Teachers' Perspectives on Integrating ChatGPT into EFL Writing Instruction

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Abstract

Artificial Intelligence (AI) tools, especially ChatGPT have brought about a new dimension in the education industry. This study investigated teachers' perspectives on the integration of ChatGPT into English as a Foreign Language (EFL) writing instruction, focusing on its perceived benefits, challenges, and pedagogical frameworks that facilitate effective implementation. Utilizing a phenomenological method, data were collected through interviews with EFL educators, revealing a generally positive reception of ChatGPT as a supplemental tool that enhances student engagement and writing proficiency. Educators highlighted the tool's capacity to provide immediate feedback, generate content ideas, and assist in organizing thoughts, collectively contributing to improved writing skills. However, concerns regarding overreliance on AI, its potential impact on academic integrity, and the preservation of foundational writing skills have emerged as significant challenges. The findings underscore the necessity for structured pedagogical strategies that encourage the critical evaluation of AI-generated content, fostering independent thinking and creativity among students. Furthermore, this study emphasizes the importance of professional development for educators to navigate the complexities of AI integration in the classroom effectively. By adopting a balanced approach that harmonizes the advantages of AI with essential skill-building in writing, educators can maximize the benefits of ChatGPT while mitigating its drawbacks. This research contributes to the growing discourse on AI in education by offering insights that can inform future practices and policies in EFL writing instruction.

Keywords

Introduction

The landscape of language education has undergone a profound transformation with the emergence of artificial intelligence (AI) technologies, particularly in the domain of English as a Foreign Language (EFL) instruction. At the forefront of this technological revolution is ChatGPT, an AI tool that has garnered significant attention for its potential to revolutionize writing instruction (Liang & Wu, 2024). As educational institutions worldwide grapple with the challenges of digital transformation, integrating AI-powered tools into pedagogical practices has become not just an option but a necessity, demanding careful consideration and systematic investigation (Werdiningsih et al., 2024).

Recent research has illuminated the multifaceted role of AI in enhancing EFL writing instruction. Studies have indicated that AI technologies, particularly ChatGPT, offer unprecedented opportunities for immediate feedback provision, content generation, and thought organization which can significantly enhance students' writing proficiency (Fathi & Rahimi, 2024; Lee, 2024). Van Horn's (2024) research demonstrated that ChatGPT's real-time revision suggestions create a more dynamic and engaging writing environment, fostering student autonomy and motivation in the writing process. This interactive dimension of AI-assisted instruction represents a significant departure from traditional writing pedagogies, offering new pathways for developing writing competence (Marzuki et al., 2023; Gurney & Michaud, 2024).

ChatGPT's potential to address the unique challenges faced by non-native English speakers in academic writing is of particular significance. Han and Li (2024) argued that AI tools can democratize education by providing innovative means for students to express their ideas, effectively leveling the playing field for those who struggle with conventional writing approaches. AI's ability to generate model texts serves as a valuable resource for EFL learners, demonstrating natural language use and proper writing conventions (Lee, 2024). This scaffolding approach enables students to internalize grammatical structures and writing patterns, ultimately enhancing their independent writing capabilities.

However, the integration of ChatGPT into EFL writing instruction is challenging. Educators express valid concerns regarding academic integrity, technological dependence, and the need for effective pedagogical frameworks (Abdelhalim, 2024). Tseng and Lin (2024) emphasized that successful AI integration requires comprehensive professional development programs that equip teachers with the knowledge and skills necessary for ethical and effective technology implementation. Understanding these challenges from the teachers' perspective is crucial for developing targeted strategies that promote the responsible use of AI in educational settings.

To address these complexities, frameworks such as Technological Pedagogical Content Knowledge (TPACK) offer valuable guidance for aligning AI capabilities with sound pedagogical practices (Tseng & Lin, 2024). Such frameworks provide a structured approach for creating dynamic learning environments that cater to diverse student needs while maintaining academic rigor. As Klimova et. al., (2024) suggested, this alignment is essential for enhancing both writing proficiency and student confidence in English language use. As such, situated within the Bangla EFL context, this study aims to investigate teachers' perspectives on the integration of ChatGPT into EFL writing instruction, with a particular focus on the perceived benefits, challenges, and pedagogical frameworks that facilitate effective implementation. The questions that guide the present study are as follows:
1. What are teachers' perspectives regarding the integration of ChatGPT into EFL writing instruction?
2. How effective is ChatGPT in promoting English writing in the classroom?
3. What are the challenges in using ChatGPT in the EFL writing classroom?

