**CHATGPT as a Language Tutor for Students’ Writing Skills**

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**Abstract**

Writing skills are essential for integrating knowledge and language skills. On the other hand, it can also be a challenging and arduous task. Students must address weaknesses in grammar, vocabulary, structure, and even spelling. This process is highly time-consuming, yet both teachers and students are required to adhere to a strict schedule. With the rapid advancement of artificial intelligence, ChatGPT has emerged as a promising tool for supporting students through personalized, instant feedback. This study investigates the effectiveness of using ChatGPT as a writing tutor beyond the classroom. The research involved sixty information technology majors at University of Information Technology enrolled in a twelve-week intermediate English course. Throughout the process, the teacher serves as a facilitator, mentor, and supervisor, guiding students to engage with ChatGPT constructively without relying on it excessively. Data was collected through a questionnaire and informal discussions. The findings highlight that most students reported feeling motivated and were willing to use ChatGPT as a tutor outside the classroom. They appreciated ChatGPT's ability to clarify vocabulary usage, suggest appropriate sentence structures. The results also indicate the potential for teachers to use ChatGPT as a supplemental tutor, providing tailored feedback to students as needed.

***Keywords:*** ChatGPT, tutor, writing skill, challenges, grammar mistakes, vocabulary usage

1. **Introduction**

Writing is widely recognized as a vital skill in learning a new language. According to Okpe and Onjewu (2017), developing essay writing abilities offers numerous benefits, including improved communication, academic performance, and career development. In ESL classrooms, writing plays an essential role and goes beyond academic purposes. To thrive in today’s job market, individuals must demonstrate strong writing capabilities. Zhu (2004) notes that employers place high value on writing proficiency when evaluating potential employees. At the University of Information Technology, writing makes up 25% of the total grade for students at the B1 intermediate level, as outlined by the CEFR. To pass the B1 English course, students must complete a 300-word text on one of two given topics in the final exam. This means they must be able to write short, simple writing on familiar topics such as family, hobbies and interests, work, travel, and current events. Their writing should meet criteria related to vocabulary use, coherence, and grammatical accuracy to achieve a B1 level in writing skills according to the CEFR. However, the outcome of yearly academic writing revealed that 60% of B1 students found writing to be a challenging and intimidating skill (UIT, 2022-2024). Nunan (1989) pointed out that writing demands the coordination of many cognitive processes, making it one of the most complex tasks in language learning. Jusun and Md Yunus (2018) also emphasized that writing is the hardest skill to teach and learn in ESL settings. As a result, teachers must devote significant time to guiding and giving feedback to students. Yet, within the constraints of the curriculum, it can be difficult for teachers to monitor each student’s writing progress, prompting them to seek supportive tools. The use of advanced language models such as ChatGPT (e.g. GPT-3.5, GPT-4) has brought innovation to language instruction, offering new technological solutions. One major area of focus is ChatGPT’s potential to boost students’ writing skills. The tool supports learning through personalized feedback, grammar correction, vocabulary suggestions, and adaptability in writing styles. However, concerns remain about issues like plagiarism, overdependence, and reduced critical thinking. To address these risks, the researcher positioned ChatGPT as an external tutor, while ensuring that in-class writing was done without its assistance. In this research context, students were taught how to use ChatGPT and observed during writing tasks. Results showed that students valued ChatGPT’s real-time feedback and language support. With teacher supervision, concerns regarding creativity limitations or accuracy issues were significantly reduced. The research provides suggestions for teachers on how to use technology to work more efficiently.

1. **Literature Review**

***2.1. Challenges Faced by Students in Learning Writing Skills***

It is reasonable to assume that ESL students encounter numerous barriers in effectively expressing their points of view in academic writing. Harmer (2004) confirmed that writing an effective essay is one of the most demanding classroom activities, especially for EFL students writing in a second language. They often struggle with challenges related to academic vocabulary, paraphrasing, referencing, and other aspects of written coursework. Furthermore, extensive studies have examined the obstacles students face in developing effective academic essays. Students encounter errors in punctuation, capitalization, and spelling. Although they use spell-checking tools in word processing software, their writing still contains misspellings. This occurs because students tend to focus more on expressing their ideas than on spelling accuracy, as noted by Toba et al (2019). Additionally, spelling mistakes create significant obstacles for them throughout the academic writing process.

