



TEACHERS' EXPERIENCES AND PERCEPTIONS OF USING CHATGPT IN WRITING INSTRUCTION

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Abstract: While several studies have explored teachers' experiences and perceptions of using ChatGPT in English as a foreign language teaching, little research has examined its role in French writing instruction. This study aims to investigate how French teachers at high schools and universities in Vietnam utilise ChatGPT for teaching essay writing, as well as its perceived benefits and challenges. Quantitative data were collected through an online 42-item questionnaire completed by 53 teachers who used ChatGPT in essay writing courses. Descriptive statistical analysis using SPSS 26 reveals that the most common applications of ChatGPT before lessons included generating outlines, creating essay samples, and finding reading materials. During lesson implementation, teachers primarily encouraged students to avoid excessive reliance on ChatGPT when writing their essays while allowing them to use it for generating outlines. In assessment, the most reported practices involved integrating writing tasks into ChatGPT prompts, correcting errors the AI failed to detect, and requiring students to revise their essays based on ChatGPT's feedback. However, the findings indicate that ChatGPT was rarely used for generating grammar and vocabulary exercises or creating essay topics. Teachers also tended to avoid using ChatGPT for grading or requiring students to analyse ChatGPT's feedback. Teachers recognised its benefits, such as saving time in lesson preparation, providing instant feedback, and facilitating students' access to reading materials, but expressed concerns about risks related to academic dishonesty and the inaccuracy of ChatGPT-generated feedback. To enhance the effective use of ChatGPT in writing instruction, professional training is necessary, particularly in prompt engineering and AI-supported grammar and vocabulary instruction.

Keywords: writing instruction, teachers' perceptions, using ChatGPT, ChatGPT's benefits, ChatGPT's challenges

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KINH NGHIỆM VÀ NHẬN THỨC CỦA GIÁO VIÊN VỀ VIỆC SỬ DỤNG CHATGPT TRONG DẠY VIẾT

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Tóm tắt: Mặc dù đã có một vài nghiên cứu tiến hành khảo sát kinh nghiệm và nhận thức của giáo viên về việc sử dụng ChatGPT trong giảng dạy tiếng Anh, vẫn còn ít nghiên cứu tập trung vào vai trò của ChatGPT trong dạy viết tiếng Pháp. Nghiên cứu này nhằm tìm hiểu cách giáo viên tiếng Pháp sử dụng ChatGPT trong dạy viết luận, cũng như nhận thức của giáo viên về những lợi ích và thách thức của trí tuệ nhân tạo (AI). 53 giáo viên có kinh nghiệm sử dụng ChatGPT trong dạy viết luận đã trả lời bảng hỏi trực tuyến gồm 42 câu hỏi. Phân tích thống kê mô tả bằng SPSS 26 cho thấy ChatGPT thường được dùng để tạo dàn ý bài luận, soạn thảo bài mẫu và tìm kiếm tài liệu đọc khi soạn bài. Trong quá trình giảng dạy, giáo viên nhắc học sinh không dùng ChatGPT để viết bài hộ nhưng cho phép sử dụng để xây dựng dàn ý. Khi chữa bài viết, giáo viên thường tích hợp đề bài vào trong câu lệnh, chỉnh sửa lỗi mà AI không phát hiện được, và yêu cầu học sinh sửa bài dựa trên phản hồi của ChatGPT. Tuy nhiên, ChatGPT ít được dùng để tạo bài tập ngữ pháp, từ vựng hoặc chấm điểm bài luận. Giáo viên đánh giá cao ChatGPT vì giúp tiết kiệm thời gian chuẩn bị bài giảng, cung cấp phản hồi nhanh chóng và hỗ trợ tìm kiếm tài liệu. Tuy nhiên, họ cũng bày tỏ lo ngại về gian lận học thuật và tính chính xác của phản hồi do AI tạo ra. Để sử dụng hiệu quả ChatGPT trong dạy viết, nghiên cứu khuyến nghị cần tổ chức tập huấn chuyên môn, đặc biệt là trong việc tạo câu lệnh chính xác và ứng dụng AI để soạn bài tập ngữ pháp và từ vựng.

Từ khóa: dạy viết, nhận thức của giáo viên, sử dụng ChatGPT, lợi thế của ChatGPT, hạn chế của ChatGPT

1. Introduction

The rapid development of artificial intelligence (AI), a recurring topic in the press (Nguyen, 2024), has led to significant transformations in education, particularly in language teaching. Among the AI-powered tools, ChatGPT has gained substantial attention for its ability to generate human-like text, assist in lesson planning, facilitate classroom interaction, and provide automated assessment (Barrot, 2023; Baskara, 2023; Fokides & Peristeraki, 2024). As language teachers increasingly explore the integration of AI into their instructional practices, it is crucial to understand their uses and perceptions of ChatGPT's potential benefits and challenges.

Many studies about writing instruction have pointed out that ChatGPT can significantly reduce teachers' workload by assisting in content creation, generating diverse lesson ideas, and providing instant feedback to students (Elsayary, 2023; Fang et al., 2023; Nugroho et al., 2024; Su et al., 2023; Wu et al., 2023). It also has the potential to personalise learning by adapting responses to individual student needs (Kasneci et al., 2023; Kavak et al., 2024). However, critics caution against potential drawbacks, for example: students' misuse of ChatGPT for assignments, ethical concerns related to plagiarism, and the risk of AI replacing essential cognitive skills such as critical thinking and problem-solving (Elsayary, 2023; Iqbal et al., 2022;

Nguyen T. T. H., 2023; Nguyen T. C., 2023). Understanding Vietnamese teachers' perspectives is, therefore, vital for integrating ChatGPT effectively into language education in our country.