Literature Review
Teachers whose mother tongue is Bengali find AI highly useful in education. Artificial Intelligence (AI) is increasingly taking a large space in higher education in Bangladesh. Tamanna and Sinha (2024) found that AI has a positive impact on higher education though there is concern about learners' plagiarism rise. In another study, Sultana and Faruk (2024) examined that AI increased educational sustainability despite having challenges for the students in the higher education context. However, as an AI tool in education, ChatGPT has

drawn special attention among non-native speakers. Akanda et al. (2024) explored how learners positively received ChatGPT in the ELT domain due to its accessibility and utility, though teachers expressed concerns about intellectual theft associated with ChatGPT.

The integration of artificial intelligence (AI) tools, particularly ChatGPT, into English as a Foreign Language (EFL) writing instruction has garnered significant attention in recent years (Al-Alami, 2024). As educators navigate the complexities of teaching writing in the digital age, understanding the implications of AI on pedagogical practices becomes essential (Demirbek & Ekizer, 2024). This literature review explores the current landscape of research on the use of ChatGPT in EFL writing instruction, focusing on teachers' perspectives, benefits and challenges of integration, and pedagogical frameworks that support effective implementation.

The Role of AI in EFL Writing Instruction

AI technologies, particularly ChatGPT, are transforming English as a Foreign Language (EFL) writing instruction by providing innovative tools to enhance the writing process (Liu & Ma, 2024). Research has shown that AI can deliver immediate feedback, generate content ideas, and assist learners in organizing their thoughts, which collectively contribute to improved writing skills (Marzuki et al., 2023; Ulla et al., 2023; Mena Octavio et al., 2024). For example, Guo et al., (2022) emphasized that ChatGPT can offer real-time suggestions for revisions, fostering a more interactive and engaging writing experience for students. This interactive capability not only motivates learners but also encourages them to take ownership of their writing. Furthermore, Zeevy-Solovey (2024) suggested that AI can effectively substitute for traditional instructors by offering personalized feedback tailored to individual learning needs, thus addressing the diverse challenges faced by EFL learners. By integrating AI into writing instruction, educators can create a more dynamic and responsive learning environment that meets each student's unique needs, ultimately enhancing their writing proficiency and confidence in using English.

Enhancing Writing Skills

The integration of AI tools such as ChatGPT is particularly advantageous for enhancing the writing skills of EFL learners (Xiao & Zhi, 2023). These technologies provide immediate and constructive feedback, that is crucial for the iterative writing process. For instance, Han and Li (2024) highlighted that ChatGPT can suggest real-time revisions, allowing students to actively refine their work and engage in a more interactive writing process. This immediate feedback loop encourages learners to experiment with their writing, fostering creativity and critical thinking (Royer, 2024; Aydin, 2023). ChatGPT can assist in generating content ideas and organizing thoughts, which are essential components of effective writing. The ability of ChatGPT to provide personalized feedback tailored to individual learning needs further supports the development of writing skills (Bin-Hady et al., 2024). By utilizing AI, educators can create a more supportive and responsive learning environment that empowers students to enhance their writing abilities, ultimately leading to improved academic performance and greater confidence in their language skills (Escalante et al., 2023).

Supporting Non-Native Speakers

The role of ChatGPT in supporting non-native English speakers is particularly noteworthy, as it addresses the challenges learners face in mastering academic writing conventions. Ulla et al. (2022) argued that AI can contribute to a fairer education system by enabling students to articulate their thoughts in innovative ways, thus leveling the playing field for those who may struggle with traditional writing methods. This sentiment is echoed by Korucu-Kiş (2024), who points out that AI-generated texts can serve as models for EFL learners, showcasing natural

and fluent language use. By providing examples of grammatically correct and coherent writing, ChatGPT empowers students to emulate these standards in their own works (Werdiningsih et al., 2024). This modeling effect can significantly enhance the writing skills of non-native speakers, as they gain exposure to high-quality language structures and vocabulary. Moreover, the supportive nature of AI tools can help alleviate anxiety associated with writing, allowing learners to focus on developing ideas and improving their overall writing proficiency (Slamet, 2024).

