Stakeholder's Perceptions of ChatGPT in Teaching and Learning English Paragraph Writing at Van Lang University

Lam Ngoc Thanh Hai[1], Le Thi Ngoc Diep[1*]

[1] Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam
[*] Corresponding author's email: diep.ltn@vlu.edu.vn
[*] https://orcid.org/0000-0002-7490-995X
https://doi.org/10.54855/acoj.241524

Abstract

This research investigates the stakeholders' perceptions, including teachers and students, in terms of integrating ChatGPT into teaching and learning English paragraph writing at Van Lang University (VLU). Employing both qualitative and quantitative methods, data were collected from 241 survey respondents and ten interviewees. Apart from positive views on ChatGPT's effectiveness in providing instant feedback and giving diverse writing examples, the stakeholders had neutral opinions regarding ChatGPT's ability to support teaching, learning, and user creativity. Additionally, they were skeptical about the reliability and accuracy of its responses. To maximize the benefits of ChatGPT, it is advised to utilize it cautiously, confirm the correctness of its outputs through verification, and enhance quick ways for the best answers. The findings highlight the importance of a balanced approach incorporating AI tools in language education, emphasizing the need to leverage its strengths and mitigate its limitations. Future research needs to explore the benefits and drawbacks of ChatGPT in different aspects and conduct empirical studies for the chatbot to gather more valuable information.

Keywords: ChatGPT, Artificial intelligence, English paragraph writing, English teaching and learning, Stakeholders

Introduction

The rapid advancement of artificial intelligence (AI) technologies has profoundly influenced many disciplines, including education. Among these AI advancements, ChatGPT, a language model developed by OpenAI, has shown considerable promise in educational settings. ChatGPT can help students improve their writing abilities by offering instant comments and recommendations.

ChatGPT has given teachers and students many benefits; however, there are arguments related to ChatGPT in education and language learning among researchers. Ortega-Martín et al. (2023) praise ChatGPT for helping teachers and students with language learning and writing paragraphs. Meanwhile, Chan and Hu (2023) are concerned that ChatGPT can make its users

overly dependent on it; they are worried about ChatGPT's accuracy, transparency, privacy, ethical issues, or holistic competencies.

Writing is one of the most important skills in language learning as it serves as the major criterion for achieving good academic status and educational success (Hosseini et al., 2013). Writing skills appear in every aspect of human life in different forms, such as messages, letters, blogs, essays, and academic research. Ariana (2010) stated that having good writing skills forms an independent and comprehensive person who can put their thoughts meaningfully and well. Seeing the significant importance of writing skills, more tools are made to help learners improve and for teachers to teach writing skills. ChatGPT is potentially one of those numbers. According to Nguyen (2023), most EFL teachers who have positive points of view and are willing to adapt ChatGPT in their teaching also stated some concerns about the chatbot. Similarly, students have a relatively positive view toward ChatGPT in writing, while others claim to use ChatGPT support in their academic writing (Fontenelle-Tereshchuk, 2024).

This study aims to explore the perceptions of teachers and students on using ChatGPT to study English paragraph writing among EFL intermediate students at Van Lang University (VLU) as a case study for this research. Understanding these perceptions is crucial because it directly affects how well ChatGPT is adopted and used in educational settings. Insights from this study can help shape teaching methods and course content, improve the learning experience, solve any issues that might come up, and add valuable information to the research on using AI in education, especially for EFL students. The objectives are to find out the advantages and disadvantages of integrating ChatGPT into teaching and learning English paragraph writing from stakeholders' perspectives.

Literature review

ChatGPT and English Studies

ChatGPT is a form of generative AI (GenAI) that makes it capable of generating unlimited amounts of new content. ChatGPT is a powerful language model that can sort through textual data and give unique responses for the prompt given to the chatbot (Kostka & Toncelli, 2023). Thanks to these characteristics, ChatGPT can serve as a teaching assistant in English writing and a personal tutor who can always answer students' questions (Sabzalieva & Valentini, 2023). It is also a tool used for solving problems and a launching pad for students' projects or writing exercises (Rudolph et al., 2023).

As stated in her study, Ho (2024) explores how English language learners use ChatGPT and their attitudes, perceptions, and actions toward it. Consequently, despite acknowledging ChatGPT's effectiveness for ESP vocabulary acquisition, translation, grammar checking, and paraphrasing, the results emphasize the requirement of teachers' guidance and practical classrooms for students who mostly use ChatGPT to get immediate help for their English language learning problems (Ho, 2024).

Additionally, Nguyen and Tran (2023) investigate the potential of using AI, specifically ChatGPT, for language training. They evaluate students' writing assignments, and their results

reveal a significant correlation between the grades assigned by the teacher and ChatGPT for the set of writing essays. As a result, ChatGPT is a good tool for decreasing instructors' workloads associated with planning, material selection, and evaluation, but it can only partially replace human teachers (Ferreiro-Santamaria, 2024; Nguyen & Tran, 2023). Furthermore, Nguyen et al. (2024) studied how Vietnamese secondary school students use VoiceGPT to learn new English vocabulary, and they bring positive sentiments towards the benefits of VoiceGPT.

Interestingly, students do not admit to utilizing chatbots for academic assignments; instead, they view employing virtual agents without authorization as fraud and cite the ability to do research and enhance writing abilities as benefits of using Chat GPT for English language learning; they also listed the loss of critical thinking abilities as a drawback (Ferreiro-Santamaria, 2024). Along the same line, ChatGPT can be an advanced type of plagiarism since the chatbot gathers information from different sources but fails to provide the citation of the sources it gets the information from (Ali, 2023). ChatGPT also poses the threat of being an unreliable tool of information since the AI lacks filtered sources (Chan & Hu, 2023).