Given this context, this study aims to investigate teachers' experiences and perceptions of ChatGPT in French writing instruction in Vietnam, focusing on three key aspects: its use in lesson planning, classroom implementation, and assessment. The article also describes the advantages and challenges teachers face when they employ ChatGPT in foreign language teaching.

2. Literature Review

2.1. Theoretical Framework

This study is grounded on two theoretical models: The Model of School Didactics (Uljen, 2004) and the Technology Acceptance Model 2 (TAM2) (Venkatesh & Davis, 2000). These frameworks provide a structured approach to understanding the way teachers interact with ChatGPT in pedagogical contexts and the factors influencing their adoption of this technology.

2.1.1. The Model of School Didactics

Uljen's Model of School Didactics (2004) presents a reflective framework for understanding pedagogical practice in three interconnected components: Planning, Realisation, and Evaluation. This model is widely used in education research to analyse instructional design and teaching methods. In this study, it serves as a lens through which teachers' use of ChatGPT in lesson planning, implementation, and assessment can be examined. Before the lesson, teachers may use ChatGPT to generate writing topics, writing outlines, sample essays, vocabulary, and grammar exercises, to find documents related to writing topics. During the lesson, teachers may incorporate ChatGPT-generated materials such as essay topics, outlines, sample texts, and language exercises into classroom activities. After the lesson, teachers may use ChatGPT for generating feedback, assessing ChatGPT's correction, grading essays, etc.

2.1.2. The Technology Acceptance Model 2 (TAM2)

TAM2 (Venkatesh & Davis, 2000) expands on the original Technology Acceptance Model (TAM) by incorporating additional factors that influence the acceptance and adoption of new technologies. The key components include:

- Perceived usefulness: The extent to which teachers believe ChatGPT enhances their teaching effectiveness.
- Perceived ease of use: The degree to which teachers find ChatGPT accessible.
- Social influence: The impact of peer and institutional attitudes on teachers' willingness to adopt ChatGPT.
- Job relevance: The degree to which teachers perceive ChatGPT as applicable to their instructional needs.
- Output quality: Teachers' assessment of the accuracy and reliability of ChatGPT-generated content.
- Result demonstrability: Teachers' ability to see tangible benefits from using ChatGPT in their teaching practices.

Our study focuses on two components: output quality and perceived usefulness of ChatGPT. The factor "Social influence" was not included in our questionnaire because the Vietnamese government and institutions show strong support for the integration of artificial

intelligence in education. By applying TAM2, this study aims to identify the factors that facilitate or hinder the adoption of ChatGPT among language teachers.

2.2. Previous Studies Investigating Teachers' Perception on the Use of ChatGPT

Several recent studies have explored teachers' experiences with ChatGPT in different educational contexts.

Nguyen T. T. H (2023) explored EFL teachers' perspectives on the use of ChatGPT in writing instruction at Van Lang University. The study sought to understand how instructors integrated ChatGPT into their teaching practices, their perceptions of its benefits and challenges, and their recommendations for its effective implementation. Nguyen T. T. H. (2023) adopted a mixed-methods approach, combining quantitative and qualitative data collection. Quantitative data were gathered via an online questionnaire distributed to 20 EFL instructors who had integrated ChatGPT into their teaching, while qualitative data were obtained from structured interviews with ten selected instructors. The questionnaire contained 39 questions divided into two sections: demographic information and perceptions of ChatGPT usage in teaching writing. Structured interviews provided in-depth perspectives on the instructors' experiences, concerns, and recommendations. Statistical analyses were conducted using SPSS 26, employing descriptive statistics and Cronbach's Alpha. The questionnaire comprised 34 questions categorised into three themes: (1) instructors' experiences with ChatGPT in language teaching, (2) attitudes towards its use in writing instruction, and (3) recommendations for its implementation. Quantitative results indicated that ChatGPT was primarily used for lesson planning and generating learning materials. However, instructors showed neutrality in using it for grading student papers or creating exercises. Despite these advantages, concerns were raised about students' over-reliance on ChatGPT and issues related to academic integrity. A significant majority (75%) believed that ChatGPT positively influenced students' writing skills, grammar, and vocabulary. The qualitative findings echoed these results, with instructors who affirmed ChatGPT's usefulness in accessing diverse learning materials. They also acknowledged its potential to enhance students' engagement and reduce teachers' workload. However, concerns about students' dependency and ethical issues persisted. The study offers valuable insights into ChatGPT's role in EFL instruction, particularly in writing classes. The mixed-methods ensured a deeper comprehension. Nevertheless, limitations exist. The small sample size (20 instructors) restricted the generalizability of results. It is worth mentioning that some items in the questionnaire, as well as some results analysis were redundant. In addition, the use of ChatGPT in writing courses was not divided into 3 stages: Planning, Realisation, and Evaluation.

Nguyen T. C. (2023) examined Vietnamese university teachers' knowledge of ChatGPT, their perceived benefits of its integration, and the challenges they associated with its use. To collect empirical data, a quantitative approach was adopted. An online questionnaire (14 close-ended questions and some open-ended questions) was administered to 43 English teachers across multiple Vietnamese universities. The survey explored three key aspects: teachers' knowledge of ChatGPT, its perceived utility in teaching and assessment, and the challenges and limitations linked to its application. A simple random sampling method was employed to select participants, but SPSS was not used for data analysis. The findings indicated that 93% of participants correctly identified ChatGPT as a language model capable of text generation. However, misconceptions persisted, as 81.4% believed that ChatGPT was supported by a continuously updated database, while 41.9% mistakenly assumed that it functioned similarly to a search engine. Regarding perceived usefulness, 81.4% of teachers acknowledged that ChatGPT could be beneficial if appropriate training was provided.