Pedagogical Frameworks for Effective Integration

The integration of ChatGPT in EFL writing instruction can be effectively guided by pedagogical frameworks that emphasize the synergy between technology and teaching practices. One such framework is Technological Pedagogical Content Knowledge (TPACK), which provides a comprehensive approach to understanding how technology can enhance educational experience. As Tseng and Lin (2024) highlight, TPACK enables educators to align the advanced capabilities of AI with suitable pedagogical strategies, ensuring that technology complements and enriches course content. By adopting the TPACK framework, teachers can thoughtfully integrate ChatGPT into their writing instruction, creating a cohesive learning experience that capitalizes on the strengths of both AI and traditional instructional methods. This alignment not only enhances the effectiveness of writing instruction, but also empowers educators to design lessons that are more engaging and relevant to students' needs (Shaikh et al., 2023). Ultimately, the TPACK framework serves as a guiding principle for educators seeking to harness the potential of AI technologies such as ChatGPT in a pedagogically sound and contextually appropriate manner. Significantly, error analysis in student writing, such as Hossain's (2024) study on Bangladeshi undergraduates, identifies common writing issues that can guide targeted interventions, further improving the overall effectiveness of writing instruction.

Teachers' Perspectives on AI Integration
Acceptance and Attitudes

Teachers' acceptance of AI tools such as ChatGPT, is marked by a spectrum of attitudes, reflecting both enthusiasm and skepticism. Research by ElSayary (2024) highlights that while some educators view AI as a transformative resource for enhancing teaching and learning, others are concerned about its implications for academic integrity. These concerns often stem from the fear that students may misuse AI to produce work that lacks originality, thereby leading to plagiarism. Additionally, there is apprehension about students' potential overreliance on technology, which can undermine their critical thinking and writing skills. This ambivalence is further contextualized by the Technology Acceptance Model (TAM), which posits that teachers' attitudes towards AI tools are shaped by their perceptions of ease of use and usefulness (Derakhshan & Ghiasvand, 2024). Educators who find AI tools intuitive and beneficial are more likely to embrace their integration into the classroom. Conversely, those who perceive these tools to be complex or detrimental to learning may resist adoption. Understanding these varied perspectives is crucial for developing strategies that address teachers' concerns, while promoting the effective use of AI in educational settings.

Professional Development and Training

The successful integration of the ChatGPT into EFL writing instruction hinges on adequate professional development and training for teachers. Tseng and Lin (2024) emphasized that educators must be equipped with the skills necessary to utilize AI tools effectively and ethically. This training is essential not only for familiarizing teachers with the functionalities of AI, but also for addressing the pedagogical implications of its use. Gao et al. (2023) advocate

structured training sessions that focus on the ethical considerations surrounding AI in education, ensuring that teachers understand how to responsibly leverage these tools. Such professional development initiatives can foster a deeper understanding of AI technologies, enabling educators to navigate through the challenges associated with their integration. By enhancing teachers' confidence and competence in using AI, schools can create an environment in which AI tools are viewed as valuable assets rather than threats to traditional teaching methods. Ultimately, investing in professional development is crucial for maximizing the potential benefits of AI in EFL writing instruction and ensuring that educators are prepared to guide students in this evolving landscape.

Fostering Critical Thinking

ChatGPT is emerging as a valuable tool for fostering critical thinking, particularly in educational settings where reflective analysis and deeper cognitive engagement are essential (Tang et al., 2024). By offering personalized, real-time feedback tailored to students' specific learning needs, ChatGPT supports the refinement of arguments and the critical evaluation of assumptions (Bin-Hady et al., 2024). Its interactive nature promotes an iterative process of inquiry in, which users are encouraged to explore alternative viewpoints and engage in higher-order thinking. Tang et al. (2024) emphasized the ChatGPT's efficacy in peer feedback analysis, demonstrating how it can assess critical thinking by applying established classification criteria to evaluate the reasoning and depth of students' responses. Moreover, ChatGPT models problem-solving techniques that help users identify patterns, draw inferences, and make evidence-based decisions (Jiang et al. 2024). Consequently, ChatGPT provides a dynamic platform that enhances students' critical thinking skills in a rapidly evolving educational landscape (Li et al., 2024; Teng, 2024)

Challenges in Implementation

Despite the promising advantages of ChatGPT, teachers encounter several challenges in its implementation within EFL writing instruction. A primary concern is the lack of training and professional development opportunities for educators, which hampers their ability to effectively integrate AI tools into teaching practices (Alasadi & Baiz, 2023). Many teachers express feelings of unpreparedness when it comes to navigating the complexities of AI technology, leading to hesitance in adopting these tools in the classroom (Kartal, 2024). Furthermore, the variability in students' technological proficiency presents an additional challenge, as not all learners possess the same level of comfort or skill in effectively utilizing the ChatGPT (Farazouli et al., 2024). This disparity can create inequities in learning experiences, making it essential for educators to address these challenges through targeted training and support to ensure that all students benefit from AI-enhanced writing instruction.