In sum, most people agree that this technology is here to stay and can be very helpful when used properly; thus, more guidelines and explicit policies are required for how to utilize it properly.

Advantages and Disadvantages of ChatGPT

Advantages

Mondal and Mondal (2023) complimented ChatGPT's ability to give personalized feedback and scoring; they believed the chatbot could help users' paragraphs significantly improve word choice and grammar accuracy. Thanks to this function, the users effectively produce high-quality English paragraphs using ChatGPT. Similarly, Baskara (2023) mentions the real-time feedback of ChatGPT that can give suggestions and guidance on improving vocabulary, grammar, and syntax. The chatbot can also generate ideas, activities, and exercises, which are extremely suitable for supporting the users in learning English paragraph writing. Furthermore, AlAfnan et al. (2023) state that ChatGPT can replace traditional search engines; moreover, this chatbot can explore large data systems and then come up with the needed information for its users, minimizing the time of scanning through a long list of websites manually and generating ideas effectively for paragraph writing.

As stated by Baidoo-Anu and Ansah (2023), ChatGPT can bring students an adaptive and interactive learning experience since ChatGPT provides one-on-one sessions with users using human-based language integration. This trait eliminates the nervous feeling of the student when asking questions, which frees the worried feeling of bothering their teachers. With the consistency in real-time feedback of the chatbot and the repetition in practicing the students, students can learn and improve their writing ability.

Ningrum's research (2023) highlights several benefits of using ChatGPT to learn and teach paragraph writing. One key advantage is ChatGPT's ability to generate text. This means users can get clear and relevant paragraphs written by the chatbot, which they can study to improve their own writing. Another benefit is ChatGPT's translation feature. It can translate passages

into other languages, helping users understand topics better, and it often performs better than Google Translate (Ningrum, 2023).

To sum up, ChatGPT has an extravagant number of advantages for paragraph writing. With its fast response and feedback, it can help users write a good paragraph, giving suggestions and guidance on improving vocabulary, grammar, and syntax. It can also be a text generator, translator, and idea giver.

Disadvantages

Although ChatGPT has proved to bring numerous benefits to education, there are various drawbacks that it can cause to paragraph writing teaching and learning. Firstly, ChatGPT is gathering information from different sources and the lack of ability to filter out unreliable ones, leading to inaccurate answers (Karthikeyan, 2023). Even though ChatGPT has access to the vast data systems, it lacks the ability to verify whether the information is correct. Students who do not check the information carefully while using ChatGPT when learning paragraph writing might accidentally learn incorrect information.

Secondly, according to Sok and Heng (2023), because of the easy access to information and the fast response of ChatGPT, the users can grow dependent on the chatbot, which can harm the development of essential skills such as generating correct grammar and vocabulary, producing critical thinking, and forming ideas independently. Over-reliance on ChatGPT can cause users to lack innovation, creativity, and motivation to improve. Moreover, the misuse and dependence on ChatGPT can make students unable to recognize mistakes in learning language in general and in specific English paragraph writing (Sok & Heng, 2023).

Another significant disadvantage is the inherent bias in ChatGPT's responses, which requires filtering out information or conducting thorough research from other sources (Baidoo-Anu & Ansah, 2023). Furthermore, relying on this chatbot can reduce social interaction between teachers and students, potentially affecting the dynamics of traditional classroom engagement (Baidoo-Anu & Ansah, 2023)

Although ChatGPT can provide paragraph feedback and scoring, it does not guarantee accuracy. Students need the teacher's interaction and knowledge to support their learning path. A teacher knows what their students need and can give appropriate answers for each student and learning strategies that are suitable for everyone. ChatGPT cannot do these tasks and can accidentally hurt students' learning experience.

Paragraph Structure & Characteristics

A paragraph is one of the common elements of English writing. Understanding a paragraph structure and its characteristics is crucial to initiate good paragraph writing. For the structure of one paragraph, Rohim (2019) and Wali and Madani (2020) state that a paragraph is a group of sentences that develop an idea or a topic. Those authors state that a paragraph includes a topic sentence and several supporting sentences to explain the topic in more detail. Importantly, supporting sentences are considered the main part of the whole paragraph, and the concluding sentence is to sum up the paragraph (see Figure 1).

Figure 1. *Paragraph Structure*

Bi-Yu and Li (2020) emphasize that the opening sentence is used to grab readers' attention, which is a hook such as a question, quote, statistic, or anecdote. The authors highlight the opening sentence can be absent from the paragraph. Topic sentences, supporting sentences, and concluding sentences serve the same function as mentioned by Rohim (2019) and Wali and Madani (2020). A transition sentence appears throughout the paragraph and connects two sentences and/or two paragraphs. This sentence is sometimes added to the paragraph to connect meaning and form a smooth paragraph.

In a study by Wau (2022), the author found that students often face various challenges when writing paragraphs. These challenges include problems with creating strong supporting details and evidence, writing effective concluding sentences, and organizing ideas in a clear and logical way. Students also struggle with grammar, such as using adjective clauses and correctly using plural and singular nouns. Additionally, they may find it difficult to choose appropriate academic words and encounter spelling, punctuation, and capitalization issues.