The first common problem is grammatical errors, which may include issues with tenses, subject-verb agreement, articles, plural forms, pronouns, auxiliary verbs, and sentence fragments. (Toba et al, 2019; Bulqiyah et al 2021). According to Gustilo and Magno (2012), students often encounter difficulties in applying grammatical corrections to their sentences and avoiding run-on sentences.

Vocabulary is also the most frequently mentioned issue in many studies. Students often find it challenging to choose appropriate words for their essays, as they are required to use a variety of synonyms and academic vocabulary. Gustilo and Magno (2012) identified four key vocabulary-related challenges: diction, the use of synonyms, antonyms, and idioms, as well as word collocations.

Students often face challenges with cohesion and coherence in writing, making their work difficult to follow. Their paragraphs and sentences may appear disorganized and unclear, which can lead to essays that are either off-topic or excessively lengthy. Moreover, writing an essay appears to be an unpleasant experience for students, as they tend to make mistakes at every stage of the writing process, from the introduction to the conclusion. They often struggle with formulating thesis statements, developing main ideas in each paragraph, maintaining coherence, and crafting a strong conclusion (Trang & Hoa, 2008, McCrostie, 2009).

**2.2. The Use of Chat GPT in Supporting Learning Writing Skills**

There is numerous research highlighting the advantages of incorporating ChatGPT into language education. Regarding these obstacles, generative artificial intelligence (GenAI) has been introduced to support students and act as a tutor that interacts with learners through natural conversations. It generates responses tailored to students' needs and emulates human intelligence, (Choudhurri et al, 2023). Various researchers worldwide also highlight the effectiveness of Artificial Intelligence (AI) technologies in language learning, particularly in vocabulary acquisition, grammar practice, and writing skill development (Huang & Tan, 2023). ChatGPT, serving as a resource for providing a vast range of vocabulary to generate human-like text, becomes a valuable tool for supporting both teachers and students in the writing process. Huang and Tan (2023) stated that ChatGPT can generate a list of vocabulary with explanations and synonyms, which is highly beneficial for students in selecting appropriate words.

Another ability of ChatGPT, as highlighted in Fitria's (2023) study, is its capacity to assist students in solving grammar-related problems. Malik et al. (2023) also demonstrated that AI can assist students in checking their grammar and spelling before submitting the final version of their writing. Students can greatly benefit from ChatGPT’s valuable assistance in improving grammar, which plays a crucial role in writing skills. By engaging with ChatGPT’s feedback on grammar and sentence structures, they can identify their grammatical issues and gradually enhance their grammar proficiency and overall writing competency (Zirar, 2023). Leveraging its capability to offer grammatical feedback, ChatGPT functions as a valuable tool, assisting students in recognizing errors in tenses, active and passive voice, gerunds, infinitives, and more (Bašić *et al.* 2023).

Nugroho et al. (2023) stated that ChatGPT provides valuable support in structuring essays. It assists students in organizing their ideas, developing outlines, and ensuring coherence between paragraphs throughout the writing process. In addition, ChatGPT not only generates high-quality texts but also serves as a valuable resource for text organization. Fitria (2023) further emphasized that ChatGPT can structure sentences coherently and provide relevant supporting details to enhance the overall quality of writing. ChatGPT can be highly valuable for students in organizing their writing due to its advanced language model capabilities (Nguyen, 2023). Zirar (2023) demonstrated that ChatGPT plays a crucial role in helping students enhance coherence, structure, and clarity in their writing.

For ESL learners seeking to improve their writing skills, AI serves as an excellent tutor that quickly provides pedagogical feedback. Its guidance enhances writing quality, particularly in lexical diversity, stylistic variation, and error identification (Fitria, 2021). Hyland (2014) showed that AI has the ability to transform these challenges into opportunities for students to practice their writing skills, as it can take on various roles throughout the process. Moreover, its ability to deliver personalized feedback effectively engages learners in practicing their writing skills. As a result, educators focus on integrating language teaching methodologies with artificial intelligence (AI) technologies to improve educational results (Nguyen, 2023).