Furthermore, 48.8% reported that the tool could save time in grading and providing feedback while 39.5% viewed it as a useful self-learning resource for students. Despite these potential advantages, fewer than 50% of respondents recognised ChatGPT as an effective tool for assessment or lesson planning. Nevertheless, the study also underscored several challenges associated with ChatGPT's use in language teaching. A significant proportion of teachers (65.1%) expressed concerns about its potential to facilitate academic dishonesty. 62.8% worried that the tool might lead to increased student laziness while 61.5% questioned the reliability of the information provided by ChatGPT. Moreover, several participants emphasised the necessity of mastering the art of crafting precise prompts to obtain relevant responses from ChatGPT. This study highlighted the ambivalence among Vietnamese university teachers regarding ChatGPT's integration into language education. Some acknowledged its potential to enhance teaching efficiency and student learning but others remained skeptical about its reliability and ethical implications. Moreover, this research demonstrated that misconceptions about ChatGPT persisted, indicating the need for targeted training programs. Although this study provided valuable insights, the relatively small sample size of 43 participants restricted the generalizability of the findings. Additionally, the study did not distinguish between teachers who frequently used ChatGPT and those with only superficial knowledge of the tool.

The study of Cetin et al. (2024) explored the perceptions of school principals and teachers regarding the use of ChatGPT in education. It aimed to uncover their attitudes toward AI-based tools and their views on its benefits and challenges. The research gathered data from 80 school principals and teachers selected from public primary, secondary, and high schools in Türkiye. Data collection was conducted through semi-structured interviews, and responses were analysed using qualitative content analysis techniques. Responses were categorised into themes such as efficiency, instructional benefits, time management, ethical concerns, and data reliability. The findings revealed that school principals and teachers generally had a positive perception of ChatGPT. Many respondents noted that ChatGPT could help streamline workload, assist in content creation, and support student learning through personalised feedback. However, concerns were raised about its potential to weaken students' cognitive skills, encourage academic dishonesty, and provide biased information. To mitigate these risks, participants recommended providing continuous AI literacy training for both teachers and students, ensuring that ChatGPT's data sources are regularly updated and tested for reliability, and implementing guidelines for its responsible use in educational settings. One strength of this study was it incorporated perspectives from different school levels, which enhanced the credibility of its findings. The qualitative approach allowed for an in-depth exploration of educators' experiences and concerns regarding AI integration. However, the reliance on self-reported data from interviews might introduce subjective biases, as participants' responses depend on their familiarity and prior experiences with AI.

Octavio et al. (2024) followed an exploratory single instrumental case study approach, focusing on one English as Foreign Language (EFL) teacher who integrated ChatGPT into her teaching for seven months (January–June 2023) at a private language school in Spain. Data were collected from three sources: (1) the teacher's ChatGPT chat history, documenting her prompting tasks; (2) lesson plans where ChatGPT was implemented; and (3) a semi-structured post-interview with the teacher. A qualitative thematic analysis was conducted to categorise ChatGPT's role in lesson planning, classroom implementation, and assessment. Findings indicate that ChatGPT was highly effective in lesson planning, particularly for designing structured activities, vocabulary extension, and content generation. The teacher initially relied on simple prompts but gradually refined them into a five-step strategy for more specific and

pedagogically useful outputs. In-class implementation focused on interactive student engagement, real-time Q&A, vocabulary reinforcement, and guided writing exercises. For assessment, ChatGPT assisted in grading, generating language proficiency tests, and providing structured feedback. However, discrepancies were noted between ChatGPT's scoring and official Cambridge assessment models. Despite its advantages, challenges consisted of occasional inaccuracies, the need for fact-checking, and ethical concerns related to student reliance on AI. The teacher adopted strategies such as cross-referencing information with reputable sources, consulting colleagues, and training students in critical AI literacy. A key strength of this study was its in-depth examination of a real-world application of ChatGPT over an extended period (7 months). The qualitative thematic analysis provided rich insights into prompt optimisation, AI-assisted lesson planning, and pedagogical implications. Moreover, the study highlighted the importance of AI literacy in effectively integrating ChatGPT into language teaching. However, the limitation of this study was that it was based on a single case, restricting its generalizability.

3. Research Questions

Taken together, previous studies on teachers' perceptions of ChatGPT's use show that educators employ this AI-based tool in planning, realising and evaluating writing activities. They admit its benefits but are worried about its possible risks. It is important to note that most studies have been conducted in the context of EFL. Second, the majority of these studies employ qualitative research methodologies, with relatively few quantitative investigations focusing specifically on writing instruction. Third, among the quantitative studies available, the instruments used to assess ChatGPT's role in writing courses have not been developed based on established theoretical frameworks such as the Model of School Didactics (Uljens, 2004) and the Technology Acceptance Model 2 (TAM2) (Venkatesh & Davis, 2000).

Then, our study seeks to answer the following research questions:

- (1) How do French teachers at high schools and universities in Vietnam use ChatGPT in essay writing instruction?
- (2) What benefits do French teachers at high schools and universities in Vietnam perceive in using ChatGPT?
- (3) What challenges do French teachers at high schools and universities in Vietnam identify when incorporating ChatGPT into their essay writing courses?

To explore these questions, this study relies on a questionnaire, structured around a Likert scale, examining teachers' uses and attitudes toward ChatGPT's impact. This study aims to provide a comprehensive understanding of how French teachers at high schools and universities in Vietnam make use of ChatGPT in their writing courses and how they perceive ChatGPT's benefits and challenges.