Previous Studies

Ali (2023) shed light on ChatGPT's opportunities and challenges in language learning from EFL teachers' points of view. Questionnaires and open-ended questions were given to 58 English faculty members. The results showed that teachers had positive opinions about ChatGPT's benefits to English Majors. ChatGPT provided sample material related to English learning and teaching and did the job extremely effectively, which helped both teachers and students save significant time. However, there are various drawbacks, such as the negative impact on students' creativity and distinct writing. The author also worried about the pose of plagiarism and the lack of reliability in ChatGPT's responses, and he concluded that ChatGPT was a very promising helper in English learning. However, due to problems such as plagiarism, originality, and reliability, more workshops on ChatGPT should be organized to teach students how to appropriately use such AI to ensure the sustained benefits of ChatGPT.

Chan and Hu (2023) studied university students' perception of the potentials and challenges of ChatGPT in language learning in higher education. The quantitative research gave some positive results towards the usage of ChatGPT. The scholars stated that ChatGPT and its siblings had numerous advantages, such as helping users save time researching and feel more comfortable thanks to its anonymity. Moreover, it could be a very potential learning material since students can access deeper learning and unlock unknown knowledge; for teachers, ChatGPT could complement and improve traditional teaching methods. Ultimately, ChatGPT could harm social interaction between teachers and students. The study came up with some limitations, such as the small sample size, the potential biases caused by the reliance on self-reported data, and the fact that GenAI was still new and not commonly used in formal academic writing. The authors' suggestions for future studies were to conduct larger and more diverse samples, and they also

advised using longitudinal designs to keep updated with students' changes in perceptions toward ChatGPT.

Baskara and Mukarto (2023) believed ChatGPT had some limitations and potential challenges in language learning. Specifically, ChatGPT posed the threats of bias and lack of accuracy. The answers given by ChatGPT could potentially cause ethical concerns and inappropriate language. However, ChatGPT also had many advantages; ChatGPT could shorten the time in finding information for users, which could proficiently assist language teaching and learning; ChatGPT could also provide personalized exercises for learners and generate language materials. The conclusion of this study showed the significant potential ChatGPT could bring to language learning. There were still some drawbacks, such as cultural awareness and language appropriateness. The scholars finally left the gap for future research, i.e., the implications of other new platforms like ChatGPT in language study.

Pham (2024) studied the views of Vietnamese TESOL graduate students regarding the use of ChatGPT, and he aimed to explore their perceptions of ChatGPT as a learning tool and whether they believe it could replace a teacher. The study utilized a mixed-method approach, incorporating mixed methods to gather data from 32 graduate students at a university. The findings revealed that ChatGPT was considered a productive language tool. They also believed that ChatGPT improves classroom comprehension, boosts engagement, and builds self-confidence, making it well-suited for project development and generating ideas. However, all of the participants agreed that ChatGPT could not replace teachers, highlighting the limitations of technology in language education.

Few studies focus on both students' and teachers' views. Therefore, this present study strives to fill this gap by exploring the perspectives of these stakeholders.

Research Questions

To fulfill the aims of the present study, the investigation was seeking to answer the following research questions:

1. What potential advantages does ChatGPT offer for improving English paragraph writing?

2. What are the main challenges of using ChatGPT for English paragraph writing?

3. What are the solutions for effectively adapting ChatGPT in teaching and learning English paragraph writing?

Methods

Pedagogical Setting & Participants

This research applied convenience sampling for questionnaires and purposive sampling for interviews, which means choosing participants based on how easy they are to reach (Stratton, 2021) and whether they meet predefined criteria, respectively. We invited students to fill out a questionnaire by posting it in Facebook groups, aiming to get as many responses as possible.

The participants were students from the Faculty of Foreign Languages at Van Lang University, ranging from first-year to fourth-year students. This variety of students helps give a complete view of different stages of their studies, making them suitable for understanding the impact of ChatGPT on language learning. Emails were sent to 61 teachers of the same faculty to invite them to answer the questionnaires. These teachers were chosen because they have experience teaching English and using ChatGPT as an assistant tool, so their opinions are important for understanding how ChatGPT can be used in language education. For one-on-one interviews, the author invited four teachers and six students to participate in 15–20-minute meetings. The participants were informed via email and messages about the interview arrangements.

By selecting these participants, who are actively involved in language learning and teaching at Van Lang University, the study collects relevant and useful data for evaluating the effectiveness of ChatGPT in an educational setting.

Design of the Study

This current study employed a mixed method, which was believed to compensate for the weaknesses, highlight the strengths, and offset the bias factors in each method (Almalki, 2016). First, the quantitative method was conducted using an electronic survey sent to participants. The questionnaires were designed in two forms: one for students and one for teachers, using a Likert scale. Second, the interviews were conducted with teachers and students using a set of semi-structured questions. This approach aimed to provide in-depth insight into the problem and reduce potential bias from the quantitative method.