***2.3. Research in Vietnam***

There have been several studies conducted on the use of ChatGPT in teaching writing in Vietnam. For instance, Nguyen and Dieu (2024) conducted research with 46 third-year English Language Teaching students at the University of Danang - University of Foreign Language Studies. A sequential explanatory mixed-method design was employed to explore the familiarity and application of ChatGPT as a writing-assistant tool, as well as to examine students' perceptions. The results revealed that third-year EFL students were optimistic about using ChatGPT in their writing, finding it easy to use. In a separate study, Pham and Le (2024) surveyed 77 Vietnamese students from educational institutions in the United States and Vietnam to investigate the use of ChatGPT for language acquisition. The survey, conducted via Microsoft Forms, showed that using ChatGPT improved language acquisition and encouraged greater active involvement in the learning process. Nguyen et al. (2025) conducted a study at the Industrial University of Ho Chi Minh City (IUH) with postgraduate English majors. The findings from 25 postgraduate students indicated that, at IUH, the use of ChatGPT did more harm than good in helping students improve their writing skills.

1. **Methodology**

This study examines the role of ChatGPT as a tutoring tool in supporting freshmen during the academic writing process. Specifically, it explores its impact on writing quality, students' perceptions, and the challenges they encounter when using ChatGPT for writing tasks. The study addresses two key research questions:

1. How do students practise their writing skills with ChatGPT?
2. How do students perceive ChatGPT in learning writing skills, and any challenges do they face using it?

***3.1. Participants***

The participants in this study were 50 freshmen, aged 19 to 20, from the University of Information Technology in Ho Chi Minh City. They were first-year information technology students in Advanced Program from various regions of Vietnam with diverse English language backgrounds. Based on their placement test results, they had passed English Level A and were placed in a B1-level English class. Academic writing was a compulsory subject for all participants in Advanced Program, undertaken over the course of one semester, spanning 12 weeks. A pre-survey revealed that the participants had minimal prior experience using ChatGPT for academic writing. The study was conducted during the first semester of the 2024–2025 academic year.

***3.2. Procedure***

Procedure to carry out the research included the following phases.

In the first phase of the study**,** as for each writing lesson in the class, students were asked to write an essay. The teacher instructed students common writing errors including structure, coherence, vocabulary, grammar, and spelling. The teachers also facilitated a discussion on writing challenges and strategies for improvement.

ChatGPT was introduced as a tutoring tool, with the guidelines on its proper use. The students were instructed ChatGPT to use for identifying and correcting their mistakes as a tutor, based on the introduction and the error analysis the teachers provided in the class.

In the next step, students then worked with ChatGPT at home to refine their works based on the teacher's instruction. In the next class meeting, the teacher and students reviewed the revised writing, discussing key errors and improvements in grammar, vocabulary, and coherence. This cycle of writing, feedback, revision, and discussion was carried out 45 minutes in each writing class, ensuring continuous progress in students' essay-writing skills.

A questionnaire was deployed at the end of the course to gain the insights of students using ChatGPT as tutor to find out the students’ perception of the use ChatGPT for learning writing skills.

**3.3. *Research methods***

*3.3.1. The questionnaire*

The questionnaire was based on closed questions which was designed in the form of the Likert-scale. As noted by Fife-Schaw (2006), questionnaires continue to be the most widely used method for conducting surveys and are likely among the most commonly employed research tools in the social sciences. The questionnaire included two main parts focusing on the issues during the process of using ChatGPT as a writing tutor. The first section of the questionnaire was designed to answer the first research question, and the second section was for the second research question.

In the first section of 15 multiple choice questions, students’ experience using Chat GPT on grammar, vocabulary, sentence structures was explored. The influence of Chat GPT on motivation to learn academic writing of the students was also examined in this section. The second section of the questionnaire which included 10 items identified students’ challenges which they faced when writing with support of Chat GPT.

*3.3.2. Informal Discussion*

In order for the reliability of the data, informal discussions were conducted between the teacher and students. The discussion offered more opportunities for students sharing their ideas concerning challenges using ChatGPT. This also created a comfortable environment for students’ their concern and suggestions on using ChatGPT to improve writing skills. The insights gathered from the discussions provided the researcher with valuable information to better support students and refine the process of using ChatGPT as a tutoring tool. “Qualitative interviewing is particularly useful as a research method for accessing individuals” (Byrne, 2004, p.182). In addition, this method provided data to help explain the questionnaire responses and the final test results.

1. **Results**

***4.1. Results from the questionnaire***

What stands out from the chart is that students consistently assigned high mean scores to various aspects of using ChatGPT of English essay writing. The two highest-rated functions, both with a mean of 4.25, were Chat GPT’s ability to improve essays by suggesting cohesive devices and especially its usefulness in providing lexical variety.

