**Exploring Teachers' Attitude towards ChatGPT as a Tool for Material Development: Tertiary Level EFL Field in Bangladesh**

**Risala Ahmed**

Assistant Professor

Department of English

American International University- Bangladesh

**Abstract:**

This study examines EFL teachers' perceptions of using ChatGPT as a material development tool in English language education at the tertiary level in Bangladesh. The research used a mixed-method approach, combining a focus group discussion with 10 EFL teachers and a comprehensive survey of 50 university teachers to collect data. According to the findings, several participants gave positive feedback on ChatGPT's capacity to provide diverse and engaging learning materials. Teachers observed that ChatGPT could provide innovative content quickly, which was beneficial for lesson planning and enhancing classroom activities. However, the study also uncovered concerns regarding the reliability and relevance of the materials produced by ChatGPT. Teachers mentioned that the AI tool sometimes generates content that is not aligned well with specific curricular needs or cultural contexts. Addressing these concerns, the study underscores teachers' crucial role in overseeing and refining AI-generated study materials. In particular, it stresses teachers' oversight to ensure that the materials used in the classroom are accurate and appropriate. Also, the study recommends providing teachers with training on integrating AI tools accurately into their teaching practices. By promoting collaboration between technology and pedagogy, educators can utilize the potential of AI tools like ChatGPT to enhance English language learning experiences for university students in Bangladesh. Finally, this paper encourages further research on the viability of AI integration in EFL materials development on a broader scale.