EFL Teachers' Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University

Nguyen Thi Thu Hang[1*]

[1] Faculty of Foreign Language, Van Lang University, Vietnam

[*]Corresponding author's email: hang.ntt@vlu.edu.vn

[*] https://orcid.org/0000-0002-7696-1882

https://doi.org/10.54855/ijli.23231

ABSTRACT

Keywords: ChatGPT, teachers' perspectives, writing classes

The introduction of ChatGPT is seen as a potential chance to improve second language learning and instruction. However, the acceptance of technology in education is dependent on instructors' views. As a consequence, it is vital to explore how EFL teachers assess the implementation of ChatGPT in language classes, particularly in Vietnam, where research on this topic is scarce. The goal of this study is to learn about EFL teachers' thoughts on using ChatGPT in writing sessions and to gather ideas for its implementation. The research involved twenty Van Lang University EFL teachers who utilized ChatGPT in their language education and taught numerous writing courses. An online survey and a structured interview were used to collect quantitative and qualitative data. The study's results show that EFL instructors at Van Lang University are enthusiastic about using ChatGPT in writing lessons. Furthermore, the research emphasizes the necessity of professional training for instructors, boosting user knowledge of the limits and possible hazards connected with ChatGPT, and assuring correct chatbot use as critical elements that contribute to its successful deployment.

Introduction

It is undeniable that during the past century, technological development has provided an innovative approach to language learning and teaching (Nguyen, 2021). Reportedly, artificial intelligence (AI) has been widely used in a variety of classroom settings. Thus, the effects of AI on language acquisition have been the subject of extensive research. According to Gali, Ayyad, Abu-Naser, and Laban (2018), using AI as a tutor to teach grammar lessons generated an enjoyable learning environment that significantly improved students' grammatical knowledge. Having the same mindset, Park (2019) affirmed that implementing AI in the form of a grammar checker could assist in lowering students' grammatical errors in their written works. Dewi et al. (2021) strengthened the notion by reiterating AI's benefits for improving students' language skills. Clearly, incorporating AI into language learning and teaching results in enhanced learning outcomes for students, as it provides them with ample opportunities for

regular language practices (Fitria, 2021).

Concurrently, one of the most popular AI technologies, chatbots, has been explored in educational research (Okonkwo & Ade-Ibijola, 2020). Because of their practicality and accessibility, Haristiani (2020) claimed that chatbots have significant potential for usage as teaching tools. Indeed, chatbots give rapid replies to learners' inquiries (Hiremath et al., 2018), boosting students' learning outcomes (Kim, 2019). In a similar line, Tran, Tran, and Nguyen's 2022 research demonstrated how effective chatbots were at improving students' performance and participation in grammar lessons. Winkler and Soellner (2018) contributed to the area by determining that chatbots are conversational companions that significantly boost learning results and student pleasure. Furthermore, chatbots are regarded as useful instructors who provide personalized support (Pham et al., 2018), rapid access to educational materials (Murad et al., 2019), and automated assessment of students' learning abilities (Durall & Kapros, 2020).

Writing is a form of productive talent that is frequently used in a range of circumstances, ranging from businesses to higher education, and it undoubtedly plays an important role in second language acquisition (Klimova, 2012). Furthermore, writing is one of the most difficult abilities to acquire when learning a second language, according to current educators, since it involves several processes, such as gathering ideas, constructing an outline, writing, and revising (Oshima & Hogue, 2007). As a result, teachers' guidance and regular feedback in writing classes is critical (Vo, 2022; Steve Graham et al., 2012; Reid, 1993), especially when combined to produce a strengthened conversation between the teacher and specific student, increasing the student's sensitivity to write better and more easily (Phung, 2020). Vu, Tran, Le, and Dao (2022) consistently claimed that students viewed instructor criticism of their writings to be critical for enhancing their written output.

The researcher's practical experience in teaching various writing courses at the Faculty of Foreign Languages, Van Lang University, has highlighted the significant challenge of limited individual interaction between teachers and students in crowded classes. Obviously, the reality of a crowded writing class with more than 40 students prevents the teacher and her students from having one-on-one interaction. Furthermore, due to the stringent time restrictions of school hours, it is unlikely that the teacher will provide immediate responses to students' questions or offer extensive feedback on their written work. Additionally, teaching writing necessitates a considerable amount of work in developing diverse instructional materials and providing frequent feedback on students' written work, which increases instructors' workload considerably. Therefore, there is a pressing demand for a teaching assistant who can engage in regular personalized conversations with students to address their queries and who is dependable in assisting teachers throughout various stages of instruction. AI appears to meet these requirements through the introduction of chatbots, which have gained popularity due to their convenience and ease of access (Ranoliya et al., 2017). Reportedly, these virtual assistants are capable of establishing a sense of intimacy with students, devoid of judgment for their mistakes, and provide immediate assistance (Petrova & Mikheeva, 2021). They can also assist teachers by providing tailored learning materials (Okonkwo & Ade-Ibijola, 2021) and aiding in the assessment process, thus contributing to the development of an automated and intelligent teaching system (Durall & Kapros, 2020).

In essence, prior research shows that many studies on the efficacy and usability of chatbots in second language learning and teaching have been undertaken. In contrast, there has been little study on how teachers assess the use of chatbots in EFL classes. The researcher was compelled to conduct a study to determine how EFL teachers perceive the use of ChatGPT in writing classes due to a pressing need for a workable solution to the lack of interaction between teachers and specific students in crowded writing classes, an effort to reduce teachers' workload, and a gap in the ongoing literature review. Given that teachers are the primary consumers of any educational innovation, it is vital to explore their views on the use of chatbots in EFL scenarios. The project's goal is to learn about EFL teachers' experiences with ChatGPT, as well as their thoughts on its potential as a supportive teaching assistant in writing classes, and to collect their ideas for effectively implementing ChatGPT into writing instruction.

Literature review

AI and the use of AI in language learning and Teaching

Artificial Intelligence (AI) is defined and seen differently in contemporary literature. One prevalent viewpoint regards AI as a kind of computational creativity that reflects technological progress (Cheng & Day, 2014). Similarly, Karsenti (2019) expanded on this notion by emphasizing that AI entails the creation of intelligent machines capable of performing tasks akin to the human brain. As a result, AI is often referred to as Machine Intelligence (Mehrotra, 2019), and it is capable of simulating human-like activities (Joshi, 2019) and demonstrating human-like cognitive processes (Campesato, 2020). This idea is reinforced further by Kaur and Gill (2019), who claim that AI is a digital endeavor aiming at obtaining human-level intelligence via the usage of different computerized technologies.

AI is often characterized as a computer science technology that includes computer systems and computerized devices that execute cognitive activities similar to those performed by human brains (Baker & Smith, 2019). As a result, using AI in education creates new chances, potentials, and problems in educational practices (Ouyang & Jiao, 2022). Notably, several research has looked at the use of AI in language learning and teaching. Ghali et al. (2018) investigated the usefulness of an AI-created tool called the Intelligent Tutoring System in grammar lessons. According to the research, this application improved students' grammar understanding by providing personalized training based on student performance data and providing rapid feedback on their replies. Similarly, Dewi et al. (2021) investigated prominent AI-based services such as Duolingo, Google Translate, and Grammarly to confirm the usefulness of AI in educational contexts. The study's findings indicated that AI has a good influence on English language learning and that it should be included in English language instruction to enhance student learning outcomes. Fitria (2021) suggested using Grammarly, an AI-powered program, to improve pupils' writing abilities. According to the findings of this research, the tool aided students by analyzing their written work, detecting problems, and making recommendations for vocabulary selections, grammar, punctuation, style, and tone. As a result, Grammarly was seen as a virtual helper that helped students improve their writing skills (Karyuatry, 2018). Furthermore, Toncic (2020) suggested that AI grammar checkers were very advantageous for instructors since they reduced their effort while marking students' papers. As a consequence, instructors had more time to give relevant criticism on the papers' substance and

organization. Chaudhry and Kazim (2021) highlighted prior research results on the adoption of AI in education, emphasizing its important role in creating personalized learning experiences for students, lowering teacher workloads, and revolutionizing the assessment process.

Chatbots

The word chatbot is essentially described as a computer program that converses with a human being, usually through the Internet (Oxford Dictionary Online, 2020). According to Shawar and Atwell (2007), a chatbot is software driven by artificial intelligence that can engage in natural language interactions with people. These dialogues may occur through audio or text (Shevat, 2017), with either keyword-matching algorithms (Weizenbaum, 1966, as mentioned in Hwang & Chang, 2021) or natural language processing mechanisms (Brennan, 2006) being used. As a consequence, chatbots may imitate human-like interactions across a wide range of areas or themes, offering a variety of objectives such as entertainment, data inquiries, exercises, and answering questions (Copulsky, 2019).

In response to the fast evolution of technology, chatbots have experienced substantial development. According to reports, chatbots are run utilizing complicated programmed models and algorithms (Shi, Zeng, & Li, 2021), acting as conversational or interactive agents to give users quick replies (Okonkwo & Ade-Ibijola, 2020). As a result, chatbots are increasingly seen as a helpful tool for enhancing students' learning experiences (Clarizia et al., 2018). Furthermore, chatbots provide students with a fun learning environment (Kim et al., 2019), enhanced peer communication skills (Hill et al., 2015), and higher learning efficiency (Wu et al., 2020).

The use of chatbots in language learning and teaching

There has been an upsurge in the number of studies that look at the usage of chatbots in educational settings in recent years. Fryer and Carpenter (2006) discussed the benefits and applications of chatbots, namely Jabberwacky and ALICE, in foreign language teaching and learning. The authors emphasized six advantages of using chatbots as a language learning tool, including the ability to create a relaxed learning environment, increase student motivation, provide a variety of learning resources, provide prompt and effective feedback on spelling and grammar, facilitate reading and listening practice, and serve as patient conversation partners. Shawar (2017) backed up this claim, stating that using chatbots in language learning may increase students' pleasure, decrease language anxiety, and give abundant opportunities for practice and the usage of multimodal elements. Similarly, in their research, Shin et al. (2021) found that chatbots showed tremendous potential as productive dialogue partners to boost student engagement and give relevant learning opportunities.

In a separate analysis, a study by Kim (2019) assessed the effectiveness of the Replika chatbot, which served as a personal grammar instructor. According to the author, frequent one-on-one conversations with the chatbot helped students become more proficient in grammar. In addition, the welcoming atmosphere provided by these human-like dialogues helped students overcome their affective filters related to stress, worry, and fear. With a similar perspective, Lu et al. (2006) confirmed that chatbots were successful conversational companions because they gave users the flexibility to communicate with them wherever they were. Additionally, the capacity

to record talks for subsequent analysis was another benefit they provided. Ayedoun and colleagues (2015) consistently employed a semantic technique to demonstrate how integrating a conversational agent promotes the willingness to communicate (WTC) in the context of English as a Foreign Language (EFL). The chatbot provided participants with many everyday conversation settings in their research, allowing them to simulate ordinary English conversations, which lowered anxiety and increased people's self-assurance. Similarly, Tai and Chen (2020) studied how a two-week intervention using Google Assistant, an intelligent personal assistant, may enhance the oral interaction skills of adolescent EFL learners. Their findings showed that, despite the intervention's short duration, using intelligent personal assistants resulted in increased communication confidence and reduced speaking anxiety among students. Chatbots, in general, may act as virtual companions, providing feedback to human partners during conversations and cultivating a sense of closeness. (Costa, 2018).

Teachers' and students' perspectives on the integration of chatbots in language learning and teaching

When contemplating the use of chatbots in language learning and teaching, it is clear that instructors and students are the major end-users who should be considered (Chuah & Kabilan, 2021). As a result, various studies have been conducted to study instructors' and students' opinions of the incorporation of chatbots in educational settings. Kiptonui, Too, and Mukwa (2018) performed a study that highlighted instructors' favorable opinions towards adding chatbots into their courses. The majority of instructors thought that chatbots improved students' learning outcomes by delivering a fun learning experience and boosting understanding. Furthermore, instructors reported an interest in using chatbots in their classrooms, seeing them as user-friendly technology that made themes more fascinating. Similarly, Chuah and Kabilan (2021) investigated instructors' perceptions about the use of two chatbots in English learning and teaching, Wordsworth and Andy English Bird. The research indicated that instructors were amenable to using chatbots in their classroom instruction. Chatbots, they claimed, might help with social presence by enhancing interaction, teaching presence by serving as teaching assistants and mentoring students, and cognitive presence by integrating students into critical thinking processes (Garrison et al., 2001). Yang and Chen's (2023) investigation, on the other hand, came to a different result. While pre-service teachers had a strong desire to engage with chatbots for the purposes of organizing understanding and finding material, they expressed little want to employ chatbots owing to a lack of familiarity with the technology.

The literature also explores the viewpoints of students on the application of chatbots. According to Underwood (2017), EFL learners expressed a preference for artificial intelligence interactions and found them to be motivating and enjoyable. Echoing this sentiment, Thai and Chen (2020) conducted a study on EFL students' perspectives on using Google Assistant for learning English. They affirmed that these students exhibited high levels of motivation, engagement, and comfort during their interactions with the chatbot. Similar findings were found in Cardoso's (2016) study, which showed that second language learners had a positive attitude towards chatbot interactions, perceiving them as a comfortable experience. However, contrasting findings were presented by Cakmak (2022), who noted that students held a negative attitude toward using chatbots as conversational partners.

Several concerns on the use of chatbots in language learning and teaching

Chatbots have been shown to be effective conversational agents in boosting learning outcomes and motivation in students. They do this by providing a variety of learning tools, responding quickly to students' inquiries, and establishing a fun learning atmosphere. However, including chatbots in language learning and teaching requires careful consideration of a number of factors in order to maximize their usefulness.

According to the available research, integrating chatbot technology into education poses considerable problems. Chatbots work by storing and analyzing large volumes of data using complicated programmed patterns and algorithms (Shi, Zeng, & Li, 2021). This raises ethical issues, such as user privacy and agent identity (Ruane et al., 2019). Chatbots have the ability to capture personal data from students, such as their names, email addresses, and academic achievement records (Liden & Nilros, 2020). As a result, worries about privacy and security have a substantial impact on users' desire to employ chatbots in education (Shumanov and Johnson, 2021). To overcome these issues, chatbot systems must adhere to established privacy norms. Furthermore, educational institutions must guarantee that such information is collected and stored securely and in line with applicable data protection legislation (Liden & Nilros, 2020).