**Table 1**

*How ChatGPT supports the English essay writing process*

|  |  |  |
| --- | --- | --- |
| **How ChatGPT supports the English essay writing process** | N = 50 | |
| Mean | SD |
| ChatGPT makes brainstorming and drafting essays easier. | 3.78 | 0.875 |
| ChatGPT helps me overcome writer’s block when working on English essays. | 4.10 | 0.875 |
| ChatGPT teaches me new sentence structures while writing. | 4 | 0.769 |
| ChatGPT corrects spelling and grammar mistakes in my writing. | 4.21 | 0.738 |
| ChatGPT suggests and refines transition words to improve flow. | 4.25 | 0.700 |
| ChatGPT provides useful vocabulary and helps me expand my word choices while writing. | 4.25 | 0.751 |
| ChatGPT helps me communicate my ideas more clearly and effectively. | 3.92 | 0.766 |
| ChatGPT speeds up the editing and proofreading process for my essays. | 3.85 | 0.848 |

Closely following, with the same mean score of 4.21, were its effectiveness in checking spelling and grammar errors. Additionally, students highly valued ChatGPT as a tool for overcoming writer’s block and fostering creativity, reflected in a strong rating (Mean = 4.10). Moreover, they found ChatGPT beneficial for learning new sentence structures, with a well-rated mean score of 4.00, reinforcing its potential role as a tutor in the writing process.

Another noteworthy finding is that several other features received slightly lower but still positive mean scores. ChatGPT was recognized for its ability to help students express ideas effectively (Mean = 3.92), followed by its function in reviewing and refining essays (Mean = 3.85). The lowest-rated feature in the table was its role in brainstorming and drafting essays, which received a mean score of 3.78.

The results in Table 2 indicate that students were highly motivated to use ChatGPT for writing practice, as the mean values in the survey are generally high. The most significant motivation for using ChatGPT is its ability to instantly provide feedback, which boosts students’ confidence (Mean = 4.10) and encourages them to write more (Mean = 4.03).

**Table 2**

*ChatGPT inspires me to write English essays*

|  |  |  |
| --- | --- | --- |
| **ChatGPT inspires me to write English essays** | N = 50 | |
| Mean | SD |
| ChatGPT helps me complete English essays more quickly, saving valuable study time. | 3.89 | 0.831 |
| ChatGPT sparks creativity and provides fresh ideas for my writing. | 4 | 0.769 |
| Using ChatGPT makes writing English essays less stressful since I can get support anytime I need it. | 3.85 | 0.890 |
| ChatGPT provides instant feedback on my essays, encouraging me to write more. | 4.03 | 0.792 |
| Using ChatGPT boosts my confidence in English writing because it quickly corrects my mistakes. | 4.10 | 0.785 |
| ChatGPT is easier to use than other writing assistance apps, so I rely on it for essay writing. | 3.92 | 0.899 |
| Writing English essays with ChatGPT is satisfying because I can see my skills improving. | 3.96 | 0.758 |

Following this, ChatGPT’s ability to generate ideas and spark creativity received a high rating (Mean = 4.00). Additionally, its easy accessibility helps students seek assistance anytime they need it, though this aspect received a slightly lower mean score (Mean = 3.85).

Students also agreed that ChatGPT is easier to use than other writing applications, with a mean score of 3.92, showing their preference for it. Moreover, the satisfaction of working with ChatGPT, as students observe improvements in their writing skills, was rated at 3.96. Lastly, the time-saving benefit of using ChatGPT for writing was acknowledged with a mean score of 3.89.

**Table 3**

*Challenges I Face When Using ChatGPT*

|  |  |  |
| --- | --- | --- |
| **Challenges I Face When Using ChatGPT** | N = 50 | |
| Mean | SD |
| ChatGPT gives too much feedback, which can feel overwhelming and discouraging. | 3.00 | 1.018 |
| I’m not sure how to ask ChatGPT for specific edits. | 2.92 | 1.038 |
| I sometimes struggle to understand ChatGPT’s feedback on my writing. | 2.89 | 1.065 |
| It takes me too long to read and process all of ChatGPT’s feedback. | 2.96 | 1.137 |
| I find it difficult to apply ChatGPT’s suggestions to my essays. | 2.75 | 1.004 |
| Sometimes, ChatGPT’s edits change my essay so much that they no longer reflect my original ideas. | 3.00 | 1.018 |