4. Research Methodology

4.1. Setting of the Study and Participants

This study was conducted in Vietnam and focused specifically on educational contexts in which essay writing is part of the French curriculum. We utilised a quantitative research design through an online survey distributed via Google Forms (see Appendix). The questionnaire was sent to three French departments in Hanoi and to all high schools for gifted children that offer French essay writing instruction. These institutions were selected because

they included teachers who regularly engaged in teaching writing and were more likely to experiment with new digital tools. Only teachers who used ChatGPT to teach essay writing were invited to respond to our survey. This criterion was clearly stated in the message accompanying the Google Form link, and was further confirmed through the first question of the questionnaire. A total of 61 responses were collected; however, 8 responses were excluded from the dataset as the respondents indicated that they did not use ChatGPT in writing instruction. Consequently, the final analysis was conducted on 53 valid responses. The sample size of French teachers in Vietnam is relatively small (about 400 teachers), and the number of those who specifically teach writing and incorporate ChatGPT into their instruction is even more limited. This explains why only 53 responses were included in the final dataset.

4.2. Data Collection

The questionnaire adopted a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always) to assess teachers' use (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree) and to measure benefits and challenges of ChatGPT in writing instruction. To facilitate comprehension, the questionnaire was administered in Vietnamese. The instrument was structured into two main sections:

Section 1: Demographic information

The first section consisting of four questions a, b, c, d aims at collecting background information about the respondents. These include confirmation of their use of ChatGPT in essay writing instruction, their teaching level (high school or university), age group, and years of teaching experience.

Section 2: Teachers' Use and Perceptions of ChatGPT

The second section is divided into three parts:

Part 1: Teachers' use of ChatGPT in essay writing instruction (24 questions): This part examines how teachers integrate ChatGPT into different stages of writing instruction, including lesson preparation (e.g., generating essay topics, creating sample essays, designing grammar and vocabulary exercises) with 6 questions, in-class writing activities (e.g., allowing students to analyse ChatGPT-generated essays, using ChatGPT for outlining) with 7 questions, and assessment practices (e.g., using ChatGPT for error correction, providing feedback, grading) with 11 questions.

Part 2: Perceived benefits of ChatGPT (7 questions): This part investigates teachers' perceptions of ChatGPT's advantages in essay writing instruction, such as its ability to facilitate lesson planning, provide instant feedback, support language proficiency, and enhance student motivation.

Part 3: Challenges of using ChatGPT (11 questions): This part examines the difficulties teachers encounter when using ChatGPT, for example concerns about over-reliance, academic dishonesty, students' loss of creativity, limitations in feedback quality, and challenges related to digital literacy.

To design the survey, some inspiration was drawn from previous research (Nguyen T. T. H., 2023; Nguyen T. C., 2023) but the questionnaire was developed from the frameworks mentioned in the literature. Part 1 was structured around Uljens' Model of School Didactics (2004) - Planning, Realisation and Evaluation. Parts 2 and 3 were guided by the Technology Acceptance Model 2 (Venkatesh & Davis, 2000), particularly the dimensions of Perceived usefulness and Output quality.

4.3. Data Analysis

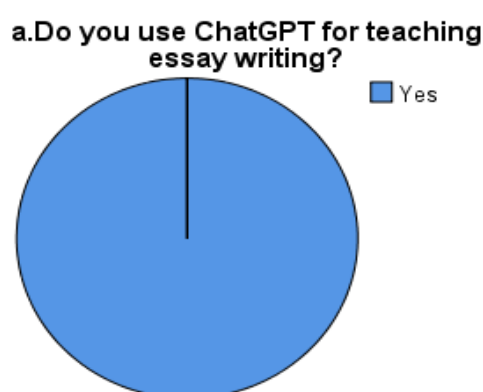
SPSS 26 was employed for data analysis. The reliability of the questionnaire was assessed using Cronbach's alpha, which indicated a strong level of internal consistency (α ranging from 0.81 to 0.9). Descriptive statistical analyses were conducted to summarise the data.

5. Results

5.1. Demographic Information on Respondents

Figure 1

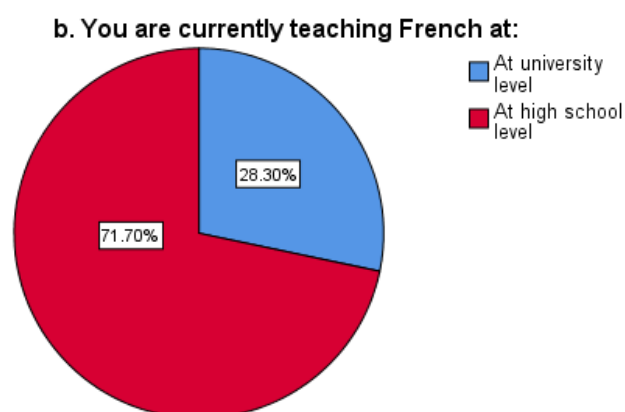
Teachers's Use of ChatGPT



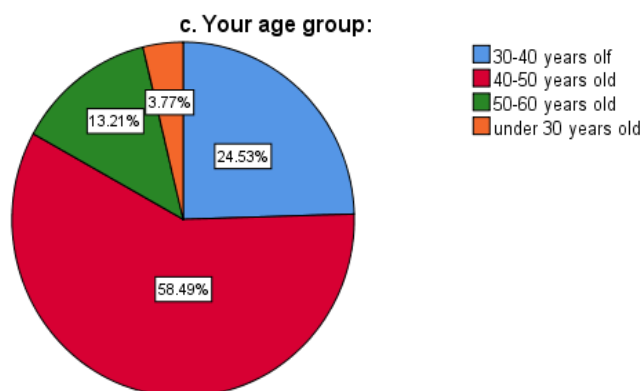
As shown in Figure 1, 100% of the respondents reported using ChatGPT for teaching essay writing, as those who did not were excluded from the data.