The problem for instructors, according to Dincer (2018), is their ability to integrate information and technology into their teaching and learning practices. In layman's words, instructors need training on how to utilize instructional technology effectively (Kiptonui, Too, & Mukwa Mukwa, 2018). Liden and Nilros (2020) agreed on the need for educational institutions to give instructors the training and assistance to properly incorporate chatbots into their teaching techniques. This training might include learning how to use chatbots properly, smoothly integrating them into current lesson plans and tracking student engagement and success.

The financial aspect emerges as an additional constraint when it comes to implementing and upkeeping chatbots, as finance necessitates continuous programming and updating to align with evolving language learning trends and changing information (Rahman et al., 2017). Supporting this idea, Liden and Nilros (2020) highlighted the significance of regularly maintaining and updating the chatbot to keep pace with technological advancements and the ever-changing needs of students. This ensures the chatbot's continued effectiveness and its suitability to students.

ChatGPT

Deep learning and large language models (LLM) based on the Generative Pre-trained Transformer (GPT) architecture are used by OpenAI's ChatGPT advanced chatbot (Radford et al., 2018). ChatGPT has a thorough knowledge of natural language as a result of extensive training in a wide range of textual sources such as books, papers, and websites. As a consequence, it may provide replies that are not only contextually appropriate but also consistent with user cues (Radford et al., 2018).

Features of ChatGPT

ChatGPT is trained on enormous datasets of text and conversational data, allowing it to understand natural language patterns and appropriate responses (Greyling, 2022). This training process, termed "primary prompt engineering" (Greyling, 2022), aids ChatGPT in creating responses that follow natural language patterns. ChatGPT improves its performance in some tasks by combining supervised fine-tuning, reinforcement learning (Lee et al., 2018), and conversational prompt injection techniques (Greyling, 2022). Supervised fine-tuning, a natural language processing (NLP) technique, specifically trains an existing pre-trained model for a specified task or domain. ChatGPT, for example, enhances response generation for tasks such as responding to questions and conducting smooth talks (Lee et al., 2018).

ChatGPT is continually improving the quality of chatbot dialogues via conversational prompt injection and supervised fine-tuning. In order to regulate the response of a machine-learning model, conversational cues are included in the input data (Salam, 2023). ChatGPT obtains specific knowledge and increases its capacity to create relevant and engaging replies when cues from a specific discussion are inserted to offer extra context (Greyling, 2022).

Reinforcement learning, on the other hand, is a machine-learning technique employed in ChatGPT to enhance its performance through user interactions (Lee et al., 2018). Indeed, ChatGPT observes its environment, takes action to achieve desired outcomes, and subsequently earns positive or negative rewards based on its effectiveness in completing assigned tasks (Atlas, 2023). Progressively, ChatGPT learns to optimize its actions to maximize rewards and continually improve its performance. Generally, this iterative learning process allows ChatGPT to excel in various applications such as customer service and personal assistance (Atlas, 2023). This advanced chatbot has made significant progress in the field of language models and leverages artificial intelligence to generate human-like text (Atlas, 2023). Accordingly, ChatGPT represents a substantial advancement in chatbot technology, enabling it to handle a wide range of text-based tasks, from simple inquiries to complex assignments (Liu et al., 2021).

The merits of using ChatGPT in language learning and teaching

Academic studies have looked at the potential benefits of ChatGPT in the realm of language acquisition. ChatGPT has a large vocabulary and can generate text that closely resembles human conversation over a wide variety of topics, making it a valuable tool for language teaching and learning, according to Shahriar and Hayawi (2023). Kasneci et al. (2023) highlighted ChatGPT's usefulness in assisting university students with research and writing assignments, as well as the development of their critical thinking and problem-solving skills. According to the authors, utilizing a large language model may offer students document summaries and outlines, which improves their grasp of technical jargon and teaches them how to structure their thoughts for writing. Zhai (2022) concurred, adding that ChatGPT supports researchers in producing writings that are logical, accurate, systematic, and instructive. ChatGPT may also give feedback on students' work, helping them to improve their writing abilities (Baidoo-Anu & Owusu Ansah, 2023). ChatGPT's advantages in language learning were elaborated upon by George and George (2023), who claimed that it could be used to develop interactive conversational agents that duplicate authentic dialogues and help students

to enhance their speaking and listening abilities. ChatGPT is a useful conversational companion that improves students' language practices by using large language models (Tack & Piech, 2022).

The use of ChatGPT in language instruction has been a source of debate in academic circles. Baskara and Mukarto (2023) performed research that demonstrated ChatGPT's usefulness in lowering instructors' burdens. The authors emphasized ChatGPT's usefulness in assisting instructors with lesson planning, preparing learning materials, and performing in-class activities. Similarly, Kasneci et al. (2023) backed up this claim by claiming that ChatGPT may save instructors time and energy by delivering customized materials and feedback, enabling them to concentrate on other vital parts of teaching, such as giving compelling and engaging sessions. Zhai (2023) confirmed ChatGPT's importance in assessing student performance. He said that the program could give students with automatic grading and feedback, as well as help with proofreading and revising their written work. Moore et al.'s (2022) study bolstered this claim by proving that ChatGPT may assist instructors in analyzing students' responses. Rudolph et al. (2023) emphasized ChatGPT's significant aid in analyzing and grading student performance, including the generation of tasks, quizzes, and assignments, the marking of student work, and the provision of important recommendations for individual students.

Ethical considerations and limitations of ChatGPT

The development of ChatGPT is seen as a watershed point in technological and artificial intelligence progress (Rudolph et al., 2023; Ruby, 2023). As a result, there has been much debate over its use in education. Recent research has examined the advantages of incorporating ChatGPT into educational settings, while other studies have raised concerns about its usage in such settings.

Educators, in particular, have highlighted grave concerns about prejudice and discrimination with respect to ChatGPT. According to Kasneci et al. (2023), big language models utilized in ChatGPT may inherit social biases, prejudices, and preconceptions from training data. According to Rettberg (2022), the cultural bias in ChatGPT replies is caused by the underlying database and AI algorithms. Bias and prejudice result in erroneous and unjust results that harm the teaching and learning processes (Lund & Wang, 2023). As a result, it is critical to ensure that the training database is varied and that the model's performance is continuously checked and tested on different groups of individuals (Kasneci et al., 2023).

Second, the use of ChatGPT in education raises concerns about academic integrity, which is defined as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage (International Centre for Academic Integrity, 2021). When a user utilizes ChatGPT to create written work that is then graded similarly to student-generated work, the essential concepts of academic honesty are jeopardized (Eke, 2023). Cassidy (2023) has often highlighted worries about utilizing ChatGPT for cheating, which may have a negative influence on evaluations. To overcome this problem, new assessment techniques that prioritize students' creativity and critical thinking are required (Zhai, 2022). Furthermore, one possible solution includes instructors using anti-plagiarism software to ensure the authenticity of writings created using ChatGPT (Aydn & Karaarslan, 2022).

ChatGPT has grown in popularity because of its distinct features and superior performance when compared to other AI technologies. This status has spurred debate regarding another topic. A number of studies have expressed concern over instructors' and students' dependence on ChatGPT. Kasneci et al. (2023) confirmed that ChatGPT's fast-produced solutions will hamper students' ability to think critically or solve problems. The authors also addressed a similar problem that might occur for instructors who use ChatGPT as a replacement for their lesson preparations. Lund and Wang (2023) shared the same concern about how much students and teachers depend on ChatGPT for research and writing tasks. However, if users are aware of the benefits of utilizing ChatGPT as a supplement to learning or to aid in the teaching process, the problem may be readily resolved (Pavlik, 2023).

The ethical usage of ChatGPT in education needs a conversation about the possibility of jeopardizing data privacy and security. Large language models in ChatGPT may synthesize students' knowledge and use it for a variety of applications (Dwivedi et al., 2023). Furthermore, Kasneci et al. (2023) indicated that ChatGPT's personal information might be used for impersonation or deceit. ChatGPT's creation of synthetic information also increases the danger of sensitive data leakage, including personal, financial, and medical information (Lund & Wang, 2023). Users should take care and utilize ChatGPT appropriately to minimize this possible danger (Lund & Wang, 2023). According to Kasneci et al. (2023), a combination of steps, such as data usage legislation, increasing awareness among educators and students, and installing modern technology to prevent unauthorized access, may help reduce the likelihood of data breaches.

Related Studies

Several studies have been undertaken to investigate instructors' perspectives on the use of ChatGPT in English language instruction. Ali, Shamsan, Hezam, and Mohammed (2023) performed a study with 42 instructors and 32 students who completed an online questionnaire. The study's goal was to learn about their thoughts on how ChatGPT may improve students' learning motivation. According to the survey findings, the majority of educators and EFL practitioners believe ChatGPT is effective in enhancing students' independent, intrinsic, and extrinsic motivation. Notably, the participants' views regarding the use of ChatGPT to improve students' motivation for acquiring reading and writing abilities, grammar, and vocabulary were favorable, with mean scores ranging from 3.9 to 4.5. The study results, however, suggested that the participants had a more neutral view towards the usage of ChatGPT to push children to improve speaking and listening skills.

According to Firat's (2023) broad analysis of qualitative research, both experts and students have favorable opinions of the incorporation of ChatGPT into educational contexts. A thematic analysis of data acquired through an online survey with a sample of 21 individuals from Turkey, Sweden, Canada, and Australia was performed by the researcher. The study's findings demonstrated that participants agreed on ChatGPT's efficacy in supporting students in the learning process by providing personalized learning experiences and immediate access to information, thereby increasing student engagement, motivation, and soft skill development. However, participants raised concerns about some ethical difficulties related to the use of ChatGPT, such as privacy concerns and inherent biases in decision-making.

Contrarily, the study conducted by Iqbal, Ahmed, and Azhar (2022) presented contrasting findings. They examined the perspectives of twenty faculty members from a private university in Pakistan regarding the implementation of ChatGPT in education. Through the analysis of data collected from semi-structured interviews, it was discovered that teachers exhibited unfavorable attitudes toward incorporating ChatGPT into their classrooms. The majority of teachers expressed resistance, citing worries about potential student dishonesty, privacy breaches, and inadequate support from their colleagues (Iqbal, Ahmed, & Azhar, 2022).

A thorough review of the existing literature reveals that numerous well-structured studies have been conducted to investigate teachers' perspectives on the use of chatbots in educational settings, with the majority of them confirming that teachers have positive attitudes towards incorporating chatbots in language learning and teaching. Similarly, several research on ChatGPT has shown favorable sentiments among instructors on its use in education, despite significant ethical problems and limits. However, these studies have not particularly investigated teachers' perspectives on integrating ChatGPT for teaching language skills, nor have they fully recorded instructors' proposals for successful ChatGPT use in pedagogical situations. The researcher was encouraged to perform a detailed study on this issue with EFL instructors at Van Lang University because of a research vacuum in the present literature. The current study seeks to investigate how Van Lang University professors assess the incorporation of ChatGPT in writing sessions. Furthermore, it is intended to give significant insights into their suggestions for effective ChatGPT application in writing courses. To accomplish these goals, data was collected using a mixed-method approach that included both quantitative and qualitative methodologies. The outcomes of this study might provide particular suggestions to EFL instructors at Van Lang University for integrating ChatGPT in their language teaching and inspire them to embrace technology improvements to reinvent their teaching ways.

Research Questions

To achieve the above purposes, the study focuses on these research notions:

1. How do EFL teachers at Van Lang University utilize ChatGPT in their language teaching practices?

2. How do EFL teachers at Van Lang University perceive the utilization of ChatGPT in writing classes?

3. What recommendations do EFL teachers offer regarding the effective application of ChatGPT in writing classes?

Methods

Pedagogical Setting & Participants

Van Lang University, established in 1995, has made noteworthy educational accomplishments and has developed as a prominent private university in Vietnam, garnering international acclaim for its academic research. The educational philosophy of Van Lang University is focused on offering a well-rounded, lifelong, ethically-driven, and impactful learning experience, according to Decision No.109/Q/VL-HT issued by the Chairman of Van Lang University's Council on August 18th, 2020.

The Purposive Sampling technique was utilized to choose relevant participants for the research, with the purpose of studying the opinions of experienced instructors who taught many writing courses at Van Lang University and employed ChatGPT in their teaching. The research was conducted during the second semester of the 2022-2023 academic year and featured a total of twenty EFL instructors with extensive experience teaching writing and skill in using ChatGPT. These experts were carefully selected to ensure they had enough technology literacy and specialized competence in teaching writing workshops. The twenty experienced professors responded to an online questionnaire given on the website of the Faculty of Foreign Languages. Following that, ten people were chosen to participate in structured interviews using the purposive and judgment sample approach. Five of the ten participants used ChatGPT in their writing classes, three in their research methodology classes, and two in their translation classes. These instructors were asked to discuss their experiences with using ChatGPT in their classrooms, explain their views about its use in writing courses, and provide ideas for optimal implementation of this chatbot. The participants were told that the obtained data would be used for research purposes only and would not be disclosed outside of the study environment or to unauthorized individuals.

Design of the Study

To collect data that would thoroughly answer the research topics, a mixed-method technique was used in the study. This method included gathering both quantitative and qualitative data, which was then analyzed to fulfill the main study goals. An online questionnaire was used to collect quantitative data, while structured interviews were used to collect qualitative data. The research aims to gather accurate and valid data on instructors' usage of ChatGPT in language education, their attitudes about its use in writing courses, and their suggestions for the successful use of ChatGPT in EFL classrooms by combining these two approaches. The quantitative strategy allowed for data gathering from a broad sample size, whilst the qualitative method gave in-depth insights into the problem. As Spratt et al. (2004) point out, combining these two strategies "capitalizes on the strength of each approach" and compensates for their respective weaknesses.

Data collection & analysis

Questionnaire

To begin the data collection procedure, a Google Forms-based online questionnaire was constructed and sent to a group of twenty instructors who had utilized ChatGPT in their courses and had substantial experience teaching writing. The questionnaire is broken into two portions with 39 questions each. The first component consisted of five questions intended to elicit demographic information such as gender, age, and teaching experience. The second section had 34 questions broken into three groups. Section A, which included eight questions (1–8), investigated the instructors' experiences with using ChatGPT in language training. Section B included 15 questions (9-23) designed to elicit instructors' thoughts on using ChatGPT in writing sessions. Finally, part C included eleven questions (24-34) aimed at eliciting instructors' recommendations for successfully adopting ChatGPT.