The findings suggest that students at UIT did not express significant concerns about difficulties in using ChatGPT, as the mean values in this category were the lowest among the four tables, with most scores falling below 3.00. The two highest-rated issues, both with a mean score of 3.00, were "ChatGPT provides too much feedback, which can feel overwhelming and discouraging" and "Sometimes, ChatGPT’s edits alter my essay so much that they no longer reflect my original ideas." The remaining concerns had mean scores below 3.00, indicating that these challenges were not major obstacles for most students. Some students reported spending excessive time trying to understand ChatGPT’s feedback, with a mean score of 2.96. Closely following were concerns about "uncertainty in requesting specific edits from ChatGPT" (Mean = 2.92) and "difficulty understanding ChatGPT’s feedback on their writing" (Mean = 2.89). Additionally, some students found ChatGPT’s feedback distressing and struggled to apply its suggestions in their essays, as reflected in the lowest mean score of 2.75.

**Table 4**

*Concerns About Using ChatGPT*

|  |  |  |
| --- | --- | --- |
| **Concerns About Using ChatGPT** | N = 50 | |
| Mean | SD |
| Relying on ChatGPT limits my creativity when writing English essays. | 3.44 | 0.891 |
| Depending too much on ChatGPT makes it harder for me to think independently. | 3.44 | 1.012 |
| I worry about the accuracy of ChatGPT’s suggestions. | 3.37 | 1.005 |
| I feel that using ChatGPT for essay writing could be considered academic dishonesty. | 3 | 1.037 |

The findings indicate that students had some concerns regarding the shortcomings of ChatGPT in essay writing. However, the relatively low mean values suggest that while these concerns were acknowledged, they were not perceived as highly significant. The most commonly reported issues were fears of limited creativity and over-reliance on ChatGPT, both receiving the highest mean score of 3.44, with standard deviations of 0.891 and 1.012, respectively. This variation suggests that while some students strongly agreed with these concerns, others did not share the same view. Following this, concerns about the accuracy of ChatGPT’s suggestions were reported, with a mean score of 3.37. The lowest-rated concern was the perception that using ChatGPT for essay writing constitutes academic dishonesty, which received a mean score of 3.00. This suggests that only a minority of students viewed reliance on ChatGPT as a violation of ethical boundaries.

***4.2. Findings from the informal discussions***

Many students highlighted that ChatGPT was especially helpful in providing a wide range of synonyms, which supported vocabulary development and helped them avoid repetition in their writing. Others appreciated the tool’s ability to offer varied sentence structures, enabling them to better understand how to construct more complex or coherent sentences. Some students also noted that ChatGPT served as a useful reference when they were unsure how to express an idea clearly in English.

However, the students shared that while ChatGPT was helpful in generating vocabulary and offering grammatical corrections, they sometimes struggled with evaluating the accuracy or appropriateness of the generated content. They found it challenging to judge whether the grammar structures were accurate and appropriate. Futhermore, a list of words provided by ChatGPT was often difficult for students to understand and used correctly. Others expressed concerns related to complicated instructions offered by ChatGPT which took a lot of time to read and could lead the misunderstanding to use. At the same time, students also offered suggestions such as receiving guidance on how to critically evaluate AI-generated text and integrating ChatGPT activities for better support.

1. **Discussion**

***5.1. Students’ use of their writing skills with ChatGPT***

The findings highlight several key benefits of using ChatGPT in developing students' academic writing, particularly in three main areas: word choice, sentence structure, and coherence. Firstly, ChatGPT proved to be an effective tool in helping students enhance their vocabulary. It suggested more precise and contextually appropriate word choices, reducing the time students typically spend consulting multiple dictionaries. It also offered explanations, definitions, examples, and even translations, which helped students understand and apply new vocabulary more effectively (as it shown Table 1). Secondly, ChatGPT supported students in improving their sentence structures. It corrected spelling and grammar mistakes and provided improved sentence constructions, enabling students to revise their work with greater clarity and accuracy. These findings align with those of Huang and Tan (2023), who noted ChatGPT’s ability to identify grammatical errors, explain underlying rules, and offer corrected examples leading to better comprehension and proficiency in writing. In addition, in terms of coherence, ChatGPT provided extensive lists of transition words along with clear explanations. This allowed students to select appropriate connectors and organize their ideas more logically and smoothly. As Nguyen (2023) and Nugroho et al. (2023) also observed, ChatGPT’s guidance in sentence and paragraph construction contributed significantly to students' ability to produce more coherent and well-structured writing.