Ethical Considerations

The ethical implications of using ChatGPT in EFL writing instruction present significant concerns for educators. Teachers are becoming increasingly aware of the potential of AI to perpetuate biases and misinformation, which can negatively affect students' learning experiences (Zheng and Stewart, 2024). Moreover, the issues of authorship and originality emerge when students depend on AI-generated content, raising important questions about how to uphold academic integrity while effectively utilizing technology (Al-Sofi, 2024). This reliance on AI can blur the lines between student work and machine-generated text, complicating student learning assessments. Consequently, educators must develop comprehensive strategies to navigate these ethical dilemmas and ensure that students understand the importance of originality and critical thinking. By fostering a responsible

approach to AI use in the classroom, teachers can help students harness the benefits of technology, while maintaining ethical standards in their writing practices.

In summary, the integration of ChatGPT into EFL writing instruction presents a complex interplay between opportunities and challenges that educators must navigate. The potential benefits include enhanced writing skills, support for non-native speakers, and facilitation of a more engaging and responsive learning environment, concerns about academic integrity, overreliance on technology, and the necessity for adequate professional development remain prevalent. Teachers' perspectives on AI integration are diverse, reflecting both enthusiasm for its transformative potential and skepticism regarding its implications for traditional pedagogical practice. To effectively harness the capabilities of ChatGPT, it is essential to implement pedagogical frameworks such as TPACK, which align technological tools with appropriate instructional strategies. Ultimately, understanding these dynamics is crucial as the field continues to evolve, paving the way for further exploration of the implications of AI in language education.

Research Methodology

This study adopted a phenomenological approach, which enabled an in-depth exploration of participants' lived experiences and perspectives on integrating ChatGPT into EFL instruction. This approach is well-suited for uncovering the essence of participants' experiences by analyzing recurring themes, patterns, and trends in the data. Moreover, phenomenological research often includes direct quotations from participants, offering authentic and detailed insights into their perspectives (Parahoo, 2014).

Research Context and Sampling Technique

The sampling frame for the study was designed based on the research objectives and a defined list of participant criteria. Teachers from the English Departments of public and private universities, as well as reputed colleges of the National University in Bangladesh were chosen for the data sampling frame. In the higher education sector, these teachers instruct both graduate and undergraduate students. University teachers were selected as the target population because of their expertise and experience in teaching English language courses, especially English as a Foreign (EFL) courses. These educators assess exam scripts, analyze academic assignments, and provide feedback to students on English writing and composition as part of continuous assessments. Teachers use AI tools to promote learners' motivation and engagement for effective instruction in language courses. Moreover, teachers in higher education in Bangladesh, especially at the tertiary level, use AI tools such as ChatGPT more frequently than those teaching at other levels of education. Both male and female participants were selected to ensure data diversification regardless of gender. Finally, tertiary-level educators were deemed appropriate as data samples and were conveniently accessible for data collection. The sample consisted of 22 participants from universities across various regions of the country. All respondents were Bangladeshi citizens and teaching in higher education at public and private universities in Feni, Noakhali, Cumilla, Dhaka, Chattagram, Kushtia, Rajshahi, and Natore districts.

Data Collection

A purposive sampling method was employed for data collection, using a questionnaire (Appendix A) with 10 questions as the data collection instrument to assist the researchers in investigating and analyzing the perceptions of the target population regarding specific phenomena. The participants were from English disciplines and taught English language skills

in higher education in Bangladesh. To collect data, permission was obtained via social media, email, phone or in-person contacts.

Survey Questionnaire

The questionnaire was created using open-ended questions in Google form and the link to the interview questionnaire was sent to the participants through their email addresses. Open-ended questions were chosen to encourage respondents to provide more detailed and thoughtful responses that express their feelings and experiences. Reja et al (2003) examined open-ended questions to obtain insights and experiences. Participants were encouraged to respond openly, providing genuine information to address each question. Descriptive answers were chosen to allow participants to share detailed perspectives on the integration of ChatGPT in EFL instruction.