Data Collection & Analysis

To collect data, we employed two instruments: questionnaires and interviews. The questionnaire consists of two sessions, and Google Form was used to deliver questionnaires, using the Likert Scale, ranging from 1-5, namely 1-totally disagree, 2- disagree, 3-neutral, 4-agree, and 5-totally agree. The questionnaires consisted of five parts. The first section was regarding the participants' age, gender, how long they have used ChatGPT, and how often they use it. The second one asked about participants' perception of ChatGPT in general. The third part was about the advantages of ChatGPT for English paragraph writing teaching (for teachers' form) and learning (for students' form); the fourth part covered the disadvantages of ChatGPT for English paragraph writing teaching (for teachers' form) and learning (for students' form). The last one mentioned the participants' perception of ChatGPT in English paragraph teaching and learning. Furthermore, one open-ended question regarding individuals' experiences or challenges in using ChatGPT for writing essays. The formulation of these questions was informed by previous studies, including Ali (2023), Chan and Hu (2023), Baskara and Mukarto (2023), and Pham (2024). Before implementation, the questionnaire underwent validation and reliability checks, and a pilot study was conducted with 30 participants to ensure its suitability for this research. Microsoft Excel was used to import data to support the analysis progress, and then the SPSS Application was employed to perform the analysis step. The respondents' orders were coded from T1 to T14 for teachers and S1 to S241 for students in the findings section.

In addition to the questionnaire, semi-structured interviews were conducted to collect qualitative data that would provide deeper insights into the participants' experiences with ChatGPT. Using purposive sampling, six students (coded as SI01-SI06) and four teachers (coded as TI01-TI04) were selected. The interviews were conducted online using Google Meet and Microsoft Teams, each lasting approximately 15-20 minutes. The interview questions were designed from the results of a pilot study of the questionnaire and from the literature review to conduct the conversations to explore stakeholders' perspectives regarding ChatGPT functions. The interview content was organized into four sections: (1) general information (six questions), (2) ChatGPT and its advantages (six questions), (3) ChatGPT and its disadvantages (five questions), and (4) ChatGPT's application in teaching and learning English writing (one question). Using Vietnamese during the meetings allowed participants to respond more naturally and comfortably, resulting in richer and more detailed data. All the interviews were recorded with the agreement of all interviewees. The Vietnamese transcriptions were sent back to each interviewee to check the accuracy of their answers before translating them into English. Finally, the English versions were double-checked and used for content analysis.

Findings and Discussion

Research Question 1: What are the potential advantages that ChatGPT can bring to English paragraph writing?

Table 1

Teachers' Perceptions Regarding ChatGPT's Benefits

No.	Statements	Mean	SD
1	ChatGPT suggests many great ideas for teaching English paragraph writing.	3.57	0.756
2	ChatGPT helps save time while searching for ideas and editing English paragraphs.	3.71	0.825
3	ChatGPT enhances the creative abilities of teachers when teaching English paragraph writing.	3.29	1.069
4	ChatGPT effectively supports teaching English paragraph writing.	3.57	0.938
5	ChatGPT can assist students in generating initial ideas for English paragraphs.	4.00	0.784
6	ChatGPT can help establish a solid structure for an English paragraph.	3.50	1.019
7	ChatGPT can assist with editing English paragraphs using grammar and syntax.	3.36	1.151
8	ChatGPT can help overcome writer's block when writing English paragraphs.	3.93	0.475
9	ChatGPT provides quick and accurate feedback on student assignments.	3.14	1.099
10	Students can refer to paragraphs written by ChatGPT for their English paragraph writing.	3.57	1.222
11	ChatGPT's responses are reliable.	2.64	1.008

According to Table 1, most of teachers acknowledged the advantages of ChatGPT in teaching English paragraph writing. They believed that ChatGPT could help them with generated ideas (M=4.00; SD=0.784) and save time, which aligned with feedback from T1, T3, and T4. This suggests that ChatGPT could be an effective tool for brainstorming and reducing preparation time, reflecting the mean score that supports this positive perception.

However, they had a neutral opinion on the ability to suggest ideas for teaching English paragraph writing. The teachers did not strongly lean towards either agreement or disagreement on their ability to suggest ideas (M=3.57; SD=0.756). This neutrality could be due to varying experiences with the tool's suggestions, indicating that while ChatGPT can provide useful ideas, it may not always align with the specific needs of every lesson or teaching style.

They were slightly above neutral about ChatGPT's ability to enhance creativity while teaching English paragraph writing (M=3.29); the higher standard deviation of 1.069 indicates a wider range of opinions among teachers, suggesting less consensus on this aspect. This spread suggests that while some teachers find ChatGPT to be a creative aid, others may not perceive significant benefits in this area. This is further evidenced by the moderate spread of responses, indicating less consensus among teachers.

Similarly, the teachers somewhat agree that ChatGPT is efficient in assisting with English paragraph teaching (M=3.57) and indicating a moderate spread of responses (SD=0.938). The moderate spread of responses suggests varying degrees of satisfaction, pointing to the potential for ChatGPT to be useful, but also highlighting areas for improvement. Furthermore, a mean score of 3.50 indicated teachers believed ChatGPT is reasonably capable of helping students establish a solid structure for an English paragraph and its ability to assist in editing paragraphs for grammar and syntax (M=3.36; SD=1.151). This indicates that ChatGPT is viewed as a helpful tool in guiding students towards better-structured and grammatically correct paragraphs, although the significant spread in responses points to differing levels of trust in its editing capabilities.

They also had neutral views on its quick and accurate feedback on students' assignment (M=3.14; SD=1.099), and the ability to serve as references for students (M=3.57; SD=1.222). The variability in responses suggests that while some teachers see the potential in these areas, others may have reservations about the accuracy and reliability of ChatGPT's feedback.

Despite this neutral stance, the teachers expressed more positive views on ChatGPT's time-saving nature in finding ideas for writing and editing English paragraphs (M=3.71; SD=0.825). They agreed that ChatGPT assisted in generating initial ideas for English paragraph writing and overcoming writers' block (M=3.93; SD=0.475), highlighting its usefulness in the early stages of writing. However, teachers disagreed with the reliability of answers generated from ChatGPT (M= 2.64; SD= 1.008), indicating concerns about the accuracy and dependability of the provided information.