The participants got the online survey through Outlook emails and completed all of the

questions in around five minutes. To ensure the confidentiality of the gathered data, instructors might use pseudonyms or leave their identities out of their replies. The questionnaire, as a quantitative research instrument, facilitates the collection of numerical data to determine the prevalence of a phenomenon, identify correlations between measured variables, and draw generalizations (Aliaga and Gunderson, as cited in Muijs, 2010). Furthermore, conducting a survey benefits the researcher by saving time and effort when data is gathered automatically and concurrently (Wright, 2005). The questionnaire items were generated from validated questions previously used by Kiptonui, Too, and Mukwa (2019) and Chuah and Kabilan (2021), who had previously examined and confirmed the instrument's credibility and reliability.

An online questionnaire of 34 questions was offered to collect data for three study subjects, comprising one open-ended question, two multiple-choice questions, and 31 five-point Likert scale questions. On a scale of 1 (totally disagree) to 5 (absolutely agree), participants were asked to choose one of five choices. After that, the data was examined using the Statistical Package for the Social Sciences 26 (SPSS 26) tool. The results were presented as numerical figures and percentages.

The researcher employed Cronbach's Alpha and Exploratory Factor Analysis (EFA), which included KMO and Bartlett's Test, to assess the reliability of the data obtained via the online questionnaire.

Reliability Statistics

Cronbach's Alpha was used to assess the reliability of the five-point Likert scale, which was used to collect data for three study objectives. The total Cronbach's Alpha score is .914 showing a high degree of consistency in participant replies throughout the list of 31 items. Cronbach's Alpha ratings for each part surpass the benchmark value of .7, which is used to evaluate response dependability. Notably, the Cronbach's Alpha value for the participants' viewpoints variable, which consists of 15 items, is .890. The participants' practices variable, which includes six items, has a Cronbach's Alpha of .854. Furthermore, the participants' recommendations variable, which consists of ten items, has a Cronbach's Alpha value of .838. In general, these Cronbach's Alpha values fell within the acceptable range of 0.6 to 1 and gave a strong indication that the questionnaire questions were trustworthy for practical study.

Table 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.715
Bartlett's Test of Sphericity	Approx. Chi-Square	2823.978
	df	595
	Sig.	.000

The KMO Test was used by the researcher to determine the suitability of the questionnaire data for factor analysis. The computed KMO value of .715 in Table 1 indicates a significant partial association between the variables. It indicates that the variables are appropriate for factor analysis. The researcher also used Bartlett's Test on the acquired data to check if the variables were unrelated and unfit for factor analysis. As stated in Table 1, Bartlett's Test produced sig. =.000 (0.05), suggesting that the variables in the data were correlated. Given the relevant KMO value and the significance level from Bartlett's Test, it is clear that the questionnaire data is

well-suited for factor analysis.

Structured interview

In this recent research, qualitative data was acquired via structured interviews with ten instructors at Van Lang University who were chosen based on their expertise in utilizing ChatGPT to teach English to EFL students. The study included five instructors who used ChatGPT to teach writing, three who used it in the research methodology course, and two who used the advanced chatbot in the translation course. These instructors answered nine questions on how they use ChatGPT in their classrooms, discussed their thoughts on how it may be used to teach writing, and offered ideas for how to utilize this chatbot effectively in writing courses. Each instructor was invited to a 10-minute online interview using Microsoft Teams and advised that the interview would be videotaped. The recordings were utilized for research reasons only and were not disclosed or shared with anybody outside of the study environment. The interviews were performed in Vietnamese, the native language of both the participants and the researcher, to promote clear communication and minimize any misunderstandings throughout the interview process. Following that, during the analysis phase, the concepts presented during the interviews were translated into English.

Thematic analysis, including open coding and axial coding, was used to analyze the qualitative data acquired from the interview (Ary, Jacobs, & Sorensen, 2010). The author used open code to uncover noteworthy trends, such as participant experiences, thoughts on utilizing ChatGPT, and suggestions for the effective use of this chatbot in writing courses. Following that, axial coding was utilized to link these patterns, construct themes, and provide larger insights into these challenges.

Results/Findings

Results of the online questionnaire

The quantitative results from the online questionnaire were analyzed in SPSS 26 using descriptive statistics. The mean, minimum, maximum, frequency, percentages, and standard deviation were all calculated. The results were organized into categories such as demographic information, participant practices, participant opinions, and participant ideas.

Demographic information

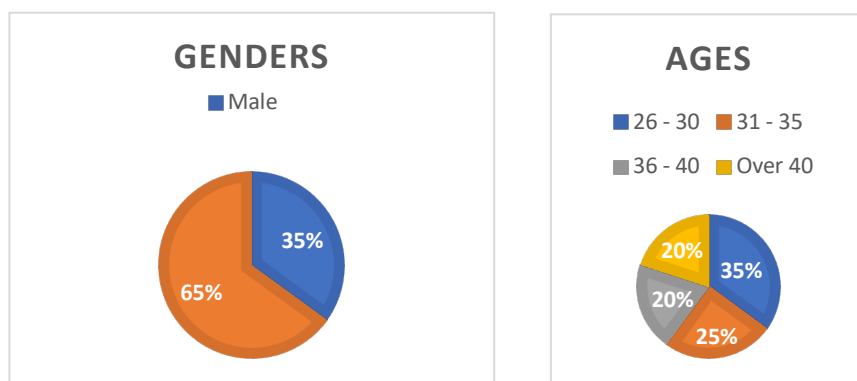**Figure 1.** The participants' genders and ages

Figure 1 summarizes the data regarding the respondents' genders and ages. According to the statistics, the bulk of the participants in the study were female, accounting for 65% of the sample (N=13), with 7 male instructors accounting for 35% of the total. Figure 1 also demonstrated that a considerable number of instructors were above the age of 30, showing extensive experience teaching English. In particular, 35% of the participants were between the ages of 31 and 35, while 20% of the professors were between the ages of 36 and 40, which equaled the proportion of participants over 40 (N=4). Furthermore, individuals aged 26 to 30 made up 25% of the sample (N=5), with no participants younger than 26 years old.

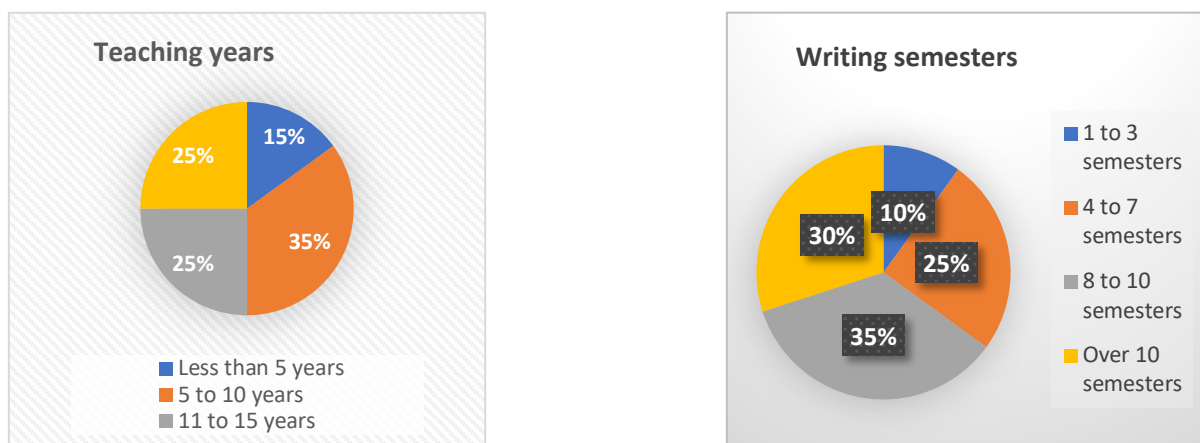**Figure 2.** Demographic information on participants' teaching experiences

Figure 2 summarizes the outcomes of the language training experiences of the participants. According to the data, half of the participants (50%) had more than 10 years of teaching experience. In particular, 25% of participants have taught English for 11 to 15 years, with the remaining 25% having taught for more than 15 years. The bulk of teachers (35%) have been teaching English for 5 to 10 years, with 15% having less than 5 years of experience.

In terms of semesters taught, 35% of instructors have taught writing for 8 to 10 semesters, compared to 30% of participants who have taught writing for more than 10 semesters. The proportion of instructors who have only taught writing for one to three semesters is the least (15%), whereas five teachers account for 25% of the whole sample and have taught writing for four to seven semesters.
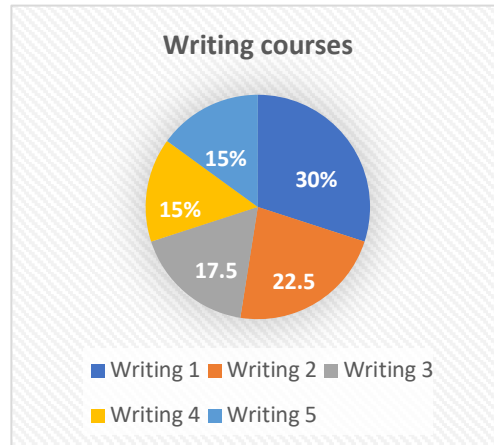
When it comes to writing courses, 30% of the participants, or twelve instructors, have taught Writing 1, a course focused on teaching students how to produce accurate, grammatically and semantically right sentences. With 22.5% of the participants, instructors who have taught Writing 2 rank second. Seven instructors (17.5% of the sample) taught Writing 3, a course that teaches students how to write cohesive and coherent paragraphs, while 15% of the teachers

taught Writing 4, which teaches students how to write various types of essays. Six instructors have also taught Writing 5, a subject that teaches students how to write a research report.

Table 4 shows that the majority of participants (85%) had significant experience teaching English, with 17 instructors having more than 5 years of experience. With 65% of the sample, the number of instructors who had taught writing for more than 7 semesters was likewise the highest. Furthermore, all respondents had taught writing classes, with 30%, 22.5%, 17.5%, 15%, and 15% having taught Writing 1, Writing 2, Writing 3, Writing 4, and Writing 5, respectively.

Teachers' practices on using ChatGPT in teaching English

The gathered data examined the participants' utilization of ChatGPT in their teaching across four different aspects: language courses, frequency, purposes, and primary challenges.

Table 2. Descriptive statistics of language courses that applied ChatGPT.

Item	Questionnaire	Courses	Percentages
1	In what courses have you employed ChatGPT as a teaching tool?	Writing	28%
		Reading	16%
		Research Methodology	20%
		Translation	20%
		Grammar	16%

Table 2 displays the outcomes of the language courses in which the participants used ChatGPT in their teaching practices. ChatGPT has been used in the classroom by seven instructors, representing 28% of the entire population. ChatGPT is used by 16% of instructors in Reading classes, which is the same proportion as those who use it in Grammar courses. Furthermore, 20% of the overall sample utilized ChatGPT in the course of Research Methodology, which is the same amount of instructors that used it in the course of Translation.

Table 3. The statistical analysis of how often ChatGPT is utilized for teaching English.

Item	Questionnaire	Courses	Percentages
2	How frequently is ChatGPT utilized as a teaching tool in your classes?	Every lesson of the course	25%
		Most of the lessons in the course	50%
		Some lessons from the course	25%
		One or two lessons of the course	0%

According to Table 3, the majority of participants (N=15, 75%) used ChatGPT often in their English teaching endeavors. More specifically, 50% of the instructors used ChatGPT for the bulk of the lessons on the curriculum, while the remaining 25% used ChatGPT for all lessons on a continuous basis. Five instructors, representing 25% of all replies, used ChatGPT in their classrooms on occasion. Surprisingly, there were no instructors who merely used ChatGPT for one or two classes in the curriculum.

Table 4. Participants' purposes for using ChatGPT

Items	Questionnaire	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
3	ChatGPT was employed to aid in the development of my lesson plans.	5	15	20	40	20	3.55
4	ChatGPT was utilized to help generate learning materials for my students.	5	10	30	30	25	3.6
5	ChatGPT was used as a teaching assistant by evaluating students' papers and providing constructive feedback on their work.	5	30	20	45	0	3.05
6	ChatGPT was utilized to devise exercises and assignments for the students.	5	15	35	40	5	3.25

According to the data given in Table 4, the majority of participants (M=3.6) and 60% agreed that ChatGPT considerably helped them in producing learning materials (M=3.55). Teachers, on the other hand, were ambivalent about utilizing ChatGPT to evaluate students' learning achievement. The mean ratings of 3.25 and 3.05 indicated that respondents were indifferent in their use of ChatGPT to develop exercises or learning activities for students as well as grade and offer feedback on students' performance.

Table 5. Challenges that participants encountered in using ChatGPT

Items	Questionnaire	1 (TD	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
7	I face challenges incorporating ChatGPT into lesson plans and activities.	0	5	30	20	45	3.0
8	The issues I have encountered in utilizing ChatGPT in language teaching are primarily technical problems.	20	15	35	15	15	2.9

Table 5 shows that the ratings for the items indicating the problems that instructors experience while using ChatGPT are in the moderate range (M=2.61-3.4). This shows that respondents had

a neutral approach, admitting that incorporating ChatGPT into their lesson planning and learning activities was moderately challenging (M=3.0). Similarly, they reported technical issues encountered when using ChatGPT in their instruction as neutral (M=2.9).

Teachers' perspectives toward the use of ChatGPT in writing classes

The questionnaire gathered quantitative data on the participants' attitudes toward the deployment of ChatGPT in writing courses, which were classified into three major categories. The first part focused on studying instructors' perspectives on the benefits of utilizing ChatGPT in writing sessions, taking into account both the benefits for teachers and students. The second

was to elicit information on possible concerns or difficulties highlighted about the usage of ChatGPT. Finally, the final component investigated the participants' perspectives on the relevance of ChatGPT in the future of language instruction.

Table 6. The participants' perspectives on the advantages of ChatGPT in writing classes

Items	Questionnaire	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
9	Teachers can save time on grading and providing feedback with the help of ChatGPT.	0	15	45	35	5	3.3
10	ChatGPT offers significant support to teachers in their lesson-planning endeavors.	0	0	5	35	60	4.55
11	The diverse learning sources suggested by ChatGPT assist teachers in creating engaging learning materials for writing classes.	0	0	10	35	55	4.45
12	The use of ChatGPT in writing classes has the potential to enhance students' writing skills.	5	5	5	60	25	3.95
13	ChatGPT proves useful by suggesting reading resources to students, which can inspire ideas for writing tasks.	0	0	5	30	65	4.6
14	In my opinion, ChatGPT can provide immediate responses to any questions posed by students.	0	0	5	40	55	4.5
15	By providing accurate feedback and valuable suggestions for revisions, ChatGPT aids students in improving their grammar and vocabulary in writing performance.	5	15	30	30	20	3.45
16	Integrating ChatGPT in writing classes can boost students' learning motivation.	5	5	30	40	20	3.65
17	In my view, ChatGPT can serve as an effective tutor in writing classes.	0	0	25	35	40	4.15

Based on the data presented in Table 6, it is evident that most of the participants strongly agreed on the benefits of incorporating ChatGPT in writing classes for both teachers and students. A high percentage (95%) expressed their strong agreement with the valuable support provided by ChatGPT in creating lesson plans (M=4.55). Additionally, they took a favorable attitude towards ChatGPT's ability to suggest a wide range of learning resources, aiding teachers in developing materials for writing classes (M=4.45). However, the participants took a neutral stance when asked about the support of ChatGPT in grading and assessments (M=3.3).