Figure 2

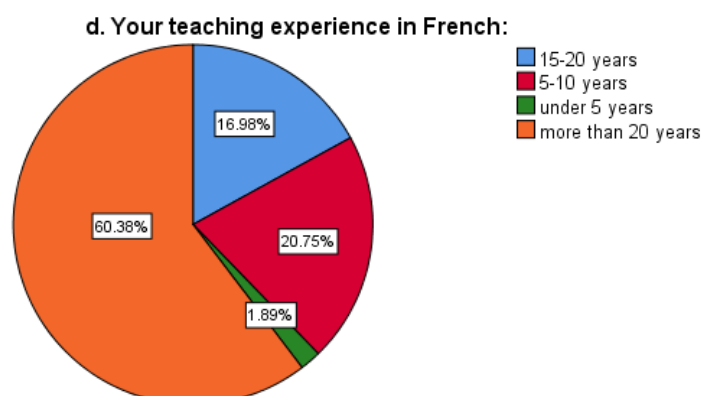
Respondents' Teaching Level



As shown in Figure 2, the majority of the participants (71.7%) have been teaching at the high school level, while 28.3% at the university level. This distribution can be explained by the fact that most French high school teachers in Vietnam work in schools for gifted pupils, where nearly all of them are required to teach essay writing to prepare students for the national exam for gifted students. In contrast, at the university level, only a limited number of teachers are in charge of writing courses.

Figure 3*Respondents' Age Group*

Regarding age distribution, more than half of the respondents (58.49%) were between 40 and 50 years old. A quarter of the participants (24.53%) were in the 30-40 age group, while teachers aged 50–60 accounted for 13.21%. Young teachers under 30 years old represented only 3,77% of the sample.

Figure 4*Respondents' Teaching Experience*

As we can see in Figure 4, in terms of teaching experience, more than half of the participants (60.38%) have been teaching French for more than 20 years, while 20.75% had 5–10 years of experience. 16.98% of the respondents have been teaching for 15-20 years, and only 1.89% had less than 5 years of teaching experience. As teaching writing is a complex task, it is usually assigned to experienced teachers.

5.2. Teachers' Use of ChatGPT in Essay Writing Instruction

Table 1*Teachers' Use of ChatGPT for Lesson Preparation*

	N	Min	Max	Mean	SD
4. I use ChatGPT to create essay outlines.	53	1	5	3.58	.989
2. I use ChatGPT to create essay samples.	53	1	5	3.30	1.067
3. I use ChatGPT to find reading materials that help students generate ideas for their essays.	53	1	5	3.00	1.193

1. I use ChatGPT to generate essay topics.	53	1	5	2.89	1.013
6. I use ChatGPT to generate vocabulary exercises for essay writing.	53	1	4	2.72	1.099
5. I use ChatGPT to generate exercises for practicing grammatical structures in essays.	53	1	5	2.66	1.073

Table 2*Teachers' Use of ChatGPT for Lesson Implementation*

	N	Min	Max	Mean	SD
13. I instruct students not to ask ChatGPT to compose the essay for them.	53	1	5	3.49	1.589
10. I allow students to use ChatGPT to create their essay outlines.	53	1	5	3.25	.998
9. I allow students to use ChatGPT to find additional reading materials on the assigned topic.	53	1	5	2.70	1.367
8. I ask students to analyse essay samples written by ChatGPT.	53	1	4	2.64	1.145
7. I assign essay topics generated by ChatGPT to students.	53	1	5	2.45	1.153
12. I assign vocabulary exercises for essay writing generated by ChatGPT.	53	1	5	2.32	1.105
11. I assign grammar exercises for essay writing generated by ChatGPT.	53	1	5	2.26	1.211

Table 3*Teachers' Use of ChatGPT for Essay Assessment*

	N	Min	Max	Mean	SD
16. I include the writing task in my ChatGPT prompts for assessment.	53	1	5	3.30	1.339
22. I focus on correcting errors that ChatGPT failed to detect in students' essays.	53	1	5	3.28	1.215
23. I ask students to rewrite their essays based on ChatGPT's feedback.	53	1	5	3.02	1.337
24. I review and corrected students' revised essays based on ChatGPT's feedback.	53	1	5	2.98	1.201
17. I include assessment criteria in my ChatGPT prompts.	53	1	5	2.94	1.406
14. I allow students to use ChatGPT to correct their essays.	53	1	5	2.94	1.322
21. I help students identify incorrect feedback made by ChatGPT and guided them in making proper revisions.	53	1	5	2.89	1.171
18. I ask ChatGPT to provide feedback on the strengths and weaknesses of students' essays.	53	1	5	2.81	1.316
15. I provide students with specific prompts to ask ChatGPT to correct their writing.	53	1	5	2.68	1.425
20. I require students to analyse ChatGPT's feedback on their writing.	53	1	5	2.62	1.289
19. I ask ChatGPT to assign a grade to the essays.	53	1	5	2.36	1.178

Tables 1, 2, and 3 illustrate how teachers integrated ChatGPT into lesson planning, lesson implementation, and assessment. All questions have a minimum value of 1 (never) and a maximum value of 5 (always), highlighting the significant variation in ChatGPT usage among teachers. This indicates that while some educators frequently engaged with ChatGPT, many of the practices mentioned in the questionnaire remained unfamiliar to certain participants. Despite this variability, the mean values range from 2.26 to 3.58, suggesting that French teachers on average made a moderate and selective use of ChatGPT in their writing classes. This pattern reflects both the diversity of individual practices and the general tendency toward active adoption of AI in the classroom.