Data Analysis

Thematic analysis and in-depth interviews are important methods for qualitative research. Thematic analysis primarily examines interview or transcript data to identify recurring themes (Caulfield, 2019), condensing data into a few themes. Various approaches exist for conducting thematic analysis, and the following process was employed in this study.

First, the entire text or transcript was thoroughly scrutinized, with noticeable ideas noted. A specific, detailed written form was selected, and emerging ideas were organized. Common issues throughout the transcription were highlighted or coded under the chosen theme. Paragraphs or sentences belonging to the same theme were marked throughout the text, coding all significant and related themes. A comprehensive list of codes was compiled, similar codes grouped, and extraneous ones removed. The full text was checked and rechecked on the basis of this code list, with significant participant quotes marked to support listed codes. The codes were organized into several themes or categories for presentation in the findings section of the study. By employing this method, data from in-depth interviews with questionnaires from 22 teachers is presented in the Chapter Four.

Findings

In response to the survey questions, the teachers shared their knowledge, observations, and experiences regarding the integration of ChatGPT into EFL instruction. They explained how they considered the functions, effectiveness, and challenges of ChatGPT integration into EFL writing classrooms in a developing country such as Bangladesh where the education system is still evolving. TR stands for Teacher Responses in the study. In this manner, TR1 stands for Teacher Response 1, TR2 stands for Teacher Response 2, TR3 stands for Teacher Response 3, TR4 for Teacher Response 4, TR5 for Teacher Response 5, TR6 for Teacher Response 6, TR7 for Teacher Response 7, TR8 for Teacher Response 8, TR9 for Teacher Response 9, TR10 for Teacher Response 10, TR11 for Teacher Response 11, TR12 for Teacher Response 12, TR13 for Teacher Response 13, TR14 for Teacher Response 14, TR15 for Teacher Response 15, TR16 for Teacher Response 16, TR17 for Teacher Response 17, TR18 for Teacher Response 18, TR19 for Teacher Response 19, TR20 for Teacher Response 20, TR21 for Teacher Response 21, and TR22 for Teacher Response 22.

A demographic profile of the respondents of the survey questions is given below.

Table 1
Demographic Information of the Respondents

Name	Gender	Age	Designation	Institution Name	Years of Experience	University Type
TR1	Male	51	Professor	University of Dhaka	20 years	Public
TR2	Male	40	Assistant Professor	Noakhali Science & Technology University	12 years+	Public
TR3	Male	35	Lecturer	International University of Business Agriculture & Technology	7 years+	Public
TR4	Male	35+	Lecturer	Feni University	3 years+	Private
TR5	Male	39	Assistant Professor	International University of Business Agriculture & Technology	9 years	Private
TR6	Male	38	Assistant Professor	International University of Business Agriculture & Technology	10 years+	Private
TR7	Female	44+	Associate Professor	Islamic University	20 years+	Public
TR8	Male	36	Lecturer	International University of Business Agriculture & Technology	6 years	Private
TR9	Female	37	Lecturer	Mawlana Bhasani Science & Technology	3 years+	Public
TR10	Male	38	Assistant Professor	CCN University of Science and Technology	8 years	Private
TR11	Male	45	Assistant Professor	Juranpur Adarsha Degree College	17 years	Public
TR12	Male	36	Senior-Lecturer	International University of Business Agriculture & Technology	6 years	Private
TR13	Male	46	Professor	University of Liberal Arts Bangladesh	18 years	Private

TR14	Male	36	Assistant Professor	International University of Business Agriculture & Technology	7 years	Private
TR15	Male	44	Assistant Professor	Dhaka City College	15 years	Public
TR16	Male	50	Associate Professor	International Islamic University Chattagram	20 years	Private
TR17	Female	38	Assistant Professor	International University of Business Agriculture & Technology	8 years	Private
TR18	Male	36	Lecturer	Bangladesh Army University of Engineering & Technology	5 years	Private
TR19	Female	41	Associate Professor	Jahangirnagar University	18 years	Public
TR20	Male	40	Associate Professor	BRAC University	17	Private
TR21	Male	38	Assistant Professor	BAIUST	8+years	Private
TR22	Female	42	Associate Professor	University of Rajshahi	20+years	Public

Experience with EFL Teaching

The teaching experience among respondents ranged widely, from a few months to over 20 years, reflecting a diversity of perspectives from both seasoned professionals and those new to the field. Participants hailed from a variety of renowned public and private universities, each bringing insights influenced by their respective institutional contexts. This mix of backgrounds not only adds credibility but also highlights the different teaching practices shaped by the unique resources, policies, and student demographics of each university type.