The results shown in Table 6 demonstrate the favorable influence of ChatGPT on students' writing skills. The participants' great agreement in practically every element of this category is reflected in the mean ratings, which fall within the high assessment range (M=3.45-4.6). Notably, with mean ratings of 4.6 and 4.5, the instructors demonstrated great agreement on the

value of ChatGPT in proposing useful reading materials to students, assisting them to develop ideas for writing assignments with rapid replies to any needs. Furthermore, they unanimously agreed that ChatGPT was beneficial in improving students' writing abilities (M=3.95), grammar and vocabulary understanding (M=3.45), and desire to participate in writing assignments (M=3.65). Furthermore, an overwhelming majority of participants (75%) agreed that ChatGPT serves as an excellent teaching assistant in writing sessions.

Table 7. The participants' perceptions on the potential concerns of using ChatGPT in writing classes

Items	Questionnaire	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
18	Teachers might encounter challenges when incorporating ChatGPT into their lesson plans and writing activities.	15	25	30	25	5	2.8
19	Students might become too dependent on ChatGPT, potentially impairing their critical thinking and problem-solving abilities.	5	5	30	40	20	3.65
20	Introducing ChatGPT in writing classes may give rise to concerns regarding the academic integrity of students' submitted papers.	20	15	15	20	30	3.25
21	Employing ChatGPT could potentially lead to significant privacy and security risks tied to the handling of student data.	5	35	20	35	5	3.0

The results shown in Table 7 show that the mean scores fall within the medium assessment range (2.61-3.4). The participants had a neutral stance when they said that technical concerns were their challenges while using ChatGPT to teach writing (M=2.8). They also indicated neutral views on possible issues raised by students' usage of ChatGPT in writing lessons. Teachers remained impartial in indicating that utilizing ChatGPT offered dangers such as privacy and security problems, students' strong reliance on this technology, and a possible loss in academic integrity in the papers produced by students, with mean scores of 3.0, 3.05, and 3.25, respectively.

Table 8. The participants' views toward the role of ChatGPT in the future of language teaching

Items	Questionnaire	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
22	In the future, ChatGPT has the potential to serve as a supplement to human teaching and instructions.	0	20	50	25	5	3.15
23	In the future, ChatGPT can potentially substitute certain aspects of human teaching and instruction.	15	30	30	20	5	2.7

As presented in Table 8, the participants maintained a neutral stance when considering the role

of ChatGPT in the future of language teaching. They were neutral that ChatGPT could replace teachers in certain teaching stages (M=2.7). Additionally, the teachers expressed a neutral opinion regarding the potential future of ChatGPT as a supportive tool for language teaching (M=3.15).

Teachers' suggestions for an effective application of ChatGPT in writing classes

The section on teachers' proposals for successful ChatGPT deployment in writing courses emphasizes a number of important ideas linked to essential assistance, teacher knowledge, and strategies to alleviate possible issues.

Table 9. Participants' opinions on the necessary support for teachers (SPSS 26)

Item	Questionnaire	Support	Percentages
24	What kind of support do you believe teachers require in order to effectively implement ChatGPT in writing classes?	The availability of technology and software for use	20%
		Training on the utilization of ChatGPT in language teaching	47%
		Assistance from colleagues and management	33%

The statistics presented in Table 9 reveal that the majority of participants (N=14) emphasized the importance of receiving proper training on how to effectively incorporate ChatGPT into language teaching, specifically in writing classes. Moreover, half of the teachers identified support from colleagues and the administration as a key factor in efficiently utilizing this advanced chatbot for teaching writing. The other 20% of the respondents affirmed the necessity of having access to technology and software to ensure the effectiveness of ChatGPT in their teaching practices.

Table 10. The participants' recommendation for an efficient implementation of ChatGPT

Items	Questionnaire	1 (TD)	2 (D)	3 (N)	4 (A)	5 (TA)	Mean
25	Teachers should be aware of the limitations of ChatGPT and consistently evaluate the quality of its responses to their questions or requirements.	0	10	35	40	15	3.6
26	It is crucial for teachers to know how to provide specific prompts that work well with ChatGPT	0	5	15	55	25	4.0
27	Teachers should recognize that ChatGPT serves as a supplementary tool for their instruction	5	15	30	30	20	3.45
28	Teachers should provide guidance to students on how to properly utilize ChatGPT.	0	25	25	25	25	3.5
29	Teachers should allow students to utilize ChatGPT during classroom activities.	15	15	60	10	0	2.65
30	In my viewpoint, teachers should actively encourage students to utilize ChatGPT during the revision and editing phases.	10	20	25	20	25	3.3
31	Teachers should mandate students to submit rough drafts or outlines alongside their final papers to maintain academic integrity.	15	15	35	25	10	3.0
32	Teachers should notify students that AI content detectors such as GPTZero, PercentHuman, and Originality AI will be used to review their submitted work.	5	30	20	45	0	3.05
33	Teachers should construct activities that necessitate the utilization of critical thinking and problem-solving abilities by students.	0	10	35	40	15	3.6
34	I am optimistic that I will be able to teach students how to use ChatGPT effectively in language acquisition.	0	15	15	50	20	3.0

As demonstrated in Table 10, a large majority of respondents (80%) strongly agreed that teachers should provide specific cues to ChatGPT in order to elicit acceptable and valuable responses (M=4.0). With mean scores of 3.6 and 3.45, participants agreed that teachers should increase their understanding of the limitations of ChatGPT and its complementary purpose in language instruction. Half of the participants (50%) agreed with item 28, underlining the importance of teaching students how to properly utilize ChatGPT in writing education (M=3.5). The low mean score of item 29 (M=2.65), which is slightly higher than 2.6, suggests that the majority of respondents had a neutral attitude about utilizing ChatGPT during class time. Similarly, they stated that instructors should encourage students to use ChatGPT throughout the

review and editing stages (M=3.3). Participants were separated into two groups when it came to steps to address academic integrity concerns: asking students to submit draughts or outlines with their final papers (M=3.0) and learning about helpful AI content detectors that professors would use to assess their written work (M=3.05). Furthermore, more than half of survey respondents agreed that teachers should incorporate activities that encourage students' critical thinking and problem-solving skills (M=3.6), while they expressed neutral confidence in effectively instructing students on the use of ChatGPT in learning writing (M=3.0).

Results of the structured interview

Table 11. Frequency of using ChatGPT

1. Do you often use ChatGPT in your teaching? Why?	Percentages
Every lesson in the course	10%
Most of the lessons in the course	60%
Some lessons in the course	30%
One or two lessons in the course	0%

According to the data presented in Table 11, a majority of the interviewed teachers (70%) reported a regular implementation of ChatGPT into their language teaching practices. Specifically, sixty percent of the participants utilized ChatGPT in teaching most of the lessons in the syllabus. They asserted that ChatGPT supported them substantially in developing learning materials and practice tests for writing and research methodology courses.

> *"I used ChatGPT to create learning materials for most of the lessons for my writing classes. I find it helpful to suggest diverse sources for designing learning activities and practice exercises suitable to the theme of each lesson." (Participant 1)*

> *"ChatGPT is really beneficial to provide reliable sources for teachers to diversify students' learning practice and activities. I usually use this chatbot to support me in making lesson plans. (Participant 2)*

> *"My writing classes need various learning sources for students to gather ideas, analyze different writing samples and widen lexical resources. ChatGPT can help me save time finding appropriate documents." (Participant 3)*

> *"ChatGPT supports me a lot in varying the learning documents for my students in research methodology course. If I give it detailed and customized prompts, I can receive valuable reading sources for each lesson." (Participant 4)*

> *"I frequently make use of ChatGPT to suggest ideas for classroom activities and various practice exercises tailored to different writing classes." (Participant 5)*

> *"I often utilize ChatGPT to provide writing samples for different essay genres and diverse input (vocabulary, structure, ideas) for students." (Participant 6)*

The other 10% of the interviewees employed ChatGPT in all of their lessons because they believed it to be an effective tool for recommending reading materials, summarizing concepts, and generating outlines for research-oriented courses.

> *"I employ ChatGPT in teaching all lessons in the research methodology course since it*

is effective to help teachers summarize ideas in research articles, generalize outlines and provide different research products for reference." (Participant 7)

Thirty percent of the participants stated that they selectively utilized ChatGPT in certain lessons of translation or research methodology courses, specifically when there were sections that could be effectively explained with the assistance of ChatGPT.

"Sometimes I use ChatGPT to suggest extra learning materials for several lessons in the syllabus. Particularly, some sections in these lessons need to be more explained by extra documents." (Participant 8).

"I employ ChatGPT to recommend documents that can explain some sections in the coursebook." (Participant 9)

"I only use ChatGPT in my teaching when I have difficulties in finding some specified learning document." (Participant 10)

2. How do you employ ChatGPT in your teaching?

According to the findings, eight interviewees reported using ChatGPT significantly in creating learning materials for their students. They posited that ChatGPT helped them save time by providing a wide range of suitable resources for different learning styles and levels. Additionally, half of the participants utilized ChatGPT to assist in designing exercises and learning tasks for their students. They found that by providing specific prompts regarding the lesson objectives, students' English levels, and evaluation rubrics, ChatGPT could effectively meet their requirements in creating appropriate practice materials. Only two interviewees occasionally used ChatGPT for grading students' work. They acknowledged its usefulness in evaluating student assignments based on provided rating scales. However, the teachers expressed concerns about potential biases introduced by ChatGPT.

"I used ChatGPT to create learning materials for most of the lessons for my writing classes. I find it helpful to suggest diverse sources for designing learning activities and practice exercises suitable to the theme of each lesson." (Participant 1)

"ChatGPT is really beneficial to provide reliable sources for teachers to diversify students' learning practice and activities. I usually use this chatbot to support me in making lesson plans. (Participant 2)

"My writing classes need various learning sources for students to gather ideas, analyze different writing samples and widen lexical resources. ChatGPT can help me save time finding appropriate documents. Additionally, this chatbot can suggest ideas for designing practice exercises or writing tasks" (Participant 3)

"ChatGPT supports me a lot in varying the learning documents for my students in research methodology course. Besides, I give it detailed and customized prompts, and I can receive valuable suggestions for learning activities suitable for different students' levels." (Participant 4)

"I frequently make use of ChatGPT to suggest ideas for classroom activities and various practice exercises tailored to different writing classes." (Participant 5)

"I often utilize ChatGPT to provide writing samples for different essay genres and diverse input (vocabulary, structure, ideas) for students. ChatGPT is useful in designing learning practice and writing assignments suitable for different classes." (Participant 6)

"I use ChatGPT to find diverse learning documents to facilitate students' learning process. I save a great deal of time browsing, selecting, and categorizing these materials. (Participants 7, 8).

"I apply ChatGPT in my teaching to diversify writing samples for my students. Additionally, sometimes I use it to analyze students' written products. ChatGPT is effective in detecting errors in students' essays and could help to determine students' writing performance if teachers provide it with a detailed rubric." (Participant 9)

"ChatGPT saves my time in grading students' papers. As long as teachers provide it with a detailed writing rating scale, it can determine students' writing performance." (Participant 10)

3. In your opinion, how could ChatGPT benefit teachers in teaching writing?

The vast majority of interviewed participants (80%) asserted that ChatGPT offered a great advantage to teachers by streamlining the process of creating learning materials for writing classes. They noted that ChatGPT was able to suggest a wide range of learning resources that were suited to varied lesson objectives as long as this chatbot was given detailed prompts. The participants also emphasized that ChatGPT's generative pre-trained transformer mechanism allowed it to recommend diverse writing samples, thereby enriching students' learning experience. Consequently, teachers were able to save time that would otherwise be spent browsing, selecting, and aligning learning materials.

"Teachers can employ ChatGPT to suggest valuable sources to create learning materials for writing classes. ChatGPT can provide plenty of sample essays and reading sources for making lesson plans." (Participant 1)

"Teachers can save time and energy in preparing materials for writing lessons with the support of ChatGPT." (Participant 2).

"ChatGPT can recommend diverse writing samples and learning sources for writing classes. (Participant 3)

"Teachers can save time in browsing, selecting, and arranging learning documents when employing ChatGPT to recommend sources for their classes." (Participants 4, 5).

"The pre-trained architecture in ChatGPT allows it to provide various learning sources for writing classes. Teachers easily access plenty of writing samples, websites for lexical resources, and readings for building up ideas." (Participants 6, 7, 8)

Four interviewees affirmed that ChatGPT had the potential to alleviate the workload for teachers during the assessment process. They explained that ChatGPT could aid in generating customized writing tasks tailored to different learner profiles, identifying errors in students' written work, and providing specific feedback to individuals. The interviewees also emphasized the importance of providing ChatGPT with a detailed rubric as input in order to obtain accurate

evaluations.

> *"ChatGPT can suggest ideas for designing practice exercises if teachers provide it with detailed prompts regarding themes of the lessons and students' levels. Additionally, they can ask this chatbot to detect errors in students' papers" (Participants 7, 8)*

> *"Teachers can employ ChatGPT to design practice tests or assignments for writing classes as long as they give it detailed prompts about kinds of tests, contents, instructions, and students' English proficiency. ChatGPT also gives comments and detects errors in students' written works." (Participants 9, 10)*

Out of all the interviewed teachers, only two acknowledged the capability of ChatGPT to provide ideas for in-class activities. They suggested that ChatGPT could propose suggestions for creating engaging activities that were customized to students' proficiency levels if teachers provided specific prompts regarding the activity name, duration, task outcome, lesson aims, and students' English levels.

> *"I find ChatGPT helpful to suggest diverse sources for designing learning activities and practice exercises suitable to the theme of each lesson as long as I give it specific prompts regarding the kind of the activity, how much time to conduct, and the objective of the lesson." (Participant 1)*

> *"I think teachers can frequently make use of ChatGPT to suggest ideas for classroom activities and various practice exercises tailored to different writing classes." (Participant 5)*

4. What are the merits of using ChatGPT in learning writing?

When questioned about the benefits of using ChatGPT for writing instruction, the majority of the interviewees (70%) stated that ChatGPT allowed students to have access to a diverse range of educational materials, which could greatly assist the learning process. These educators elaborated that the abundance of reading resources offered by ChatGPT could aid students in developing ideas and forming outlines for various writing assignments. Moreover, ChatGPT had the capability to furnish students with standardized writing examples, enabling them to analyze and acquire knowledge on how to produce well-structured written pieces aligned with specific genres and writing evaluation criteria.