Regarding lesson planning, the most common applications of ChatGPT included creating essay outlines ($M=3.58$), generating sample essays ($M=3.30$), and identifying reading materials to support students in generating ideas for their essays ($M=3.00$). During lesson implementation, teachers most frequently instructed students not to ask ChatGPT to write the essay for them ($M=3.49$) and allowed students to use ChatGPT for creating essay outlines ($M=3.25$). In terms of assessment, the most prevalent practices comprised incorporating the writing task in ChatGPT prompts ($M=3.30$), correcting errors that ChatGPT fails to detect in students' essays ($M=3.28$), and requiring students to revise their essays based on ChatGPT's feedback ($M=3.02$).

On the other hand, the less common uses of ChatGPT in lesson planning involved generating grammatical exercises ($M=2.66$), vocabulary exercises ($M=2.72$) and generating essay topics ($M=2.89$). Teachers also appeared less likely to assign grammar and vocabulary exercises generated by ChatGPT to students ($M=2.26$ and $M=2.32$) as well as to assign essay topics generated by ChatGPT to students ($M=2.45$). Regarding assessment, teachers did not frequently rely on ChatGPT to assign grades to essays ($M=2.36$), to require students to analyse ChatGPT's feedback on their writing ($M=2.62$).

Furthermore, the standard deviations in Table 1 are notable, ranging from 0.998 to 1.589, indicating substantial variability in responses among participants. This suggests that while some teachers actively incorporated ChatGPT into their writing instruction, others remained unfamiliar with or hesitant to integrate certain practices.

5.3. Perceived Benefits of ChatGPT in Essay Writing Instruction

Table 4

Perceived Benefits of ChatGPT in Essay Writing Instruction

	N	Min	Max	Mean	SD
26. ChatGPT saves time in lesson preparation and essay correction.	53	3	5	4.28	.690
27. ChatGPT provides instant and rapid feedback on students' essays.	53	2	5	4.08	.958
28. ChatGPT suggests ideas and reading materials that support essay writing.	53	2	5	3.85	.744
30. ChatGPT enhances students' essay writing skills.	53	3	5	3.74	.593
25. ChatGPT supports the creation of engaging and innovative essay writing materials.	53	2	5	3.70	.749
29. ChatGPT helps students improve their grammar and vocabulary proficiency.	53	2	5	3.64	.623
31. ChatGPT reduces students' fear of writing and increases their motivation.	53	2	5	3.30	.696

Table 4 presents the perceived benefits of ChatGPT in essay writing instruction. The minimum values recorded in this table are either 2 (Disagree) or 3 (Neutral), while the maximum value is consistently 5 (Strongly Agree). This indicates lower variability in participants' evaluations compared to Tables 1, 2, and 3. The mean values range from 4.28 to 3.30, suggesting a generally positive perception of ChatGPT's benefits among teachers.

Teachers highly appreciated ChatGPT for its ability to save time in lesson preparation and essay correction ($M=4.28$), provide instant and rapid feedback on students' essays ($M=4.08$), and suggest ideas and reading materials that support essay writing ($M=3.85$). Conversely, the aspects with the lowest mean scores included ChatGPT's ability to reduce students' fear of writing and increase their motivation ($M=3.30$), help students improve their grammar and vocabulary proficiency ($M=3.64$), and support the creation of engaging and innovative essay writing materials ($M=3.70$).

Furthermore, the standard deviations in Table 4 are lower than those in Tables 1, 2, and 3, ranging from 0.593 to 0.958. This suggests that participants' opinions were more consistent when assessing the benefits of ChatGPT compared to their reported practices in integrating it into writing instruction.

5.4. Challenges of Using ChatGPT in Essay Writing Instruction

Table 5

Challenges of Using ChatGPT in Essay Writing Instruction

	N	Min	Max	Mean	SD
35. Students may engage in academic dishonesty when writing essays.	53	2	5	4.25	.677
39. ChatGPT sometimes provides inaccurate or irrelevant information.	53	3	5	4.04	.649
41. Teaching materials generated by ChatGPT may lack pedagogical depth.	53	2	5	3.91	.815
40. ChatGPT cannot fully assess students' reasoning and creativity.	53	2	5	3.83	.849
34. Students may become overly dependent on ChatGPT.	53	1	5	3.66	.979
36. Students may lose their personal ideas and personal data when using ChatGPT for revisions.	53	3	5	3.64	.682
42. The grades assigned by ChatGPT for essays may sometimes be inaccurate.	53	3	5	3.64	.623
37. Students may have difficulty evaluating the quality of ChatGPT's feedback.	53	2	5	3.51	.933
38. Some students may lack the digital literacy skills to use ChatGPT effectively.	53	1	5	3.34	1.208
32. I struggle to effectively and systematically integrate ChatGPT into essay writing instruction.	53	1	5	3.15	.969
33. I may become overly dependent on ChatGPT.	53	1	5	3.02	1.047

Table 5 presents the challenges associated with using ChatGPT in essay writing instruction perceived by the participants. The minimum values range from 1 (Strongly Disagree) to 3 (Neutral), while the maximum value remains at 5 (Strongly Agree). This underlines that teachers hold diverse perspectives on the potential drawbacks of ChatGPT. The mean values range from 4.25 to 3.02, suggesting that educators expressed significant concerns regarding its negative impacts.

The most prominent disadvantages included the risk of students engaging in academic dishonesty ($M=4.25$), the possibility of ChatGPT generating inaccurate or irrelevant information ($M=4.04$), and the perception that AI-generated teaching materials may lack sufficient pedagogical depth ($M=3.91$). On the other hand, certain challenges were mentioned less frequently, involving the risk of teachers becoming overly dependent on ChatGPT ($M=3.02$), difficulties in effectively and systematically integrating ChatGPT into essay writing instruction ($M=3.15$), and the fact that some students may lack the digital literacy skills required to use ChatGPT efficiently ($M=3.34$).

