, the study sheds light on the nuanced difficulties of managing intense interactions in smaller classes. This observation resonates with theories that emphasize the social aspects of learning, such as Social Learning Theory. In smaller classrooms, where interpersonal relationships are more pronounced, the heightened intensity of interactions may impact the social dynamics of the learning environment. Balancing the closeness of teacher-student relationships with the promotion of diverse perspectives aligns with the socio-cultural theory, emphasizing the importance of social interactions in the learning process and the role of the teacher as a facilitator of both individual and collective learning.

Furthermore, the findings underscore the significance of addressing both individual attention and diversity of perspectives, highlighting the importance of an eclectic approach that draws on multiple theories. Integrating aspects of behaviorism, constructivism, and socio-cultural theories can offer a comprehensive framework for English language teachers in Aceh to navigate the challenges posed by varying classroom sizes. This study contributes not only empirical insights but also provides a theoretical lens through which educators and policymakers can consider the complexities of English Language Teaching in diverse classroom settings.

The influence of class size on teaching strategies stands as a crucial aspect of effective pedagogy, echoing the adaptability inherent in skilled educators. This phenomenon is deeply rooted in pedagogical literature, where the interaction between class size and instructional methods is recognized as a dynamic and evolving process. The dichotomy between larger and smaller classes necessitates nuanced approaches, emphasizing the teacher's ability to tailor strategies for optimal student engagement and learning outcomes.

#### A. Collaborative and Group-Based Activities for Larger Class.

In larger classes, typically comprising around 35 students, the challenge of managing a larger group size prompts educators to employ collaborative and group-based activities. This resonates with collaborative learning theories, particularly the Social Learning Theory. Albert Bandura's Social Learning

Theory posits that individuals learn not only from direct experiences but also from observing and interacting with others. In the context of larger classes, collaborative activities become instrumental in fostering peer learning. Group discussions, projects, and interactive assignments create environments where students actively engage with diverse perspectives. This collaborative approach not only addresses the logistical challenges of larger classes but also aligns with educational theories that highlight the importance of social interactions in the learning process.

#### B. Personalized Approach for Smaller Classes

In contrast, smaller classes with approximately 5 students allow for a more personalized approach, emphasizing individual student needs. This aligns with constructivist theories, which emphasize the active role of learners in constructing their knowledge. In smaller settings, teachers have the capacity to tailor their instruction to the unique needs, learning styles, and preferences of each student. This personalized approach involves targeted feedback, individualized tasks, and a heightened focus on the specific language learning requirements of each learner. The smaller class size allows for a deeper understanding of each student's strengths and challenges, creating an environment conducive to more personalized and tailored language instruction.

#### C. Educational Theories in Practice

The adaptability showcased in the shift between collaborative activities in larger classes and personalized approaches in smaller classes reflects the practical application of educational theories. Effective teachers draw inspiration from pedagogical principles such as Social Learning Theory and Constructivism, adapting their strategies to suit the varying dynamics of class sizes. This dynamic approach not only enhances the effectiveness of language instruction but also aligns with broader theories of learning that emphasize the importance of social interactions, collaboration, and individualized approaches in education.

#### D. Implications for English Language Teaching (ELT)

In the realm of English Language Teaching, the impact of class size on teaching strategies holds significant implications. Collaborative activities in larger classes align with communicative language teaching approaches, where interaction and participation are central to language acquisition. In smaller classes, the personalized approach resonates with the emphasis on individualized language support, catering to the diverse needs of language learners.

In conclusion, the interplay between class size and teaching strategies underscores the adaptability of effective teachers. The thoughtful selection and application of instructional methods based on class size not only address logistical challenges but also align with foundational educational theories. This dynamic approach is essential for fostering inclusive, engaging, and effective English language education environments, where the nuances of class size are carefully considered in the pursuit of optimal learning outcomes.

## **CONCLUSION**

In unraveling the intricate dynamics of English Language Teaching (ELT) across different class sizes in Aceh, Indonesia, this study has shed light on the nuanced challenges faced by educators and the adaptive strategies they employ. The impact of class size on teaching strategies underscores the adaptability of effective teachers, drawing from pedagogical theories to tailor their approaches to the unique dynamics of larger and smaller classrooms.

In larger classes, collaborative and group-based activities emerge as essential components of effective pedagogy. These strategies, aligned with social learning theories, harness the power of peer interaction and collective knowledge construction. The challenges of maintaining discipline and fostering engagement in larger groups necessitate creative instructional approaches that resonate with established educational principles.

Conversely, in smaller classes, a more personalized approach becomes paramount, emphasizing the individual needs of each student. This personalized strategy aligns seamlessly with constructivist theories, recognizing learners as active constructors of knowledge. The intensity of interactions in smaller classes, while fostering a deeper sense of connection, requires a delicate balance to ensure a positive and inclusive learning environment.

The findings of this study contribute valuable insights to the optimization of English Language Teaching in Aceh. The discussion on class size as a key factor in instructional planning underscores the importance of tailoring strategies to the specific challenges posed by diverse classroom sizes. As we navigate the landscape of ELT, the study encourages further exploration into tailored approaches that consider the multifaceted nature of challenges in both larger and smaller class settings.



Educators, policymakers, and stakeholders in Aceh are urged to consider the implications of class size on teaching strategies as they shape the future of English language education. This involves a thoughtful integration of collaborative and personalized approaches, acknowledging the benefits and challenges associated with different class sizes. By embracing this dynamic perspective, the educational community in Aceh can foster a more inclusive and effective environment for English language learners, ensuring that the nuances of class size are not only recognized but strategically addressed in the pursuit of excellence in language education.

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