> *"ChatGPT is highly beneficial to students' learning process. It provides them with diverse learning input such as writing samples and reading sources for building up ideas." (Participants 1, 2)*

> *"Students can get ChatGPT to suggest valuable learning materials that facilitate their learning process. They can save time in browsing, selecting, and categorizing these documents." (Participants 3, 4)*

> *"ChatGPT benefits students by recommending a rich source of learning documents in which students can learn how to write. They can easily get a standardized writing sample of a particular genre of essay, then analyze its organization, language use, and ideas." (Participants 5, 6, 7)*

The other ideas emphasized the ability of ChatGPT in terms of proofreading and editing. Five respondents expressed agreement that students could utilize ChatGPT as a mentor to receive feedback on their written assignments and receive recommendations for improvements.

> *"ChatGPT can detect grammar and spelling mistakes in students' written works. Therefore, they can employ it in the proofing and editing process to perfect their papers before submission." (Participant 6).*

> *"Students can get ChatGPT to give comments on their written works and make suggestions for revision." (Participant 7).*

> *"I think students can use ChatGPT as a reviewer for their writing essays since it can correct their mistakes and suggest valuable ideas for revision." (Participant 8)*

> *"When finishing a writing assignment, students can get ChatGPT to proofread and give feedback on the language use, organization, and writing styles." (Participant 9)*

> *"Students can use ChatGPT to double-check their papers before submission. As a result, their written products are revised and get better quality." (Participant 10)*

Only two teachers acknowledged the positive impact of ChatGPT on expanding students' vocabulary resources, whereas four respondents asserted that integrating ChatGPT into writing instruction could boost students' learning motivation. These individuals asserted that ChatGPT greatly assisted students by providing a wide range of educational materials, delivering immediate responses, and offering personalized feedback on their work. Consequently, the utilization of ChatGPT facilitated the process of learning writing, resulting in an overall enhancement of learning motivation.

> *"ChatGPT can suggest reading sources that help to enrich students' range of vocabulary. Besides, this chatbot can detect errors in language use and suggest better ones for revision. Students feel less stressed in creating a written product and more eager to learn writing" (Participant 3)*

> *"Students can expand their lexical resources thanks to documents suggested by ChatGPT. They also can get this chatbot to give comments on the use of words in their papers. Students feel more confident and interested in writing essays." (Participant 4)*

> *"The use of ChatGPT benefits students in learning writing so it can enhance their learning motivation and get students engaged in writing classes." (Participant 5)*

> *"ChatGPT supports students a lot in recommending diverse learning documents, proofreading their papers, and giving comments on written products. So, the use of ChatGPT facilitates the learning process and consequently enhances students' motivation for learning writing." (Participant 6)*

However, ten interviewees claimed that to fully utilize the advantages of ChatGPT in learning writing, students are required to have an intermediate or higher level of English proficiency. This prerequisite enables them to accurately judge and make the right choices of recommendations offered by ChatGPT.

5. What may be potential concerns over the use of ChatGPT in writing classes?

Although the majority of participants saw the significant advantages of integrating ChatGPT in writing sessions, they also raised reservations about its use. One significant issue raised by half of the respondents was the possibility of pupils being too dependent on ChatGPT. These professors were certain that some students relied only on ChatGPT-generated responses rather than using their own cognitive talents to think critically and reply to problems. This overreliance may undermine pupils' critical thinking and problem-solving abilities over time.

Furthermore, four out of ten instructors polled expressed concern about the academic integrity of their pupils' written work. They emphasized that ChatGPT's capacity to create standardized writing examples might lead to pupils replicating these written outputs, resulting in biased grading in writing courses.

Finally, three interviewers expressed worries regarding students' capacity to assess and consider ChatGPT replies. According to these professors, just a few pupils were able to make solid judgments based on the advice provided by ChatGPT. They indicated that the majority of the pupils lacked the ability to recognize wrong responses or choose better solutions for their inquiries.

> *"ChatGPT is trained to give response to users' questions, so the application of this chatbot in writing class may lead to students' heavy reliance on the device. Students may copy answers generated by ChatGPT and gradually lose their critical thinking. Additionally, if they submit ChatGPT-generated essays, they violate academic integrity standards. (Participants 1, 2)*

> *"Potential concerns over the use of ChatGPT is students' dependence on the device due to their overuse of this chatbot. Students become dependent on its response to any questions and lose their problem-solving skills" (Participant 3).*

> *"Users' improper use of ChatGPT can lead to their reliance on the chatbot. Gradually, students lose their confidence in dealing with learning matters." (Participant 4)*

> *"When ChatGPT is implemented in writing classes, students may use it to generate written products which raises a concern over the authenticity of their submitted works." (Participant 5)*

> *"ChatGPT can give responses to any questions immediately, so students may be heavily dependent on this chatbot if they use it improperly. Moreover, students are not qualified enough to check these responses and detect incorrect answers by ChatGPT." (Participant 6).*

> *"If students are instructed on how to use ChatGPT in learning writing, I strongly believe that they can utilize its massive merits. My concern is how students scrutinize responses from this chatbot to choose the best answers." (Participant 7)*

> *"Some students only copy essays generated by ChatGPT and submit them as their own ones. This leads to a worry over academic integrity." (Participant 8)*

> *"Students may be dependent on ChatGPT to generate answers to any questions. As a*

result, they are unable to think logically and solve problems independently." (Participant 9)

"Some lazy students just order ChatGPT to create well-organized written products for submission, which results in an unfair evaluation in writing classes (Participant 10)

During discussions about the potential challenges teachers might face when incorporating ChatGPT into their writing classes, most of the educators admitted experiencing moments of confusion regarding how to effectively integrate this advanced chatbot. This uncertainty stemmed from the fact that ChatGPT is a state-of-the-art technology, introducing an innovative approach to language instruction that they had only recently started to explore. Consequently, in certain specific situations, the teachers lacked confidence in their ability to utilize the full potential of ChatGPT in teaching writing.

"The novelty of ChatGPT sometimes makes me uncertain about how to apply it effectively in some teaching contexts. I am confused about how to conduct learning activities that can employ its benefits completely." (Participants 1, 2, 3, 4)

"Sometimes, I was wondering if I had applied ChatGPT in my writing classes properly. ChatGPT is totally new, and how to employ it efficiently is still less discussed." (Participants 5, 6, 7, 8)

6. What are practical solutions to the potential concerns with the application of ChatGPT in writing classes?

According to the survey, 60% of respondents were convinced that correct usage of ChatGPT could successfully solve the problem of pupils being unduly dependent on this sophisticated chatbot. They said that students should be aware that ChatGPT is a supplement to their study, not a replacement for their own intellectual ability. Furthermore, the professors emphasized the need to give students extensive advice on how to utilize ChatGPT appropriately. They contended that in order to make use of ChatGPT's substantial help, students must first learn how to send cues to it. Furthermore, the instructors agreed that students should utilize the available learning tools to improve their writing abilities rather than just duplicating example essays supplied by ChatGPT.

"Overuse of ChatGPT would lead to users' heavy dependence on the device. I think this problem would be handled if students were instructed on how to use this chatbot properly." (Participant 1)

"It is vital to instruct students on how to use ChatGPT in a proper way. Students should realize the potential threats and limitations of the chatbot and use it as a supplementary tool to facilitate their learning process." (Participant 2)

"Students should be aware that ChatGPT is just a supportive learning tool, not a replacement for their cognitive abilities. So, they must consider when and how to use ChatGPT, not depend on this chatbot for answering any inquiries." (Participants 3)

"Students should be aware that ChatGPT supports them in learning writing by providing sample essays to analyze and learn how to organize a standardized piece of writing, not writing essays for them to copy and submit." (Participant 4)

"Proper use of ChatGPT requires students to know when and where to utilize its potential instead of using it to generate answers to any questions." (Participant 5)

"Students may depend on ChatGPT to give answers to any questions and generate written products for submission. Therefore, students should be trained in how to use ChatGPT effectively. Teachers should instruct them to utilize this chatbot as a supporting device, not as an essay writer for any writing assignment. (Participant 6).

The remaining 40% of responses proposed an alternative solution to the issue of student dependency on ChatGPT. They claimed that teachers could address this concern by engaging students in learning activities that involved analyzing writing samples generated by ChatGPT. They further explained that students would then be prompted to identify patterns in the organization, language usage, and idea development across various types of essays. These interviewees firmly asserted that through these interactive activities, students could effectively learn how to utilize ChatGPT as a tool for improving their writing skills.

"Students' heavy reliance on ChatGPT would be addressed if teachers design learning activities in which students are asked to use their critical thinking and problem-solving skills. Therefore, the use of ChatGPT in these activities is useless. Students are asked to explain, analyze, and synthesize information to generalize ideas for different types of essays." (Participants 7, 8)

"The types of learning activities conducted in writing classes could help to reduce the problem of students' reliance on ChatGPT. Teachers should ask students to engage in activities in which they have to analyze writing samples, explain their organization and language use and conclude the typical features of different genres of essays. (Participants 9, 10)

When it came to practical measures for addressing the issue of academic integrity, six out of ten respondents endorsed a combination of formative and summative assessment methods to assess students' writing abilities. The teachers suggested that students' writing skills should be evaluated through a minimum of three writing tests conducted throughout the learning period, alongside a final exam at the end of the semester. To ensure impartiality in the evaluation process, these tests should be carried out in the classroom under the supervision of teachers, and students were not allowed to use ChatGPT. Additionally, it was emphasized that consistency in the scoring of these tests for each student should be focused.

"To evaluate students' writing performance precisely, students should be asked to do several writing tests in class with the observation of the teacher without the use of ChatGPT." ((Participant 1)

"ChatGPT is not allowed during the writing tests administered during the writing course. Students submit their own written products, and their writing abilities are determined based on the scores they gain in these tests." (Participant 2)

"I propose administering regular writing tests throughout the semester, supplemented by a comprehensive final exam to evaluate students' writing skills. Students do the tests in class with the observation of teachers." (Participant 3)

> *"Writing tests should be conducted frequently in class, disallowing the use of ChatGPT. The consistency in students' scores through these tests reflects their writing abilities." (Participant 4)*

> *"Students submit their own essays when asked to do writing tests in class without using ChatGPT and under the observation of a teacher." (Participant 5)*

> *"Three or four assignments and a final exam ensure a fair evaluation and tackle the problem of academic integrity." (Participant 6)*

The other two interviewed teachers asserted that, in order to uphold academic integrity in students' submitted works, it is essential for teachers to request rough drafts and outlines along with the final papers. They elaborated that by reviewing these documents, teachers would be able to examine the process by which students produced their written works.

> *"Teachers can determine the authenticity of students' submitted works by asking them to submit rough drafts of the finished essays." (Participant 7)*

> *"Teachers should require students to present the progress of constructing ideas, making outlines, and generating the essay to determine the originality of their written work." (Participant 8)*

The remaining 20% of participants strongly agreed that raising students' awareness of the fact that their papers will be examined by a variety of AI content detectors may help address the problem of academic integrity. They emphasized that students would be deterred from using ChatGPT to generate written works because of concern over getting bad scores.

> *'The writing rating criteria should indicate that AI content detectors will be used to check students' submitted papers. If AI-generated paragraphs are detected, students will get a zero for the assignment. When students are informed of the criteria, they are concerned about using ChatGPT to cheat, and it helps to minimize the issue of academic integrity." (Participant 9)*

> *"Teachers should inform students that they will use some detectors to check the authenticity of their submitted papers, and a cheater will get a zero for a ChatGPT-generated essay. I believe students will be relucted to use ChatGPT to complete a writing assignment." (Participant 10)*

Concerning students' ability to effectively filter suggestions from ChatGPT, the collected data revealed that the majority of respondents strongly agreed that students must achieve at least a B2 level on the CEFR proficiency scale in order to use ChatGPT effectively in learning writing. They contended that students with lower proficiency levels were not competent to make informed judgments based on the replies supplied by ChatGPT. As a result, these students would be able to use ChatGPT for writing purposes only if they were guided by someone with a high degree of English proficiency.

> *"To use ChatGPT effectively in language learning, students should be able to examine its responses. However, if students are lower than B2 level on the CEFR proficiency scale, they cannot be qualified enough to judge the suggestions."(Participants 1, 2)*

"Not all answers generated by ChatGPT are good ones, so students need to consider and check them carefully. Low-level students are unable to do this. Students' level must be intermediate or above to efficiently use ChatGPT." (Participants 3, 4)

"A majority of students are unable to judge responses by ChatGPT. So, a tutor who is proficient in English should coach students in the use of this chatbot." (Participants 5, 6)

The findings from the interview revealed that 70% of the participants believed that receiving professional training on how to incorporate ChatGPT into writing classes would be beneficial in addressing their lack of confidence in using the tool. These teachers expressed that due to the novelty of ChatGPT, they sometimes felt uncertain about fully utilizing its capabilities. As a result, a symposium on the integration of ChatGPT in writing instruction was critical for all language teachers. The remaining three teachers acknowledged the value of receiving support from their colleagues as helpful guidance for effectively using ChatGPT.

"ChatGPT is really novel, so professional training for teachers on the implementation of this chatbot in EFL classrooms is an urgent need to ensure an effective use." (Participant 1)

"Teachers will feel more confident if they are trained on how to integrate ChatGPT in teaching writing. Workshops, seminars, or symposiums on the application of this chatbot should be conducted. Sharing ideas on the implementation of ChatGPT and discussing with their colleague is also necessary." (Participant 2)

"Although I have used ChatGPT in my teaching, the process is still confusing sometimes. So, it is vital for institutions to hold professional training for teachers to increase their confidence and digital literacy." (Participant 3)

"I think professional training and support from the colleagues can enhance teachers' confidence in using ChatGPT in their language teaching." (Participant 4)

"The novelty of ChatGPT sometimes makes teachers confused in some teaching contexts. Therefore, a training course on features, procedures, and techniques in integrating this chatbot is really necessary." (Participant 5)

"ChatGPT is newly invented and introduced in language teaching. So some teachers doubt its merits in writing class. Hence, workshops or symposiums on the implementation of this chatbot should be held to provide valuable insight for teachers. Accordingly, their confidence in using it is increased." (Participant 6)

"Teachers need to attend training courses on how to apply ChatGPT in teaching writing to utilize its full potential. They also need to receive help from their colleagues to ensure a smooth implementation of ChatGPT." (Participant 7)

7. What advice do you give to teachers who intend to employ ChatGPT in teaching writing?

According to the survey, eighty percent of respondents agreed that instructors should be aware of the problems and possible risks connected with using ChatGPT in their writing lessons. These instructors were convinced that overusing ChatGPT in language training would result in

reduced critical thinking abilities and reliance on technology. As a result, they urged instructors to think carefully about when and why they wished to add ChatGPT to their lessons. Furthermore, half of the polled instructors encouraged their colleagues to be aware of ChatGPT's limitations while utilizing it in writing sessions. They argued that it was critical to scrutinize ChatGPT replies and make sound decisions about how to utilize them. Furthermore, virtually all of the respondents agreed that in order to fully use the potential of ChatGPT, instructors must understand how to offer cues to the chatbot in order to obtain replies that closely match their expectations. They emphasized that the more exact the input, the more pleasant the ChatGPT responses.