The standard deviations vary from 0.623 to 1.208, which are higher than those observed in Table 4, indicating greater variability in teachers' views on ChatGPT's challenges compared to its benefits. However, these deviations remain lower than those in Tables 1, 2, and 3, where responses were more dispersed, reflecting a broader range of teaching practices related to ChatGPT integration.

6. Discussion

Recent studies explore teachers' perceptions and experiences using ChatGPT in English as foreign language but little is known about what happens in French writing classrooms. This paper aims to bring new information about this subject.

With regard to teachers' use of ChatGPT, the findings of this study indicated that its most prominent applications included generating essay outlines, creating essay samples, and identifying reading materials. These results are consistent with previous studies by Baskara (2023), Cetin et al. (2023), Kalenda et al. (2024), Nguyen T. T. H. (2023), and Octavio et al. (2024) which similarly highlighted the role of ChatGPT in developing teaching materials. During lesson implementation, teachers most frequently asked students to avoid overreliance on the tool for essay writing and allowed them to use ChatGPT for generating essay outlines. This aspect of ChatGPT usage has not been widely explored in previous research, as existing studies predominantly focused on activities before and after lessons. Thus, this study provides novel insights into the use of ChatGPT in real-time classroom interactions during essay writing lessons. In terms of assessment, teachers reported that the most common practices comprised incorporating students' writing tasks into ChatGPT prompts for analysis, correcting errors that ChatGPT failed to detect, and requiring students to revise their essays based on ChatGPT's feedback. These findings support Octavio's et al.' (2024) case study, which showed that the teacher systematically integrated ChatGPT into the assessment process by providing the chatbot with writing tasks and emphasising personalised feedback for students.

Conversely, the findings revealed that ChatGPT was less frequently used for generating grammar exercises, vocabulary exercises, and essay topics in lesson planning. This aligns with Nguyen T. T. H.'s (2023) qualitative study, in which most participants reported using ChatGPT primarily to generate essay samples and reading materials to support idea development, structure, and vocabulary acquisition. None of the teachers in that study mentioned using ChatGPT to create grammar or vocabulary exercises for writing instruction. Teachers in this study were also unlikely to assign grammar and vocabulary exercises or essay topics generated by ChatGPT to students. A possible explanation for this trend is the time constraints in writing courses, which may limit teachers' ability to incorporate supplementary exercises beyond the required writing tasks in the curriculum. Teachers primarily focus on completing textbook-based writing tasks and providing necessary corrections rather than introducing additional AI-generated exercises. Regarding assessment, teachers rarely used ChatGPT to assign grades to

essays or required students to analyse ChatGPT's feedback on their writing. This finding is consistent with the studies of Nguyen T. C. (2023) and Nguyen T. T. H. (2023), demonstrating that ChatGPT is not commonly employed as an automated grading tool. It seems that teachers tend to use AI as a formative assistant rather than a summative evaluator because they do not yet trust AI's evaluative capacity, especially regarding creativity, critical thinking, or nuanced writing.

Regarding the benefits of ChatGPT, teachers highly valued its ability to save time in lesson preparation and essay correction, provide instant and rapid feedback on students' essays, and suggest ideas and reading materials that support essay writing. These findings align with those of Nguyen T. T. H. (2023), who identified ChatGPT's most significant advantage as its ability to suggest reading resources and assist in lesson planning. However, while the present study highlighted teachers' strong appreciation for time-saving aspects in grading and feedback, Nguyen T. T. H. (2023) reported a lower level of agreement on these aspects. This discrepancy may indicate that teachers were less familiar with integrating ChatGPT into assessment practices in 2023 than in 2025. In contrast, the aspects with the lowest mean scores in this study consisted of ChatGPT's ability to reduce students' fear of writing and increase their motivation, improve grammar and vocabulary proficiency, and support the creation of engaging and innovative essay writing materials. These findings are consistent with Nguyen T. T. H. (2023), who also reported low ratings for ChatGPT's effectiveness in enhancing grammar, vocabulary, and student motivation in writing performance. However, Octavio et al. (2024) presented contrasting findings, as the EFL teacher in their case study suggested that integrating ChatGPT into instruction can increase student engagement. This divergence could be explained by contextual factors, particularly the level of teacher commitment. In Octavio et al.' (2024) study, the teacher exhibited high motivation and invested significant effort in instructional strategies, which may have contributed to the increased engagement of her students.

Teachers expressed various concerns regarding the potential risks associated with integrating ChatGPT into essay writing instruction. The most significant concerns included the potential for students to engage in plagiarism, the risk of ChatGPT generating inaccurate or irrelevant information, and the perception that AI-generated teaching materials may lack sufficient pedagogical depth. These concerns are consistent with findings from Nguyen T. T. H. (2023) and Nguyen T. C. (2023), who identified academic integrity as one of the most pressing issues. Studies by Cetin et al. (2024), Octavio et al. (2024) and Zhu et al. (2023) emphasised the possible inaccuracy of information produced by ChatGPT. On the other hand, some challenges were reported less frequently, including concerns about teachers becoming overly dependent on ChatGPT, difficulties in systematically integrating the tool into essay writing instruction, and the fact that some students may lack the digital literacy skills needed to use ChatGPT effectively. These findings align with those of Nguyen T. T. H. (2023) and Kiptonui et al. (2018), who noted that teachers generally did not encounter significant technical difficulties when integrating ChatGPT into their teaching practices.