They also made several remarks on ChatGPT benefits in the written replies, such as efficacy, responses answering the user's issues, or a fantastic resource for students on their self-study learning path. For instance, T2 highlighted ChatGPT's ability to encourage word discovery and

sentence cohesion, while T3 mentioned its effectiveness in addressing users' issues. T5 praised ChatGPT as a great helper for students in their self-study learning journey.

> *ChatGPT is an artificial intelligence system that extracts structured sentences from the Internet. It is a useful tool for teaching English paragraph writing because it encourages word discovery and sentence cohesion* (T2)*.*

> *ChatGPT is quite good for teaching English specifically and other languages in general. Most of ChatGPT's answers do address the user's issues* (T3)*.*

> *ChatGPT is a great helper for students in their self-study learning journey* (T5)*.*

The teachers highlighted the positive aspects of using ChatGPT, emphasizing that ChatGPT could help writers learn new words and create well-structured sentences with good coherence. It was praised for addressing users' issues and being a helpful tool for students in their self-study learning journey.

Table 2

Students' Perceptions Regarding ChatGPT's Benefits

No.	Statements	Mean	SD
1	ChatGPT helps expand vocabulary when writing English paragraphs.	3.66	1.096
2	ChatGPT saves time while searching for ideas and editing English paragraphs.	3.84	1.145
3	ChatGPT enhances students' creativity when they learn to write English paragraphs.	3.39	1.240
4	ChatGPT effectively supports learning to write English paragraphs.	3.71	1.105
5	ChatGPT can assist students in generating initial ideas for English paragraphs.	3.85	1.112
6	ChatGPT can help establish a solid structure for an English paragraph.	3.59	1.140
7	ChatGPT can assist with editing English paragraphs using grammar and syntax.	3.61	1.135
8	ChatGPT helps overcome writer's block when writing English paragraphs.	3.71	1.121
9	ChatGPT provides quick and accurate feedback on students' assignments.	3.54	1.183
10	It is possible to refer to essays written by ChatGPT for your own writing.	3.76	1.129
11	Students feel more comfortable asking ChatGPT questions than a teacher.	3.79	1.252
12	ChatGPT's responses are reliable.	3.25	1.095

According to Table 2, VLU students expressed neutral perspectives toward ChatGPT's assistance in various aspects of writing English paragraphs. They viewed its ability to expand vocabulary and grammar range (M=3.66), enhance students' creativity in learning English paragraph writing (M=3.39), establish a solid structure (M=3.59), assist in editing grammar and

syntax (M=3.61), give quick and accurate feedback (M=3.54); and the reliability of answers as neutral (M= 3.25). These findings suggest that while students acknowledge some benefits of ChatGPT, they are not convinced of its effectiveness in these specific areas. In other words, students may have some reservations about the consistency and accuracy of the tool, requiring a need for further improvements in these areas to enhance student trust and reliance on ChatGPT.

However, students had more positive points of view on ChatGPT's time-saving nature in finding ideas and editing paragraphs (M=3.84), its efficiency in assisting English paragraph learning (M=3.71), its assistance in generating initial ideas (M=3.85), overcoming writers' block (M=3.71), its utility as a reference tool (M=3.76), and their comfort in using it (M=3.79). These mean scores indicate that students particularly appreciate ChatGPT's ability to design the writing process and aid in the early stages of writing.

> *I find that using ChatGPT helps improve my English writing skills. The suggestions and feedback from ChatGPT helped me better understand how to use vocabulary, sentence structure, and organize ideas. ChatGPT can suggest ideas or content that students might not have thought of. This helps expand creativity in writing* (S34).

> *Using ChatGPT in writing also encourages me to develop my self-learning abilities* (S57).

These comments highlight students' positive experiences using ChatGPT to learn writing. They said that its suggestions and feedback helped them understand vocabulary and sentence structure and organize ideas better. They were also satisfied with how ChatGPT could suggest creative ideas for writing. The students found that using ChatGPT saved them time because they did not need to do as much research or develop ideas independently. Getting positive feedback from ChatGPT also made them feel more confident. Overall, the students felt that using ChatGPT helped them learn and improve their writing skills on their own.

Research Question 2: What are the potential disadvantages that ChatGPT can bring to English paragraph writing?

Table 3

Teachers' Perceptions Regarding ChatGPT's Drawbacks

No.	Statements	Mean	SD
1	ChatGPT poses risks related to plagiarism.	3.86	0.864
2	ChatGPT can diminish students' distinct language skills.	3.93	1.072
3	ChatGPT can erode students' creativity and critical thinking abilities.	3.64	1.216
4	Relying on ChatGPT makes students dependent on technology.	4.00	1.038
5	ChatGPT may reduce direct interaction between teachers and students.	3.21	0.975
6	It is necessary to use ChatGPT to teach and learn English paragraph writing.	3.50	1.092

In Table 3, the teachers had mixed opinions about the risks of using ChatGPT. They were neutral about ChatGPT possibly harming students' creativity and critical thinking (M=3.64). From this point, teachers are uncertain about whether ChatGPT restrains students' ability to think independently and creatively. It is possible that while some teachers see the potential for ChatGPT to provide structured support, others are concerned that reliance on the tool might limit students' own creative and critical thinking processes.