> *"I advise teachers to be aware of the limitations and threats of using ChatGPT in their teaching. Teachers should examine responses generated by this chatbot and consider when they need to utilize its support."* (Participant 1)

> *"Although ChatGPT can respond to any user's inquiries. To use it effectively, teachers should know how to give prompts to get satisfying answers. Moreover, they should check answers offered by ChatGPT to gain the better ones."* (Participant 2)

> *"An overuse of ChatGPT can lead to users' heavy reliance, so teachers should think carefully about when and where to apply it in their teaching."* (Participant 3)

> *"It is advisable to check and double-check answers given by ChatGPT. Besides, how to give prompts to gain satisfying responses is also vital."* (Participant 4)

> *"Teachers should be aware that the use of ChatGPT has both merits and defects, so they need to scrutinize suggestions by this chatbot carefully. Moreover, teachers should be trained on how to give prompts."* (Participant 5)

> *"It is vital for teachers to be mindful of the threats and limitations of employing ChatGPT in their teaching. Teachers should contemplate when and how to implement this chatbot to avoid relying on it."* (Participant 6)

> *"To apply ChatGPT effectively in their teaching, teachers should be able to give prompts to this chatbot. The more detailed the input is, the better the answer is."* (Participant 7)

> *"Teachers should consider both potentials and threats over the implementation and have a good decision on how to use it."* (Participant 8)

> *"I recognize how to give good prompts to ChatGPT to generate answers that reach my expectations is challenging. Teachers should give more detailed input to get better responses."* (Participants 9, 10)

8. Will you recommend using ChatGPT in teaching writing?

Out of the ten participants, six expressed a strong endorsement for using ChatGPT in teaching writing. They believed that the innovative features of ChatGPT should be given a chance to be utilized in writing classes. Furthermore, they encouraged teachers to expand their valuable experience in language teaching by incorporating ChatGPT, highlighting the importance of implementing changes and fostering innovation in education.

> *"In my opinion, ChatGPT is a cutting-edge chatbot embracing innovative features that*

benefit both teachers and students if users know how to use it properly. Therefore, teachers should take advantage of its massive potential to innovate their teaching approach." (Participant 1)

"I think teachers should grasp the opportunity to implement ChatGPT in their teaching. The implementation has both benefits and concerns, but the innovative features of ChatGPT make it derivative to be applied in writing classes." (Participants 2, 3).

"Language teaching needs to innovate to coincide with the continuous development of technology and society. Therefore, teachers should apply ChatGPT in teaching writing to utilize its benefits. (Participants 4, 5)

"I advise teachers to implement ChatGPT in teaching writing because it supports them a lot in making learning documents and designing learning activities. Although there are some difficulties during the application, teachers gain valuable experience in their language teaching." (Participant 6).

The remaining 30% of the interviewees remained neutral on applying ChatGPT in their teaching. They mentioned that they felt unsure about the potential of ChatGPT in teaching writing due to its novelty.

"Due to the novelty of ChatGPT, I think teachers have to consider carefully whether they should use this chatbot in their teaching." (Participant 7)

"I am not sure whether teachers should implement ChatGPT in their writing classes or not. ChatGPT is newly invented and contains quite a lot of novel features that make me uncertain about its benefits." (Participants 8, 9)

There was only one teacher (10%) expressed a dissenting opinion on encouraging the use of ChatGPT in writing classes. The teacher raised concerns about academic integrity, the potential for excessive reliance on the chatbot by both teachers and students, and the perceived dominance of AI technologies over human beings in EFL classrooms.

"I think the drawbacks of using ChatGPT in EFL classroom outweigh its benefits. Hence, I do not think teachers should apply it in writing classes. (Participant 10)

9. How do you predict ChatGPT's role in the future of language teaching?

The responses obtained from the interview demonstrated different perspectives on the role of ChatGPT in the future of language learning and teaching. Fifty percent of the interviewees asserted that ChatGPT would become a complementary tool to support teachers in their teaching process. They explained that despite being continuously innovated, ChatGPT still contained limitations and could not replace teachers in professional aspects. Therefore, in their opinion, in the future, when there is a great deal of detailed research on the integration of ChatGPT in language teaching, ChatGPT will be widely used as a supplementary tool for teachers.

"I guess ChatGPT will be applied widely in EFL classrooms since teachers are professionally trained in implementing this advanced chatbot to innovate their teaching approaches. They will be confident to utilize ChatGPT as a supplementary tool helping

in some stages." (Participants 1, 2)

"In the near future, research on the application of ChatGPT will be popular, and its effectiveness in supporting teachers will be justified. Therefore, a lot of teachers will utilize ChatGPT as a supportive device helping them to design learning documents and practice exercises." (Participants 3, 4)

"I predict that the use of ChatGPT will be favored. However, ChatGPT couldn't replace teachers in the teaching process. This chatbot will be improved, but it still contains limitations and drawbacks." (Participant 5)

The other three teachers claimed that ChatGPT would substitute for teachers in some stages of the teaching process. They debated that the continuous development of technology would entail a perfect version of ChatGPT that could perform several tasks previously done by humans. In their view, in the future, ChatGPT could replace teachers in creating learning materials or grading students' papers.

"The uninterrupted development of technology would result in a perfect version of ChatGPT which could minimize its drawbacks and limitations. Hence, ChatGPT could replace teachers in some teaching stages. For example, ChatGPT would grade students' papers concisely and quickly thanks to the pre-trained information of a writing rater." (Participant 6)

"In the future, ChatGPT would be trained to become a content designer who could create handouts, choose learning content, and design learning materials for students." (Participant 7)

"ChatGPT could replace human raters in grading students' papers thanks to advancements in its features. Teachers will not need to give comments or grade students' assignments anymore. The task would be perfectly performed by ChatGPT. (Participant 8)

Only two interviewees predicted the disappearance of ChatGPT in the future. They asserted that the advent of ChatGPT resulted in threats to the labor market and serious ethical concerns. Consequently, the project of integrating ChatGPT into language teaching was halted.

"I assume that the project of using ChatGPT in EFL classrooms would be halted since the application of this chatbot raised serious concerns regarding academic integrity, user independence, and the leakage of personal data." (Participant 9).

"The potential threats and drawbacks of using ChatGPT would lead to a backlash against the use of this chatbot. Thus, ChatGPT would not be applied in language teaching." (Participant 10)

Discussion

Question 1: How do EFL teachers at Van Lang University utilize ChatGPT in their language teaching practices?

The present study investigated how EFL teachers at Van Lang University employ ChatGPT in their language teaching in four aspects: language courses, frequency of the integration, teachers' purposes, and their difficulties during the application. The findings revealed that EFL teachers at Van Lang University implemented ChatGPT in teaching courses related to writing skills and research aspects. There were seven teachers (28%) who used ChatGPT in teaching writing, while the number of teachers employing ChatGPT in translation courses was five (20%), equal to those who integrated this advanced chatbot in research methodology courses (20%). There was the same percentage of responses that stated the use of ChatGPT in reading courses and grammar courses, accounting for 16% of the total sample. The findings of the recent study were supported by the conclusion of the research by Kasneci et al. (2023), which suggested the employment of ChatGPT in the courses of writing and research since ChatGPT offered substantial assistance to university students in their research and writing practices.

In terms of the frequency of applying ChatGPT in language teaching, the findings demonstrated that fifteen out of twenty participants confirmed their frequent use of this advanced chatbot in teaching lessons. The other 25% of the respondents asserted that they utilized ChatGPT in teaching several lessons in the syllabus. From the interview data, the teachers explained the reasons for the times they used ChatGPT. Most of the interviewees strongly stated that they often applied ChatGPT in their teaching since it assisted them greatly in constructing learning resources, designing practice tests, and preparing lessons (70%). The other interviewed teachers affirmed that they sometimes integrated ChatGPT in teaching several lessons whose sections were better demonstrated or clearly explained with the assistance of ChatGPT.

The results of the research revealed that the common use of ChatGPT in language teaching at Van Lang University was to create learning resources (M=3.6) and to develop lesson plans (M=3.55). The data from the structured interview supports the findings. The teachers (80%) firmly claimed that ChatGPT offered considerable assistance in providing varied learning sources that were tailored to diverse learning needs and different types of learners. In addition, the teachers affirmed that when provided specific prompts on the objectives of the lesson, students' English proficiency, and rubrics for the evaluation, ChatGPT could generate suitable exercises and learning tasks. Therefore, teachers can save time and energy. These findings matched with the results of different studies, such as Baskara and Mukarto (2023) and Kasneci et al. (2023), indicating that ChatGPT provided substantial support in reducing teachers' workload, saving their time and energy in creating learning materials and designing learning activities. However, EFL teachers at Van Lang University neutrally claimed that they employed ChatGPT in grading students' papers (M=3.05) since ChatGPT was a novelty and they had not become fully familiar with its capabilities.

Discussing difficulties occurring during the integration of ChatGPT in teaching language, EFL teachers at Van Lang University claimed that they could conduct the lesson smoothly without any serious technical issues related to the use of ChatGPT. These findings confirmed the results

of the study by Kiptonui, Too, and Mukwa (2018), who affirmed that teachers interpreted chatbots as user-friendly tools and expressed their willingness to apply chatbots in their teaching. Additionally, the results of the recent study displayed that the teachers were neutral in mentioning that it was a real challenge to integrate ChatGPT into learning activities (M=3.0).

Question 2: How do EFL teachers at Van Lang University perceive the utilization of ChatGPT in writing classes?

The results of the present study demonstrate that EFL teachers at Van Lang University have positive attitudes toward the use of ChatGPT in writing classes. The teachers assert that ChatGPT provides substantial benefits to both teachers and students when it is employed in writing classes. Based on the findings, ChatGPT was perceived to be highly beneficial to the process of constructing lesson plans and creating learning materials (M=4.55, M=4.45). The interview data clarified these findings. Most of the participants (80%) strongly agreed that teachers could order ChatGPT to suggest diverse learning resources containing various writing samples to support specific lesson objectives. Consequently, teachers could save time and energy in the process of browsing, selecting, and aligning learning resources. The results confirm Baskara and Mukarto's findings (2023), which revealed that ChatGPT could reduce teachers' workloads in developing lesson planning and crafting materials that enriched students' input. The findings also support Kasneci et al. (2023), who believed that ChatGPT was a time-saving tool that teachers could use to save efforts in constructing customized learning materials.

The in-depth analysis of research data reveals that EFL teachers at Van Lang University perceived the outstanding merits of ChatGPT in supporting students to learn writing. The teachers expressed their strong agreement with the statement that ChatGPT facilitated the learning process since it could provide immediate responses to any inquiries (M=4.5), recommend useful reading materials helping students to build up ideas (M=4.6), and enhance students' language use (M=3.45). The findings completely match the results of the study by Firat (2023), who asserted that the participants agreed with the substantial support of ChatGPT in students' learning process because it offered them customized learning experiences and on-demand access to information. Moreover, the results of the study demonstrate that EFL teachers at Van Lang University were in favor of the idea that ChatGPT benefited students by improving their writing skills (M=3.95) and increasing their motivation for learning writing (M=3.65). These findings share agreement with the results of the research by Ali, Shamsan, Hezam, and Mohammed (2023) stating that seventy-four samples displayed favorable responses to the positive impact of ChatGPT on increasing students' motivation for learning writing. The findings also emphasized the theories proposed by Kasneci et al. (2023), as these authors firmly posited that ChatGPT was advantageous to university students in performing writing tasks.

The present study finds that the majority of the participants (M=4.15) considered ChatGPT as a useful tutor in writing classes. The data from the interview also describe teachers' consensus on the role of ChatGPT when 70% of the interviewees stated that ChatGPT could provide students with enriched input for their learning, including reading materials, writing samples, and striking examples for language use. Therefore, students could learn to produce well-organized written products. Furthermore, ChatGPT could play the role of a supportive tutor giving feedback on students' works and providing suggestions for revision. These findings

demonstrate similarities with those of the study by Baidoo-Anu and Owusu Ansah (2013), who claimed that ChatGPT was capable of providing feedback on students' writing, which helped to enhance students' writing skills.

The results of the research reveal that EFL teachers at Van Lang University debated that the serious concern raised over the application of ChatGPT in writing classes was students' reliance on this advanced chatbot (M=3.65). The opinion was clarified with a detailed explanation from the interviewees. These participants asserted that the habit of asking ChatGPT to answer any questions and copying the generated responses blindly could turn students into rusty handles, lacking problem-solving skills and losing cognitive abilities. The findings are consistent with the ideas discussed in the research of different authors such as Lund and Wang (2023) and Kasneci et al. (2023), indicating that improper use of ChatGPT could lead to students' heavy dependence, which hindered their abilities to solve problems and think critically. Another real worry over the utilization of ChatGPT in writing classes that EFL teachers at Van Lang University discussed was the issue of academic integrity (M=3.5). The teachers explained that students might exploit ChatGPT to produce some AI-generated sections of their written works, leading to unfairness in evaluation. The results support the notions discussed in various research by Eke (2023) and Cassidy (2023), asserting that the exploitation of ChatGPT to generate writing works submitted to be evaluated violated academic integrity and had negative impacts on assessment. Most of the interviewed teachers stated that the novelty of ChatGPT occasionally made them confused in some particular contexts, causing their uncertainty about whether they used it efficiently in teaching writing.