For an effective implementation of ChatGPT in writing instruction, professional training for teachers is essential, particularly in developing strategies for crafting effective prompts (Kiptonui et al., 2018; Lidén & Nilros, 2020; Nguyen T. C., 2023; Nguyen T. T. H., 2023) as well as in creating grammar et vocabulary exercises for better writing skills. Furthermore, teachers should reconsider assessment methods and adopt evaluation formats that better measure students' critical thinking skills (Nguyen T. T. H., 2023; Zhai, 2022).

Future research should further explore students' perspectives on ChatGPT's role in

writing instruction (Nguyen T. T. H., 2023; Cetin et al., 2023) and investigate its actual impact on student performance (Nguyen T. C., 2023). Studies can also consider conducting comparative research between ChatGPT and other AI tools (Octavio et al., 2024).

7. Conclusion

While numerous studies have explored the role of artificial intelligence in education, the perceptions of French teachers regarding ChatGPT in writing courses remain a relatively underexplored area.

In summary, the present study has demonstrated that French teachers at high schools and universities in Vietnam primarily utilise ChatGPT for creating instructional materials, including essay outlines, essay samples, and reading resources. They permit students to use ChatGPT for generating essay outlines and locating supplementary reading materials but emphasise that AI should not be used to compose entire essays. While ChatGPT is frequently employed for providing feedback and correcting student writing, its role in grading remains limited. Teachers recognise the benefits of ChatGPT in facilitating lesson preparation, expediting essay correction, and offering immediate feedback. The tool also supports idea generation and provides additional reading materials to enhance students' writing. However, significant concerns persist, particularly regarding the risks of academic dishonesty, inaccuracies and lack of pedagogical depth in ChatGPT-generated feedback.

This study has some limitations. First, although the sample size is larger than that of other quantitative studies on writing, it remains relatively small. Secondly, the absence of a qualitative component restricts the depth of insight into teachers' nuanced perspectives.

To move forward, educational institutions should consider offering training and guidance to help teachers integrate AI tools more effectively and ethically into their teaching practices. Policymakers and school leaders are encouraged to develop clear guidelines for AI use in education that balance innovation with academic integrity.

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Appendix

Teacher Questionnaire on Using ChatGPT in Essay Writing Instruction

a. Do you use ChatGPT for teaching essay writing?

- Yes
- No

b. You are currently teaching French at:

- High school level
- University level

c. Your age group:

- Under 30 years old

- 30-40 years old
- 40-50 years old
- 50-60 years old

d. Your teaching experience in French:

- Less than 5 years
- 5-10 years
- 15-20 years
- More than 20 years

Please select one of the following five levels based on your evaluation:

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Part 1: How Teachers Use ChatGPT in Essay Writing Instruction

1.1. Using ChatGPT for Lesson Planning

1. I use ChatGPT to generate essay topics.
2. I use ChatGPT to create essay samples.
3. I use ChatGPT to find reading materials that help students generate ideas for their essays.
4. I use ChatGPT to create essay outlines.
5. I use ChatGPT to generate exercises for practicing grammatical structures in essays.
6. I use ChatGPT to generate vocabulary exercises for essay writing.

1.2. Using ChatGPT During Essay Writing Instruction

7. I assign essay topics generated by ChatGPT to students.
8. I ask students to analyse essay samples written by ChatGPT.
9. I allow students to use ChatGPT to find additional reading materials on the assigned topic.
10. I allow students to use ChatGPT to create their essay outlines.
11. I assign grammar exercises for essay writing generated by ChatGPT.
12. I assign vocabulary exercises for essay writing generated by ChatGPT.
13. I instruct students not to ask ChatGPT to compose the essay for them.

1.3. Using ChatGPT for Essay Assessment

14. I allow students to use ChatGPT to correct their essays.
15. I provide students with specific prompts to ask ChatGPT to correct their writing.
16. I include the writing task in my ChatGPT prompts for assessment.
17. I include assessment criteria in my ChatGPT prompts.
18. I ask ChatGPT to provide feedback on the strengths and weaknesses of students' essays.
19. I ask ChatGPT to assign a grade to the essays.
20. I require students to analyse ChatGPT's feedback on their writing.
21. I help students identify incorrect feedback made by ChatGPT and guide them in making proper revisions.
22. I focus on correcting errors ChatGPT fails to detect in students' essays.
23. I ask students to rewrite their essays based on ChatGPT's feedback.
24. I review and correct students' revised essays based on ChatGPT's feedback.

Part 2: Benefits of ChatGPT in Essay Writing Instruction

25. ChatGPT supports the creation of engaging and innovative essay writing materials.
26. ChatGPT saves time in lesson preparation and essay correction.
27. ChatGPT provides instant and rapid feedback on students' essays.
28. ChatGPT suggests ideas and reading materials that support essay writing.

29. ChatGPT helps students improve their grammar and vocabulary proficiency.

30. ChatGPT enhances students' essay writing skills.

31. ChatGPT reduces students' fear of writing and increases their motivation.

Part 3: Challenges of Using ChatGPT in Essay Writing Instruction

32. I struggle to effectively and systematically integrate ChatGPT into essay writing instruction.

33. I may become overly dependent on ChatGPT.

34. Students may become overly dependent on ChatGPT.

35. Students may engage in academic dishonesty when writing essays.

36. Students may lose their personal ideas and originality when using ChatGPT for revisions.

37. Students may have difficulty evaluating the quality of ChatGPT's feedback.

38. Some students may lack the digital literacy skills to use ChatGPT effectively.

39. ChatGPT sometimes provides inaccurate or irrelevant information.

40. ChatGPT cannot fully assess students' reasoning and creativity.

41. Teaching materials generated by ChatGPT may lack pedagogical depth.

42. The grades assigned by ChatGPT for essays may sometimes be inaccurate.