The teachers also expressed neutral views on ChatGPT's impact on reducing direct interaction between teachers and students (M=3.21). This view indicates a lack of consensus on whether ChatGPT might interfere with the important teacher-student relationship. Direct interaction is crucial for personalized feedback and mentorship, and the mixed responses suggest that teachers are divided on whether ChatGPT can complement or detract from these interactions.

Furthermore, teachers were neutral regarding the necessity of using ChatGPT to teach and learn English paragraph writing (M=3.50), reflecting a balanced perspective. While teachers may recognize the potential benefits of integrating ChatGPT into the curriculum, they may also question its indispensability.

However, teachers were more concerned about the risk of plagiarism with ChatGPT (M=3.86), meaning that students can use the tool to generate texts potentially lead to academic dishonesty. Additionally, ChatGPT might weaken students' unique language skills (M=3.93) and could decline their ability to develop and refine their own language and writing skills. The teachers agreed that students may become too dependent on technology and ChatGPT (M=4.00). Suppose students rely too heavily on technology to create ideas, structure paragraphs, or edit their work. In that case, they may miss out on critical learning experiences that build resilience, problem-solving abilities, and deeper understanding.

In the written responses, the teachers stated various drawbacks that ChatGPT could bring to teaching and learning English paragraph writing regarding reliability, errors, or accuracy.

> *I don't really like ChatGPT because the answers I get haven't truly satisfied me. I also don't trust ChatGPT's answers, so I think it shouldn't be used in teaching* (T1).

> *Since the texts provided by ChatGPT come from the internet, there can be errors in the meaning of sentences* (T2).

> *Not every answer is correct, and it greatly depends on the amount of information provided by the user and how the user asks the questions* (T3).

These statements showed that the teachers had reservations about using ChatGPT for teaching. They were not satisfied with the answers it gave and did not fully trust its responses. They were also worried about possible errors in the meaning of sentences. Additionally, they believed the correctness of ChatGPT's responses depended on how much information it had and how the questions were asked.

Table 4

Students' Perceptions Regarding ChatGPT Drawbacks

No.	Statements	Mean	SD
1	ChatGPT poses risks related to plagiarism.	3.67	1.178
2	ChatGPT can diminish students' distinct language skills.	3.33	1.223
3	ChatGPT can erode students' creativity and critical thinking abilities.	3.33	1.199
4	Relying on ChatGPT makes students dependent on technology.	3.43	1.230
5	ChatGPT may reduce direct interaction between teachers and students.	3.26	1.202
6	It is necessary to use ChatGPT to teach and learn English paragraph writing.	3.44	1.064

Table 4 showed that students were neutral about every statement in the questionnaires regarding the risks and necessity of using ChatGPT. Specifically, they were neutral about the risk of plagiarism posed by ChatGPT (M=3.67), the possibility of ChatGPT diminishing students' distinct language skills (M=3.33), the risk of ChatGPT eroding students' creativity and critical thinking (M=3.33), the risk of students being overly dependent on technology and ChatGPT (M=3.43), the potential reduction in direct interaction between teachers and students (M=3.26), and the necessity of using ChatGPT in teaching and learning English paragraph writing (M=3.44).

Furthermore, in written answers, they expressed more ideas regarding the speed of learning, dependence, the relevance of answers, accuracy, similarity, and lack of emotional language.

> *ChatGPT gives answers very quickly but does not help me learn how to write that much* (S11)

> *Paragraphs generated by ChatGPT are somewhat similar to each other* (S42).

Research Question 3: What are the solutions for effectively adapting ChatGPT in teaching and learning English paragraph writing?

Stakeholders' opinions on the solutions for adapting ChatGPT in teaching and learning were gathered from the interviews. The participants had different suggestions for using ChatGPT and suitable behavior in using the tool. The participants' answers showed that ChatGPT is not an almighty tool; it has various flaws and can provide false information. It mainly depends on the user's behavior and knowledge when using ChatGPT. In sum, detailed and straightforward prompts and the ability to double-check and filter out information are essential for users to receive more accurate and appropriate information. Moreover, users should only view ChatGPT as a reference type and have a learning mindset when accessing the chatbot to reduce their reliance on ChatGPT.

> *Users should learn how to give straightforward and detailed prompts. This is essential for ChatGPT to give good answers* (SI05).

Students should reach a certain level to clarify the accuracy of the information provided by ChatGPT. ChatGPT is just a tool of reference; students should have a mindset of learning when using it instead of recklessly using it (TI02).

Instead of banning it, teachers should establish guidelines so students know what they can and cannot do with GPT. Teachers should be open-minded and think positively about AI (TI03).

We should use ChatGPT as a reference only or to fix errors, not use it for everything, and not be overly reliant on it (SI01).

Students should learn how to filter the information given by ChatGPT and not fully trust the AI. Ask multiple questions and compare the answers given by ChatGPT with more research outside the AI, which is important (SI06).

While learning vocabulary and grammar in ChatGPT, students shouldn't apply the vocabulary and grammar suggested by ChatGPT, which is too difficult for their level; instead, students should understand the new knowledge more and conduct more practice (SI04).

Students should ask teachers or friends more questions about the answers given by ChatGPT to clarify the information (SI02).