The findings obtained from the detailed analysis of the recent study display that there is a controversial debate on the role of ChatGPT in the future of language teaching among EFL teachers at Van Lang University. In other words, diverse perspectives were raised on the issue. While thirty percent of the respondents agreed that ChatGPT would be a complementary tool to human teaching and instruction, the other 50% remained neutral on the idea, and the remaining 20% disagreed with the notion. With the belief in the replacement of ChatGPT for teachers in several aspects, twenty-five percent of the participants expressed their agreement with the idea, 30% were neutral, and the other 45% disagreed. The interview data supported the findings. Fifty percent of the respondents agreed that ChatGPT would play the role of a supportive tool for teachers. They strongly claimed that human instructions were still the key element in professional teaching, superior to any advanced AI technologies. The other thirty percent of the interviewees proposed that ChatGPT would replace teachers in some aspects of language teaching since a perfect version of ChatGPT would shortly appear and substitute teachers for some tasks, such as grading papers or designing tests. The remaining 20% of the participants supported the notion that ChatGPT would be halted due to serious concerns raised over its application.

Question 3: What recommendations do EFL teachers offer regarding the effective application of ChatGPT in writing classes?

The findings of the recent study revealed that the majority of EFL teachers at Van Lang University perceive professional training on how to integrate ChatGPT in language teaching as a crucial factor in the efficient application of ChatGPT in teaching writing (N=14). Consistently,

the teachers affirmed that how to give useful prompts to ChatGPT for satisfying responses was vital for an efficient implementation (M=4.0). The interview data confirmed the findings. Seventy of the interviewees posited that seminars or symposiums on the utilization of ChatGPT in EFL classrooms could provide teachers with valuable insights into the features of ChatGPT, the opportunities and threats of its implementation, and the framework for classroom activities, which helped to increase teachers' confidence in applying an innovative teaching approach into writing classes. Additionally, the training was vital to instruct teachers on how to give useful prompts to ChatGPT to utilize its full potential, ensuring an effective application of this advanced Chatbot in language teaching. The findings are in agreement with the notion raised by Dincer (2018), who claimed that the teacher's insufficient literacy in integrating information and technology in teaching and learning caused troubles with the employment of novel technology. The findings also support the conclusion discussed in the research by Kiptonui, Too, and Mukwa (2018), who totally believed that it was necessary for teachers to be trained in appropriate techniques for incorporating educational technology. The results approve the idea stated by Liden and Nilros (2020), who debated the responsibilities of educational institutions in providing adequate training and support for teachers, leading to the efficient utilization of chatbots in their teaching methodology.

The second suggestion that most of the EFL teachers at Van Lang University discussed for a successful application of ChatGPT in writing classes was users' awareness of the limitations of this cutting-edge chatbot (M=3.6) and the potential threats raised by its implementation. The responses obtained from the interview clarified the results. Fifty percent of the interviewees advised teachers to scrutinize answers from ChatGPT and make wise decisions on how to use them. In addition, the interviewed teachers warned users about heavy reliance on ChatGPT due to the overuse of its capabilities. Consequently, teachers should carefully consider whether it was necessary to use ChatGPT in specific contexts. Consistently, the results of the research demonstrate that EFL teachers at Van Lang University asserted that students should be instructed on how to use ChatGPT in learning writing (M=3.5). Sixty percent of the respondents claimed that teachers should instruct students to use ChatGPT as a supportive tool for their learning, not a substitute for their cognitive thoughts. Specifically, they explained that students should be guided to analyze learning resources suggested by ChatGPT and learn how to produce well-organized written products. The findings support Pavlik's statement (2023), indicating that users who considered ChatGPT as a supportive tool instead of a replacement for their intellectual abilities could avoid being dependable on the technology.

A combination of formative and summative assessment to determine students' writing skills is suggested by the vast number of EFL teachers at Van Lang University as a useful measure to address the issue of academic integrity, contributing to an effective application of ChatGPT in writing classes. The teachers posited that consistent writing performance presented in scores of different tests helped to detect any violation of academic integrity, preventing students from using ChatGPT to generate written products. Furthermore, EFL teachers at Van Lang University stated that in-class assessments should include activities that require students to use their critical thinking and problem-solving skills (M=3.6). The data from the interview also voted in favor of activities in which students were asked to analyze writing samples and generalize how to construct standardized writing works. The findings strengthen the notion discussed in the

research by Zhai (2022), who asserted that it is critical to employ new forms of evaluation in which students' creativity and critical thinking skills are mainly focused.

Conclusion

The study regarding how EFL teachers at Van Lang University perceive the use of ChatGPT in writing classes was carried out using both quantitative and qualitative data analysis acquired through an online survey and a structured interview. The study results demonstrated that teachers tend to apply ChatGPT in teaching writing and research methodology courses (68%). Most of the teachers frequently integrate ChatGPT in constructing learning resources (M=3.6) and making lesson plans (M=3.55) since they recognized that this advanced chatbot could suggest diverse learning materials and clever ideas for learning activities that were tailored to different learning styles and proficiency levels. During the implementation of ChatGPT in their language teaching, the majority of teachers had no serious technical problems (M=2.9), proving that ChatGPT was perceived as a kind of user-friendly chatbot.

The findings obtained from the detailed analysis of data collected from the online questionnaire and the structured interview revealed that EFL teachers at Van Lang University have a positive attitude toward the application of ChatGPT in writing classes. The teachers asserted that ChatGPT substantially benefited teachers from considerable assistance in creating learning resources (M=4.45) and developing lesson plans for writing classes (M=4.55). Therefore, ChatGPT could reduce teachers' workload, saving their time and energy in some teaching stages. Additionally, EFL teachers at Van Lang University perceived ChatGPT as a useful tutor in writing classes (M=4.15) since it could provide immediate responses to any questions (M=4.5), recommend useful reading sources to construct ideas (M=4.6), give feedback on students' works to enhance their language use (M=3.45) and increase their motivation for learning writing (M=3.65). Accordingly, ChatGPT was advantageous to students in the process of learning writing and helped to improve their writing skills (M=3.95).

Although EFL teachers at Van Lang University had a favorable attitude to the use of ChatGPT in writing classes, they raised their voices on some potential concerns over the application. The worry about students' heavy reliance on ChatGPT due to improper use was discussed as the most serious problem (M=3.65). Fifty percent of the interviewees claimed that the overuse of ChatGPT to generate responses to every question and the habit of copying its answers resulted in a lack of critical thinking and rusty problem-solving skills. Another serious issue that the teachers discussed was academic integrity (M=3.5) since some students exploited ChatGPT to generate written works submitted to be evaluated, leading to an unfair evaluation.

Based on the findings of the recent study, it is concluded that EFL teachers at Van Lang University hold varied perspectives on the role of ChatGPT in the future of language teaching. While fifty percent of the interviewed teachers strongly believed that ChatGPT would be a supporting tool widely used in EFL classrooms, the other thirty percent of the respondents posited the notion that ChatGPT could replace teachers in grading students' papers and creating learning resources. The remaining twenty percent of the participants predicted the disappearance of ChatGPT due to serious concerns over its implementation.

The results of the recent study demonstrate that there are three practical suggestions that EFL

teachers at Van Lang University offer for the successful implementation of ChatGPT in writing classes. The first suggestion is that educational institutions should provide teachers with professional training on the integration of ChatGPT in EFL classrooms (N=14) so that teachers can utilize their full potential. The second piece of advice is that users of ChatGPT should be aware of its limitations and potential threats from the application (M=3.6) in order to employ this cutting-edge chatbot in writing classes properly, avoiding heavy dependence on its capabilities. The other suggestion is the combination of formative and summative assessments in writing classes to ensure a fair evaluation of students' writing skills and reduce the issue of academic integrity (M=3.6).

Limitations

The present study has some remaining limitations. Firstly, the sample consisted of twenty EFL teachers at Van Lang University who had already applied ChatGPT in their language teaching, resulting in the restriction of the participants. Accordingly, the findings could not confirm that the perspectives and suggestions regarding the application of ChatGPT in writing classes were typical of the whole population. Secondly, although all the participants had experience in integrating ChatGPT into their language teaching, they were still in the process of familiarizing themselves with this advanced technology. In other words, they have not had a lot of opportunities to fully utilize this cutting-edge chatbot due to its novelty. Consequently, to some extent, the participants could not give an insightful analysis of some questions.

Suggestions

Future studies should explore students' perspectives toward the use of ChatGPT in writing classes. Investigating how students view using ChatGPT in learning writing is necessary since they are the center of the lesson, affecting the effectiveness of any innovation in language teaching. In addition, research papers in the future should discover factors that impact the efficacy of ChatGPT in writing classes so that teachers and learners can utilize ChatGPT efficiently. Future researchers can also examine the effectiveness of ChatGPT in enhancing students' language skills.

The results of the study emphasize the favorable attitude of EFL teachers to the application of ChatGPT in writing classes. The lecturers can consider these ideas as an encouragement to apply an innovative teaching approach in their language teaching. Moreover, the suggestions offered by EFL teachers at Van Lang University can provide a specific reference for the project of integrating ChatGPT in language teaching for those who intend to innovate their teaching approach.

Acknowledgments

References

Ali, J., Shamsan, M., A., A., Hezam, T. & Mohammed A. A. Q. (2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix, 2*(1), 41 – 49.10.56540/jesaf.v2i1.51

Atlas, S. (2023). *ChatGPT for Higher Education and Professional Development: A Guide to Conversational AI*. Retrieved from https://digitalcommons.uri.edu/cba_facpubs/548

Ary, D., Jacobs, C., & Sorensen, C. (2010). *Introduction to Research in Education* . USA: Cengage.

Aydın, Ö., & Karaarslan, E. (2022). OpenAI ChatGPT generated literature review: Digital twin in healthcare. In Ö. Aydın (Ed.), *Emerging computer technologies 2* (pp. 22-31). İzmir Akademi Dernegi. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4308687

Ayedoun, E.; Hayashi, Y.; Seta, K. (2015). A conversational agent to encourage willingness to communicate in the context of English as a foreign language. *Procedia Computer Science, 60*(1), 1433–1442. doi:10.1016/j.procs.2015.08.219

Baidoo-Anu, D. & Owusu Ansah, L. (2023). *Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning*. Retrieved from http://dx.doi.org/10.2139/ssrn.4337484

Baker T., Smith L., Anissa N. (2019). *Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges*. Retrieved from https://www.nesta.org.uk/report/education-rebooted/

Baskara, R., & Mukarto, M. (2023). Exploring the implications of chatgpt for language learning in higher education. *Indonesian Journal of English Language Teaching and Applied Linguistics, 7*(2), 343-358.

Brennan, K. (2006). The managed teacher: Emotional labour, education, and technology. *Educational Insights, 10*(2), 55–65.

Çakmak, F. (2022). Chatbot-human interaction and its effects on EFL students' L2 speaking performance and speaking anxiety. *Novitas-ROYAL (Research on Youth and Language), 16*(2), 113–131.

Campesato, O. (2020). Artificial Intelligence, Machine Learning, and Deep Learning. Stylus Publishing, LLC.

Cassidy, C. (2023, January 10). *Australian universities to return to 'pen and paper' exams after students caught using AI to write essays. [The Guardian news]*. Retrieved from https://www.theguardian. com/Australia news/2023/jan/10/universities-to-return-topen-and-paper-exams-after-students-caught-using-ai-towrite-essays

Chaudhry , M. A., & · Kazim, E. (2022). Artifcial Intelligence in Education (AIEd): a high-level academic. *AI and Ethics, 2*, 157-165.

Cheng, S.-M., & Day, M.-Y. (2014). Technologies and Applications of Artificial Intelligence. Proceedings of 19th International Conference (pp. 21-23). Taipei, Taiwan.

Chuah, K. M., & Kabilan, M. K. (2021). Teachers' Views on the Use of Chatbots to Support. *International Journal of Emerging Technologies in Learning, 16*(20), 223-237.

Clarizia, F., Colace, F., Lombardi, M., Pascale, F., Santaniello, D. (2018). Chatbot: An Education Support System for Student. In: Castiglione, A., Pop, F., Ficco, M., Palmieri, F. (Eds.), *Cyberspace Safety and Security. CSS 2018.* Lecture Notes in Computer Science, vol 11161. Springer, Cham. Retrieved from https://doi.org/10.1007/978-3-030-01689-0_23

Copulsky, J. (2019). Do conversational platforms represent the next big digital marketing opportunity? *Applied Marketing Analytics, 4*(4), 311–316.

Costa, P. C. F. da. (2018). Conversing with personal digital assistants: On gender and artificial intelligence. *Journal of Science and Technology of the Arts, 10*(3), 59-79. Retrieved from http://dx.doi.org/10.7559/citarj.v10i3.563

Dahlberg, L., & McCaig, C. (2010). *Practical Research and Evaluation.* New York: SAGE Publications.

Dewi, H. K., Putri, R. E., Rahim, N. A., Wardani, T. I., & Pandin, M. G. R., Dr., M.Si., M.Phi., M.Psi., Psi. (2021). *The use of AI (artificial intelligence) in English learning among university student: case study in English Department, Universitas Airlangga.* Retrieved from https://doi.org/10.31235/osf.io/x3qr6

Dincer, S. (2018). Are preservice teachers really literate enough to integrate technology in their classroom practice? Determining the technology literacy level of preservice teachers. *Education and Information Technologies, 23*(6), 2699–2718. Retrieved from https://doi.org/10.1007/s10639-018-9737-z

Durall, E., & Kapros, E. (2020). Co-design for a competency self-assessment chatbot and survey in science education. Proceedings of the International Conference on Human-Computer Interaction (pp. 455-471). Springer.

Dwivedi, Y. K. (2023). So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management, 71*. Retrieved from https://doi.org/10.1016/j.ijinfomgt.2023.102642

Eke, D. O. (2023). ChatGPT and the rise of generative AI: Threat to academic integrity? *Journal of Responsible Technology, 13.*

Firat, M. (2023). What ChatGPT means for universities: Perceptions of scholars and students. *Journal of Applied Learning & Teaching, 6*(1), 1-7.

Fitria, T. N. (2021). Grammarly" as AI-powered English Writing Assistant. *Journal of English language literature and teaching, 5*(1), 65-78.

Fryer, L., & Carpenter, R. (2006). Bots as Language Learning Tools. *Language Learning & Technology, 10*(3), 8-14.

Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of distance education*, *15*(1), 7-23. Retrieved from https://doi.org/10.1080/08923640109527071

George, A. S., & George, A. H. (2023). A Review of ChatGPT AI's Impact on Several Business Sectors. *Partners Universal International Innovation Journal, 1*(1), 9–23

Ghali, M. A., Ayyad , A. A., Abu-Naser, S. S., & Abu , M. (2018). An Intelligent Tutoring System for Teaching English Grammar. *International Journal of Academic Engineering Research, 2*(2), 1-6.