This diversity in experience levels enriches the data, with newer teachers potentially introducing fresh perspectives and openness to innovative methods, while experienced educators contribute well-tested strategies and a seasoned understanding of common challenges. Institutional backgrounds also influence respondents' approaches to EFL pedagogy, with more experienced teachers often favoring established techniques or prioritizing classroom management, whereas newer teachers might experiment with emerging methodologies such as technology-enhanced learning tools or communicative language teaching strategies.

Furthermore, this range in experience and institutional context may impact teaching effectiveness across different settings. For instance, in resource-limited environments, more experienced teachers might have developed adaptive strategies to cope with fewer materials, whereas newer teachers may lean toward flexible, digital solutions where available. In contrast,

urban classrooms with better access to resources might benefit from both the traditional approaches of seasoned educators and innovative practices introduced by less experienced teachers. The teaching experience of the responders ranged from 4 months to 20 years in ELT pedagogy. Responder no. 11 said "I have been teaching English Language for 20 years".

Usage of ChatGPT in Writing Instruction

Responses indicate a spectrum of ChatGPT usage among educators, from regular integration to rare or non-existent use. Some educators employ ChatGPT extensively, using it several times per week to support various stages of the writing process, such as idea generation, feedback provision, and language refinement for clarity. These users highlight ChatGPT's value in making the writing process more interactive, with a specific mention of its role in enhancing grammar, style, and sentence structure. For example, one respondent noted that they used it 2-3 times per week, particularly to provide quick suggestions or examples for students, underscoring its value in engaging students and demonstrating writing techniques.

One responder stated *"Yes, I do use ChatGPT as a tool for writing instructions. I incorporate it into my teaching process to enhance various aspects of writing, such as generating ideas, providing feedback on drafts, and clarifying grammar and style. I typically use ChatGPT about 2-3 times per week, especially when I need to offer quick suggestions or examples to help students understand specific writing techniques. It has proven to be a valuable resource for engaging students and making the writing process more interactive."*

In contrast, others report only occasional or minimal use, often because of limited access or pedagogical reservations. Some educators are cautious about relying on AI tools, while others view ChatGPT as a supplementary resource used sporadically, typically for gathering ideas or references from literature rather than as a core instructional tool.

This variation in usage reflects differing perspectives regarding the role of AI in writing instruction. Regular users appreciate ChatGPT's ability to streamline certain teaching aspects, while infrequent or non-users tend to approach writing instruction using more traditional methods, viewing ChatGPT as an optional aid rather than an essential component of their teaching practice.

Context of ChatGPT Usage

Educators use ChatGPT in multiple instructional contexts, most frequently for 'class practice,' 'assignments and 'homework,' with each context serving distinct pedagogical goals. In class practice, ChatGPT is often employed as a real-time tool for demonstrating writing techniques such as sentence structuring, paragraph development, and essay organization. For example, educators can create exercises, sample paragraphs, or even model essays to illustrate effective writing strategies.

When used for assignments, ChatGPT helps streamline the planning and drafting stages, offering students support in organizing ideas, generating topic-relevant content, and refining their work based on AI-generated feedback. In homework contexts, ChatGPT is a valuable brainstorming and revision tool that allow students to receive guidance on outlining ideas, revising drafts, and clarifying complex concepts, even outside classroom hours.

Some educators mentioned using ChatGPT flexibly, adapting its role based on instructional needs or constraints, such as time limitations. For instance, one respondent highlighted

recommending ChatGPT to students when they could not review assignments because of time constraints, allowing students to receive preliminary feedback on their writing. For example:

"I use ChatGPT in multiple contexts, including assignments, class practice, and homework. In class practice, I demonstrate how to improve sentences or structure essays. For assignments, I guide students on how to organize their ideas. During homework, I suggest using ChatGPT to help with brainstorming, outlining, and revising their drafts."