In sum, the findings from stakeholders' questionnaires showed that ChatGPT "helps save time," "generates initial ideas," and "helps overcome writer's block" received the highest means in Tables 1 and 2. The participants believed ChatGPT could provide ideas and suggestions and help writers construct a paragraph effectively. This statement aligns with Ali (2023), Chan and Hu (2023), and Baskara and Mukarto (2023). These authors had positive opinions about ChatGPT's benefits, considering it as a potential tool for learning and teaching. Furthermore, it helps students engage in their learning and craft self-confidence (Pham, 2024) to overcome their initial obstacles. The statement regarding ChatGPT replacing traditional search engines and teaching materials was also noted. Students believed that ChatGPT could effectively support them in learning English paragraph writing; additionally, they could refer to paragraphs written by ChatGPT, and they also felt comfortable using ChatGPT since they did not always need to ask teachers for help. This statement aligns with the studies by Chan and Hu (2023) and Baskara and Mukarto (2023) that the students can shorten time finding information for their personalized learning and the teachers generating language materials. Moreover, except for ChatGPT's reliability in teachers' responses, every mean score in the stakeholders' tables was above 3.00, showing that the participants might have a positive view of ChatGPT's influence.

On the other hand, teachers remained skeptical about the reliability of ChatGPT's answers, as shown in Table 1. This finding matched the statements made by Ali (2023), Chan and Hu (2023), and Baskara and Mukarto (2023) regarding the lack of accuracy in ChatGPT's answers. From their viewpoints, the tool might reduce students' creativity, language appropriateness, and inaccurate information if the teachers and learners are not vigilant about real-like information provided by ChatGPT. In Tables 3 and 4, Participants were concerned about the potential of students being excessively reliant on technology and their particular language abilities being reduced via ChatGPT. This aspect matched Ali's (2023) and Chan and Hu's (2023) perspectives

that the fast response of ChatGPT could lead to depending on the chatbot. The tool is an effective language tool (Pham, 2024) or a promising tool (Ali, 2023) that might mislead the ways of learning languages. Every mean score in both tables was above 3.00, showing that the participants might be aware of the potential threats that ChatGPT could pose to teaching and learning English paragraph writing.

Conclusion

Summary of the Study

This study aims to investigate the benefits and drawbacks of ChatGPT for teaching and learning English paragraph writing, and it can have some significant contributions to Van Lang University (VLU). First, the university has a diverse group of students from different academic backgrounds and levels of English proficiency, which helps make the findings relevant to many learners. Second, VLU focuses on English language education, making it a perfect place to study how ChatGPT can be used in teaching and learning English. Third, the university uses innovative teaching methods and technology, providing a practical view of how ChatGPT works in real classrooms. Finally, by involving both teachers and students, the study gets a balanced understanding of ChatGPT's benefits and challenges. These factors help to understand ChatGPT's advantages and disadvantages in English language education.

Inversely, the study finds some drawbacks regarding the stakeholders' perspectives. They are risk of plagiarism, lack of accuracy, and reliability in answers. Although ChatGPT can give answers and feedback exceptionally quickly, this trait can make users overly dependent on the chatbot, consequently diminishing the risk of reducing human interaction between teachers and students and the risk of reducing human creativity.

It is a promising tool for teaching and learning English paragraph writing. However, users should be highly cautious when accessing ChatGPT. Suggestions for maximizing ChatGPT's function are to use it as a reference and avoid being dependent on it. Finally, users should learn how to give appropriate and accurate prompts to the chatbot to receive good answers. In education, teachers should also guide students appropriately on how to use this chatbot.

Limitations of the Study

This study only focuses on understanding perspectives on the use of ChatGPT, including its advantages and disadvantages. Therefore, ChatGPT has not been experimentally tested to better understand its actual effectiveness in teaching and learning English. Limiting the study to user perspectives restricts the ability to evaluate its practical applications in educational settings comprehensively. Moreover, we did not implement practical experiments to measure ChatGPT's effectiveness in improving learners' language skills. We conducted the research with a limited sample size that could not generalize the target population and collected deeper data on various aspects of using it.

Future research needs to explore more specific aspects of ChatGPT's effectiveness in teaching and learning English. Practical experiments are necessary to accurately assess the improvement in learners' language skills. Additionally, further studies should investigate factors such as

ChatGPT's interactive capabilities with learners, changes in learning motivation, and the long-term impacts of using this tool in education.

Implications

For teachers, ChatGPT can serve as a supplemental tool to provide instant feedback on practice writing, identify common grammatical and stylistic errors, and suggest improvements. The tool can also be a great helper in planning lessons, designing activities, and grading. Automating routine correction tasks can help teachers manage their workload, allowing them to focus more on personalized instruction and complex teaching activities.

ChatGPT can be a helpful resource for students practicing writing skills outside the classroom. It can assist students in generating ideas, structuring paragraphs, and refining their drafts through iterative feedback. Additionally, it can help students develop their self-editing skills by pointing out areas of improvement and providing examples of well-constructed sentences. By incorporating ChatGPT into their learning routine, students can gain more confidence in their writing abilities and improve their overall proficiency in English paragraph writing.

References

AlAfnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an educational tool: Opportunities, challenges, and recommendations for communication, business writing, and composition courses. J*ournal of Artificial Intelligence and Technology*. https://doi.org/10.37965/jait.2023.0184

Ali, J.K.M. (2023). Benefits and challenges of using ChatGPT: An exploratory study on English language program. *University of Bisha Journal for Humanities, 2*(2), 629-641.

Almalki, S. (2016). Integrating quantitative and qualitative data in mixed methods research--Challenges and benefits. *Journal of Education and Learning*, *5*(3), 288-296.