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*(4), 879–896. https://doi.org/10.1037/a00291m85

Greyling, C. (2022, September 1). The Large Language Model Landscape. *Medium.* Retrieved from https://cobusgreyling.medium.com/the-large-language-model-landscape-9da7ee17710b

Haristiani, N. (2020). Artificial Intelligence (AI) Chatbot as Language Learning. *Journal of Physics: Conference Series*(1387), 1-6. doi:10.1088/1742-6596/1387/1/012020

Hill, J.; Ford, W.R.; Farreras, I.G. (2015). Real conversations with artificial intelligence: A comparison between human–human online conversations and human–chatbot conversations. *Computers in Human Behavior, 49*(2015), 245–250.

Hiremath, G., Hajare, A., Bhosale, P., Nanaware, R., & Wagh, K. (2018). Chatbot for education system. *International Journal of Advance Research, Ideas, and Innovations in Technology*, *4*(3), 37–43.

Hennessy, S., Harrison, D., & Wamakote, L. (2010). Teacher factors influencing classroom use of ICT in Sub-Saharan Africa. *Itupale Online Journal of African Studies*, *2*, 39-54.

Hwang, G.-J., & Chang, C.-Y. (2021). A review of opportunities and challenges of chatbots in education. Interactive Learning Environments. https://doi.org/10.1080/10494820.2021.1952615

Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.

Iqbal, N., Ahmed, H., & Azhar, K. A. (2022). Exploring teachers' attitudes towards using ChatGPT. *Global Journal for Management and Administrative Sciences, 3*(4), 97-111.

Joshi, A. V. (2019). *Machine Learning and Artificial Intelligence.* Springer Nature.

Karsenti, T. (2019). Artificial intelligence in education: The urgent need to prepare teachers for tomorrow's schools. *Formation et Profession, 27*(1), 105. Retrieved from https://doi.org/10.18162/fp.2019.a166

Karyuatry, L. (2018). Grammarly as a tool to improve students' writing quality: free online proofreader across the boundaries. *JSSH (Jurnal Sains Sosial Dan Humaniora), 2*(1), 83-89. Retrieved from https://doi.org/10.30595/jssh.v2i1.2297.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., & Hüllermeier, E. (2023). *ChatGPT for good? On opportunities and challenges of large language models for education*. Retrieved from https://doi.org/10.35542/osf.io/5er8f

Kaur, D. J., & Gill, N. S. (2019). *Artificial intelligence and deep learning for decision makers: A growth hacker's guide to cutting edge technologies*. BPB Publications.

Kim, N.-Y. (2019). A Study on the Use of Artificial Intelligence Chatbots. *Journal of Digital Convergence, 17*(8), 37-46. doi:https://doi.org/10.14400/JDC.2019.17.8.037

Kim, N. Y., Cha, Y., & Kim, H. S. (2019). Future English learning: Chatbots and artificial intelligence. *Multimedia-Assisted Language Learning, 22*(3), 32–53.

Kiptonui, B. P., Too, J. K., & Mukwa, C. W. (2018). Teacher Attitude towards Use of Chatbots in. *Universal Journal of Educational Research, 6*(7), 1586-1597.

Klimova, B. F. (2012). The importance of writing. *Paripex-Indian Journal of Research, 2*(1), 9–11.

Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, 1-14.

Lee, C., Panda, P., Srinivasan, G., & Roy, K. (2018). Training deep spiking convolutional neural networks with STDP-based unsupervised pre-training followed by supervised fine-tuning. *Frontiers in Neuroscience, 12* (435). Retrieved from https://doi.org/10.3389/fnins.2018.00435

Lidén, A., & Nilros, K. (2020). *Perceived benefits and limitations of chatbots in higher education*. Kalmar: Linnaeus University. Retrieved from https://www.diva-portal.org/smash/get/diva2:1442044/FULLTEXT01.pdf

Liu, X., Zheng, Y., Du, Z., Ding, M., Qian, Y., Yang, Z., & Tang, J. (2021). GPT understands, too. arXiv. Retrieved from https://doi.org/10.48550/arXiv.2103.10385

Lu, C.H., Chiou, G.-F., Day, M.Y., Ong, C.S., & Hsu W.L. (2006). Using instant messaging to provide an intelligent learning environment. Proceedings of the Intelligent Tutoring Systems (ITS) 2006 Lecture Notes in Computer Science, 4053, (pp.575–583).

Lund, B. D., & Wang, T. (2023). *Chatting about ChatGPT: How may AI and GPT impact academia and libraries?* [*Library Hi Tech News*]. Retrieved from https://doi.org/10.1108/LHTN-01-2023-0009

Mehrotra, D. D. (2019). *Basics of artificial intelligence & machine Learning*. Notion Press.

Moore, S., Nguyen, H. A., Bier, N., Domadia, T., & Stamper, J. (2022). Assessing the quality of student-generated short answer questions using GPT-3. Proceedings of the 17th

European Conference on technology enhanced learning, EC-TEL 2022, (pp. 243–257). Toulouse, France.

Moussalli, S., & Cardoso, W. (2016). Are commercial 'personal robots' ready for Language learning? Focus on second language speech. In S. Papadima-Sophocleous, L. Bradley & S. Thouesny (Eds.), *CALL communities and culture – short papers from EuroCALL 2016* (pp. 325–329). Retrieved from https://doi.org/10.14705/rpnet.2016.eurocall2016.583

Muijs, D. (2010). *Doing Quantitative Research in Education with SPSS.* SAGE.

Murad, D. F., Irsan, M., Akhirianto, P. M., Fernando, E., Murad, S. A., & Wijaya, M. H. (2019). Learning support system using chatbot in "kejarc package" homeschooling program. Proceedings of the 2019 International Conference on Information and Communications Technology (ICOIACT) (pp. 32-37). IEEE.

Nguyen, T. T. H. (2021). Implementing digital techniques to stimulate EFL students' engagement: A case study in Vietnam. *International Journal of TESOL & Education, 1*(3), pp.105-129. EOI: http://eoi.citefactor.org/10.11250/ijte.01.03.007

Okonkwo, C. W., & Ade-Ibijola, A. (2020). Python-bot: A chatbot for teaching Python programming. *Engineering Letters, 29*(1), 25-34.

Okonkwo , C. W., & Ade-Ibijola, A. (2021). Chatbots applications in education: A systematic review. *Computers and Education: Artifcial Intelligence, 2*, 1-10.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. New York: Longman.

Ouyang, Fan & Jiao, Pengcheng. (2021). Artificial Intelligence in Education: The Three Paradigms. *Computers and Education: Artificial Intelligence*, *2*(100020). Retrieved from https://doi.org/10.1016/j.caeai.2021.100020

Oxford dictionary online. (2020). Retrieved from https://www.oxfordlearnersdictionaries.com/definition/english/chatbot?q=chatbot

Park, J. (2019). Implications of AI-based Grammar Checker in EFL Learning and Testing: Korean High School Students' writing. *English Language Assessment, 14*, 11-39.

Pavlik, J.V. (2023). Collaborating with ChatGPT: considering the implications of generative artificial intelligence for journalism and media education. *Journalism & Mass Communication Educator, 78*(1), 84–93. Retrieved from https://doi.org/10.1177/10776958221149577

Petrova, M. G., & Mikheeva, N. F. (2021). Artificial intelligence in academic writing teaching. *4th sintok international conference on social science and management*, (pp. 37-47).

Pham, X. L., Pham, T., Nguyen, Q. M., Nguyen, T. H., & Cao, T. T. H. (2018). In Chatbot as an intelligent personal assistant for mobile language learning. Proceedings of the 2018 2nd International Conference on Education and E-Learning (pp. 16–21).

Phung , D. T. (2020). Teachers' written feedback: how to make it work more effectively in a language classroom? *Journal of Foreign Studies, 36*(3), 12-32.

Radford, A., Narasimhan, K., Salimans, T., & Sutskever, I. (2018). *Improving language understanding by generative pre-training*. Retrieved from https://www.cs.ubc.ca/~amuham01/LING530/papers/radford2018improving.pdf

Rahman, A., Al Mamun, A., & Islam, A. (2017). Programming challenges of chatbot: Current and future prospective. Proceedings of the 2017 IEEE Region 10 Humanitarian Technology Conference (R10-HTC), (pp.75–78). Dhaka, Bangladesh. doi:10.1109/R10-HTC.2017.8288910

Ranoliya, B. R., Raghuwanshi, N., & Singh, S. (2017). Chatbot for university related FAQs. Proceedings of the 2017 International Conference on Advances in Computing, Communications and Informatics (ICACCI) (pp. 1525-1530). Udupi. doi: 10.1109/ICACCI.2017.8126057

Reid, J. M. (1993). *Teaching ESL Writing*. Englewood Cliffs, NJ: Prentice Hall Regents.

Rettberg, J. W. (2022, January 28). ChatGPT is multilingual but monocultural, and it's learning your values [Blog post]. Retrieved from https://jilltxt.net/right-now-chatgpt-is-multilingual-but-monocultural-butits-learning-your-values/

Ruane, E., Birhane, A., & Ventresque, A. (2019). Conversational ai: Social and ethical considerations. Proceedings of the AICS - 27th AIAI Irish Conference on Artificial Intelligence and Cognitive Science (pp. 104–115). Galway, Ireland. Retrieved from https://www.researchgate.net/publication/337925917_Conversational_AI_Social_and_Ethical_Considerations

Ruby, D. (2023). ChatGPT Statistics for 2023: Comprehensive Facts and Data. Demand Sage. Retrieved from https://www.demandsage.com/chatgpt-statistics/

Rudolph A, J. (2022). Higher education in an age of war. *Journal of Applied Learning & Teaching, 5*(1), 6-9.

Sallam, M. (2023). The utility of ChatGPT as an example of large language models in healthcare education, research and practice: Systematic review on the future perspectives and potential limitations. doi:10.1101/2023.02.19.23286155

Shahriar, S., & Hayawi, K. (2023). *Let's have a chat! A conversation with ChatGPT: Technology, applications, and limitations*. arXiv. Retrieved from https://doi.org/10.48550/arXiv.2302.13817

Shawar, B. A., & Atwell, E. (2007). Chatbots: Are they Really Useful? *LDV-Forum 2007, 22*(1), 29-49.

Shevat, A. (2017). *Designing bots: creating conversational experiences*. UK: O'Reilly Media.

Shi, N., Zeng, Q., & Lee, R. (2020). Language Chatbot – The Design and Implementation of English Language Transfer. *Computer Science and Technology*, 305-323.

Shin, D., Kim, H., Lee, J. H., & Hyejin, Y. (2021). Exploring the use of an artificial intelligence chatbot as second language conversation partners. Korean journal of English language and linguistics, 21, 375 – 391. Retrieved from https://www.academia.edu/49330330/Exploring_the_Use_of_An_Artificial_Intelligence_Chatbot_as_Second_Language_Conversation_Partners

Shumanov, M., & Johnson, L. (2021). Making conversations with chatbots more personalized. *Computers in Human Behavior, 117*(1), 106627. doi: 10.1016/j.chb.2020.106627

Spratt, C., Walker, R., and Robinson, B. (2004). *Mixed research methods: Practitioner research and evaluation skills training in open and distance learning*. Burnaby, BC: Commonwealth of Learning.

Tack, A., & Piech, C. (2022). The AI teacher test: Measuring the pedagogical ability of blender and GPT-3 in educational dialogues. In Proceedings of the 15th international conference on educational data mining (pp. 522–529). Durham, United Kingdom: International Educational Data Mining Society.

Tai, T. Y., & Chen, H. H. J. (2020). The impact of Google Assistant on adolescent EFL learners' willingness to communicate. *Interactive Learning Environments*, *31*(3) 1–18. Retrieved from https://doi.org/10.1080/10494820.2020.1841801

Toncic, J. (2020). Teachers, AI Grammar Checkers, and the Newest Literacies: Emending Writing Pedagogy. *Digital Culture & Education, 12*(1).

Tran , N. T., Tran, P. H., & Nguyen, T. T. (2019). Applying Ai Chatbot For Teaching A Foreign Language: An Empirical Research. *International Journal of Scientific & Technology Research, 8*(12), 897-902.

Underwood, J. (2017). Exploring AI language assistants with primary EFL students. In K. Borthwick, L. Bradley & S. Thouësny (Eds), *CALL in a climate of change: adapting to turbulent global conditions – short papers from EUROCALL 2017* (pp. 317-321). Research-publishing.net. Retrieved from https://doi.org/10.14705/rpnet.2017.eurocall2017.733

Vo, T. T. M. (2022). EFL Students' Attitudes towards Teacher Correction and Peer Correction in Writing Skills. *International Journal of Language Instruction*, 1(1), 155-173. DOI: https://doi.org/10.54855/ijli.221113

Vu, L. U., Tran, N. M., Le, T. K. H., & Dao, H. L. (2022). Applying Writing Feedback Orientation and Self-Regulated Learning Writing Strategies to EFL Students at Van Lang University During COVID-19. *International Journal of TESOL & Education, 2*(5), 64-88. Retrieved from https://doi.org/10.54855/ijte.22255

Winkler, R., & Soellner, M. (2018). Unleashing the potential of chatbots in education: A state of-the-art analysis. Academy of Management Annual Meeting Proceedings (15903). https://www.researchgate.net/publication/326281264_Unleashing_the_Potential_of_Chatbots_in_Education_A_State-Of-The-Art_Analysis

Wright, K. B. (2005). Researching internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of computer-mediated communication*, *10*(3). Retrieved from https://doi.org/10.1111/j.1083-6101.2005.tb00259.x

Wu, E. H.-K., Lin, C.-H., Ou, Y.-Y., Liu, C.-Z., Wang, W.-K., & Chao, C. Y. (2020). Advantages and constraints of a hybrid model k-12 e-learning assistant chatbot. *IEEE Access, 8*, 77788–77801.

Yang, T.-C., & Chen, J.-H. (2023). Pre-service teachers' perceptions and intentions regarding the use of chatbots through statistical and lag sequential analysis. *Computers and Education: Artifcial Intelligence*. Retrieved from https://doi.org/10.1016/j.caeai.2022.100119

Zhai, X. (2022). *ChatGPT User Experience: Implications for Education.* Retrieved from https://www.researchgate.net/publication/366463233_ChatGPT_User_Experience_Implications_for_Education

Biodata

Ms. Nguyen Thi Thu Hang, M.A. is a lecturer at Van Lang University, Ho Chi Minh City. She has had more than 10 years of teaching English-majored students. Her main interests include Language Teaching Methodology, Learner Autonomy, and Language Assessment.