However, practical challenges, such as 'limited access to technology' especially for students without reliable internet or personal devices, can hinder the effective use of ChatGPT across all contexts. These constraints affect how frequently and effectively ChatGPT can be integrated into the learning experience, suggesting the need for blended approaches that consider both AI-driven and traditional instructional methods.

Perceived Benefits for Students
Skill Enhancement
A significant number of educators recognize the potential of ChatGPT to enhance students' writing abilities. Many respondents highlighted its utility in 'idea generation,' allowing students to brainstorm topics and create outlines effectively. This aspect of ChatGPT is particularly valuable in helping students overcome a writer's block and foster creativity. For instance, one teacher noted that ChatGPT can serve as a brainstorming partner, enabling students to explore various angles of a topic before they begin drafting.

One of the responders replied *"Yes, ChatGPT is quite beneficial for enhancing students' writing abilities. It provides immediate feedback on grammar and structure, helping students to learn from their mistakes. Additionally, it offers diverse ideas and phrasing options, which can inspire students and expand their vocabulary and expressions. It also aids in teaching the nuances of academic writing, like forming cohesive arguments and transitions between paragraphs. It also provides materials based on learners level of proficiency, grade, and so on."*

Teachers commonly acknowledge that ChatGPT is praised for 'grammar correction' and feedback. Some of them reported that the AI tool provides immediate suggestions for improving sentence structure, vocabulary, and overall writing quality. This feedback is crucial for helping students learn from their mistakes as it guides them to actively refine their writing skills. As one teacher mentioned, using the ChatGPT can boost students' confidence in their writing, contributing to increased fluency over time.

Teachers also appreciate ChatGPT's ability to 'offer diverse phrasing options which can inspire students to expand their vocabulary and enhance their writing styles. By exposing students to different ways of expressing ideas, ChatGPT helped them develop a more nuanced understanding of language and writing conventions. Moreover, it can tailor materials based on learners' proficiency levels, ensuring that the guidance provided is both appropriate and beneficial.

In addition, educators emphasize that ChatGPT can aid in teaching academic writing nuances such as forming cohesive arguments and effectively transitioning between paragraphs. This structured support can help students grasp the essential elements of effective writing, leading to a better overall performance.

Dependency Concerns

Despite the perceived benefits, there are valid concerns regarding students' potential overreliance on ChatGPT. Several educators voiced their apprehension that excessive use of the tool might hinder students' ability to write independently. One teacher cautioned that, while ChatGPT could enhance the writing process, it should be used with guidance to avoid developing a habit of dependency. This sentiment echoes that of other educators, who believe that if students rely too heavily on ChatGPT, they may struggle to articulate their thoughts and ideas independently.

A responder's shared view *"I think it is a mixed opinion regarding the uses of the ChatGPT by students. It can help students in many ways. But sometimes the students do not like to write from their own. They become dependent on these types of AI tools for preparing their Assignments, Term Papers, and Research work also."*

Some teachers suggest that ChatGPT be introduced gradually, with an emphasis on teaching foundational writing skills. Once students are equipped with these skills, they can integrate ChatGPT into their writing processes as a supplementary tool rather than as a primary crutch. This approach aims to strike a balance between leveraging technological support and fostering critical thinking and independent writing capability.

Moreover, educators recognize that, while ChatGPT can be beneficial, it may not be equally effective for all students. Some believe that it primarily enhances the abilities of more capable students who are already conscious of their learning processes, whereas weaker students may not gain the same level of benefit without direct instruction and support.

While there is a broad consensus on the potential of ChatGPT to enhance students' writing abilities through skill development and immediate feedback, educators must navigate the fine line between promoting its advantages and mitigating the risks of dependency. Establishing a structured approach that emphasizes foundational writing skills while integrating AI support can help students maximize their learning experiences without compromising their independence as writers.

Influence on Students' Writing Skills

The influence of ChatGPT on students' writing skills in EFL classrooms is perceived to have a mixed impact among educators. Many teachers acknowledged the tool's ability to provide immediate support and constructive feedback, which can significantly enhance language proficiency and writing confidence. For instance, one educator highlighted that ChatGPT helps bridge gaps in understanding complex grammatical structures and offers models of well-structured responses. This capability enables students to emulate effective academic writing patterns, thereby contributing to improved overall performance.

However, concerns about dependency have also surfaced, particularly among novice learners. Some educators expressed that while ChatGPT can be beneficial, it might negatively influence students if used indiscriminately. Beginners, in particular, may struggle to develop their writing skills if they rely heavily on AI assistance without proper guidance. One teacher cautioned that purposeless and uncontrolled use could lead to ineffective writing.