Ariana, S. M. (2010). Some thoughts on writing skills. Annals of Faculty of Economics, *1*(1), 127-133. https://doaj.org/article/6d041bcc9eaf47df8115d36259570a55

Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Social Science Research Network*. https://doi.org/10.2139/ssrn.4337484

Baskara, F. R. (2023). Integrating ChatGPT into EFL writing instruction: Benefits and challenges. *International Journal of Education and Learning*, *5*(1), 44-55. https://doi.org/10.31763/ijele.v5i1.858

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. https://dx.doi.org/10.21093/ijeltal.v7i2.1387

Bi-Yu, W., & Yan, L. (2020). English paragraph construction rules and implementation techniques. *Journal of Literature and Art Studies*, *10*(3). https://doi.org/10.17265/2159-5836/2020.03.006

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, *20*(1). https://doi.org/10.1186/s41239-023-00411-8

Ferreiro-Santamaria, G. (2024). Exploring the role of ChatGPT in English teaching within higher education settings. *International Journal of Trends and Developments in Education*, *4*(1), 44–58. https://jtade.com/index.php/jtade/article/view/244

Fontenelle-Tereshchuk, D. (2024). Academic writing and ChatGPT: Students transitioning into college in the shadow of the COVID-19 pandemic. *Discover Education*, *3*(1), 6. https://doi.org/10.1007/s44217-023-00076-5

Ho, Phuong. (2024). Using ChatGPT in English Language Learning: A Study on I.T. Students' Attitudes, Habits, and Perceptions. *International Journal of TESOL & Education*. 4. 55-68. https://doi.org/10.54855/ijte.24414

Hosseini, M., Taghizadeh, M. E., Abedin, M. J. Z., & Naseri, E. (2013). In the importance of EFL learners' writing skill: Is there any relation between writing skill and English essay test content score? *International Letters of Social and Humanistic Sciences*, 6, 1-12. https://doi.org/10.18052/www.scipress.com/ilshs.6.1

Karthikeyan, C. (2023). Literature review on pros and cons of ChatGPT implications in education. *International Journal of Science and Research* (IJSR), *12*(3), 283-291.

Kostka, I., & Toncelli, R. (2023). Exploring applications of ChatGPT to English language teaching: Opportunities, challenges, and recommendations. *TESL-EJ, 27*(3). https://doi.org/10.55593/ej.27107int

Mondal, H., & Mondal, S. (2023). ChatGPT in academic writing: Maximizing its benefits and minimizing the risks. *Indian Journal of Ophthalmology*, *71*(12), 3600-3606.

Nguyen, T. T. H. (2023). EFL teachers' perspectives toward the use of ChatGPT in writing classes: A case study at Van Lang University. *International Journal of Language Instruction*, *2*(3), 1-47. https://doi.org/10.54855/ijli.23231

Nguyen, H. N., Nguyen, D., Tran, L. P. T., & Tran, T. H. N.(2024).Exploring English Vocabulary Learning of Vietnamese Secondary School Students with VoiceGPT Assistance. *AsiaCALL Online Journal*, 15(1), 55-70. https://doi.org/10.54855/acoj.241514

Nguyen, T. H. B., & Tran,T. D. H.(2023). Exploring the Efficacy of ChatGPT in Language Teaching. *AsiaCALL Online Journal*, 14(2), 156-167. https://doi.org/10.54855/acoj.2314210

Ningrum, S. (2023). ChatGPT's impact: The AI revolution in EFL writing. *Borneo Engineering & Advanced Multidisciplinary International Journal*, *2*(Special Issue), 32-37.

Ortega-Martín, M., García-Sierra, Ó., Ardoiz, A., Álvarez, J., Armenteros, J. C., & Alonso, A. (2023). Linguistic ambiguity analysis in ChatGPT. arXiv (Cornell University). https://doi.org/10.48550/arxiv.2302.06426

Pham, V.P.H. (2024). Vietnamese Graduate Students' Perspectives on the Use of ChatGPT. In: Bui, H.P., Namaziandost, E. (eds) Innovations in Technologies for Language Teaching and Learning. Studies in Computational Intelligence, vol 1159. Springer, Cham. https://doi.org/10.1007/978-3-031-63447-5_9

Rohim, A. (2019). An analysis of students writing skill in paragraph writing. Globish: An English-Indonesian Journal for English, Education, and Culture, *8*(1), 38-45.

Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? Journal of Applied Learning and Teaching, *6*(1), 342-363.

Sabzalieva, E., & Valentini, A. (2023). ChatGPT and artificial intelligence in higher education: Quick start guide. International Journal of Educational Technology in Higher Education.

Sok, S., & Heng, K. (2023). ChatGPT for education and research: A review of benefits and risks. Available at SSRN. https://doi.org/10.2139/ssrn.4378735

Stratton, S. J. (2021). Population research: Convenience sampling strategies. *Prehospital and Disaster Medicine, 36*(4), 373-374.

Wali, O., & Madani, A. Q. (2020). The importance of paragraph writing: An introduction. Organization, *3*(7), 44-50.

Wau, C. S. W. (2022). Students' difficulties in writing definition paragraph at the third semester students of English language education study program of STKIP Nias Selatan. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, *1*(1), 1-9.

Biodata

Lam Ngoc Thanh Hai is currently a senior English major in the Faculty of Foreign Languages at Van Lang University.

Le Thi Ngoc Diep has been working as an EFL lecturer for over 20 years at Van Lang University, Vietnam. Her research focuses on linguistics, TESOL, education management, and teaching quality.