**Another important finding concerns the strong encouragement and support students experienced throughout the writing process when using ChatGPT.** Their motivation was initially driven by curiosity, sparked by media coverage of ChatGPT, and further reinforced when they were given structured opportunities to use it with clear guidance during the course. ChatGPT was proved a powerful source of inspiration by providing continuous support whenever needed. A major advantage noted was its ability to offer instant feedback, which helped students promptly correct mistakes. This immediate support made the writing process more efficient and engaging, encouraging students to practice more frequently. As a result, students experienced reduced stress and increased confidence in their writing abilities (as shown in Table 2).

Moreover, ChatGPT was widely recognized by the students as a user-friendly, reliable, and efficient writing tutor. The combination of independent use and feedback from their teacher allowed them to track their progress more effectively. This sense of progress contributed to a higher level of satisfaction and motivation to further develop their writing skills. **These findings are consistent with those of Nguyen (2023),** which also emphasize the motivational benefits that ChatGPT can offer in academic writing contexts.

***5.2. Students’ perception of using ChatGPT in learning writing skills***

The findings indicate that few students reported facing challenges when using ChatGPT, although some mentioned that it took time to read and fully understand its explanations. A few students also expressed concerns that ChatGPT occasionally generated a rewritten essay that differed significantly from their original work. In such cases, they either adjusted their prompts and restarted the process or sought guidance from their teacher. In details, ChatGPT played a crucial role in helping students overcome writer’s block, making the writing process less intimidating. This finding is associated with the findings of Hyland (2014). Moreover, by allowing students to refine their essays more effectively, ChatGPT served as a reliable and supportive tutor, particularly during independent study and homework assignments. **This result aligns with the findings of Nugroho et al. (2023).**

In terms of challenges, students expressed minimal concerns about the potential negative impact of ChatGPT. This was largely because it was used solely as a writing tutor for homework assignments, rather than during in-class activities. This approach allowed students to develop their essays independently, reducing concerns about academic dishonesty. Furthermore, students were not overly worried about the accuracy of ChatGPT’s suggestions, as they could always consult their teacher for clarification when needed.

1. **Conclusion**

This study highlights the positive impact of ChatGPT on students’ writing development, particularly in enhancing motivation, confidence, and the ability to revise more effectively through instant feedback. When integrated with clear guidance, ChatGPT served as a supportive and user-friendly writing assistant that encouraged greater engagement with the writing process. Independent practice and teacher monitoring played key roles in helping students benefit meaningfully from AI support. However, one limitation of this study is the small number of participants, which may restrict the generalizability of the findings. Further research with a larger sample is recommended to validate these results and explore broader applications of AI tools in various educational contexts.

**For teachers**, it is recommended to incorporate ChatGPT as a supplementary writing support tool within structured classroom activities. Teachers should provide clear guidance on how to use ChatGPT effectively, emphasizing instant feedback and idea generation, and encouraging critical thinking in writing. Teachers can enhance learning by comparing student drafts before and after AI-assisted revisions, helping learners reflect on their progress. Ethical use and academic integrity should be central to these discussions. As shown in the findings, such structured use of ChatGPT fosters student confidence, reduces writing anxiety, and promotes more autonomous learning.

**For students**, using ChatGPT outside of class as a writing assistant can foster greater independence and confidence. Students should be encouraged to treat ChatGPT not as a replacement for their writing efforts but as a tutor to support their learning, especially when practicing at home. They should actively engage with the feedback given, revise their work accordingly, and reflect on the improvements made to build their long-term writing skills.

**For administrators,** school administrators play a pivotal role in supporting the responsible integration of AI into teaching and learning. They should establish clear, practical policies on AI use that define ethical boundaries and guide appropriate classroom implementation. To further promote effective use, administrators should provide ongoing professional development, including training on AI literacy and workshops for teachers to share best practices and address challenges. This will ensure that educators are equipped to guide students in using AI like ChatGPT as a reliable, supportive learning companion.

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*UIT (2022, 2023, 2024) written exam results*

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M.A. Ly Thi-Thanh Vo is currently a manager of English Language Curriculum and a supporter for English Teachers in UIT. With over 15 years of experience working at UIT, she has gained valuable insights in Materials Design and Development, Language Assessment and Evaluation, Curriculum Development,  Language Teacher Education and Professional Development, Second Language Acquisition Research, English for Specific Purposes, Technology-Assisted Language Learning.