

Exploring Differences in Writing Anxiety among EFL Students with Different ChatGPT Usage

With the ability to provide feedback, answer questions and generate human-like texts, ChatGPT serves as a powerful assistant for EFL students in language learning, especially in developing writing skill. Influential as it is, the literature has reported mixed results regarding the impact of students' ChatGPT usage on their writing anxiety. To contribute the current literature, adapting Rowland's (2023) the human-AI writing continuum and Cheng's (2004) the Second Language Writing Anxiety Inventory (SLWAI), this study aims at investigating if EFL students with different levels of ChatGPT usage will experience different levels of writing anxiety. 142 EFL students were surveyed, and one-way ANOVA was used to examine the difference in the total anxiety level between different groups of students who used ChatGPT differently. It was found that the writing anxiety level is not significantly different among students who use no ChatGPT or use ChatGPT for editing drafts and brainstorming ideas. The level of anxiety, however, demonstrates significant differences between students who do the writing on their own and those who use ChatGPT to generate the whole texts. The study provides practical implications regarding the appropriate level of ChatGPT usage to enhance writing process without raising writing anxiety in students.

Key words: ChatGPT, human-AI writing continuum, writing anxiety

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