Responses regarding the 'impact scale' varied, with some educators rating ChatGPT's influence as between 50% and 70% in terms of improvement in writing skills. Others have noted a more conservative estimate, suggesting that while it can accelerate skill acquisition, the

positive impact is primarily felt by a small group of motivated learners. The prevailing consensus shows that the effectiveness of ChatGPT is largely contingent on how educators integrate it into their teaching practices and on the level of oversight provided.

Although ChatGPT has the potential to significantly enhance students' writing abilities, its influence is nuanced, and educators must balance its use with strategies that foster independent writing skills.

Challenges in Using ChatGPT
While the integration of ChatGPT in EFL writing instruction offers numerous benefits, educators encounter various challenges that can affect its effectiveness. As one instructor noted, "The main challenge is that students often miss the point of their own responsibility," highlighting the struggle to instill a sense of accountability among learners.

A common concern is "student reliance" on the tool, which can hinder critical thinking skills. One respondent pointed out, *"Students' over-reliance on ChatGPT for content generation can limit their creativity."* This dependence poses the risk of students accepting AI-generated suggestions, without fully understanding the underlying principles of effective writing.

However, technical issues also present significant obstacles. As mentioned by several educators, *"Students come to the classroom without laptops, and mobile phones have small screens,"* making it difficult for them to effectively utilize ChatGPT in an educational setting. Moreover, connectivity problems, such as unreliable Wi-Fi, further complicate the access to the tool.

There are also concerns about the "accuracy" of the ChatGPT outputs. One educator cautioned, *"ChatGPT may create inaccuracies; in that case, the teacher needs to be cautious of using it."* This concern is echoed by another instructor who remarked on the importance of ensuring that students understand the reasoning behind the feedback provided by ChatGPT rather than accepting it passively.

Finally, issues related to "localization" and "content appropriateness" pose additional challenges. One instructor noted, to instruct ChatGPT and localize the contents can be a hurdle, indicating the need for tailored prompts and context-sensitive guidance.

Preferred Pedagogical Approaches
In exploring pedagogical approaches that best integrate ChatGPT into writing instruction, responses indicate a strong preference for Process-Oriented Writing' and 'Collaborative Writing. One educator emphasized that *"Process-oriented writing benefits from using ChatGPT as a tool for feedback during drafting and revising stages."* This approach allows students to engage with their writing in a structured manner, leveraging ChatGPT for brainstorming, error checking, and paraphrasing.

Several respondents noted the versatility of the ChatGPT across various methodologies. One educator remarked, *"I think all the above approaches are compatible, provided that the teacher designs its use and is aware of the stages when ChatGPT is needed'."* For instance, in a process-writing context, ChatGPT can provide feedback on ideas generated during brainstorming sessions.

"Task-Based Learning" also emerged as a favorable approach. Participants highlighted that ChatGPT can support specific writing tasks, thereby effectively enhancing students' ability to complete assignments. A respondent noted, "Task-based learning integrates ChatGPT for completing specific writing tasks, while collaborative writing uses it as a brainstorming tool for group projects."

Integration Strategies

The effective integration of ChatGPT into writing instruction can take various forms, as indicated by the diverse strategies shared by educators. One respondent summarized the importance of structured guidance, stating, *"If I used it, I would make its use completely guided and controlled by a certain rubric."* This perspective highlights the need for deliberate planning using AI tools to enhance the writing process.

Several educators have mentioned employing "prompt design", "feedback sessions", and "revision exercises" as effective strategies. One teacher noted, "I use strategies like prompt design, feedback sessions, collaborative writing, and task-based learning to integrate ChatGPT effectively." These strategies not only facilitate the writing process, but also encourage students to engage critically with their work.

Another popular strategy is to have students write independently before using the ChatGPT for refinement. One educator shared, *"I have students write a draft first and then use ChatGPT to refine certain aspects, such as grammar or phrasing."* This method allows students to compare their original drafts with AI-generated suggestions, fostering a critical evaluation of both their work and AI's feedback.

"Brainstorming" and "narrative writing strategies" are also cited as key approaches. An instructor highlighted the use of ChatGPT to generate ideas and provide instant feedback, stating, "I use ChatGPT as a supplemental tool rather than a primary one." This approach emphasizes the role of the tool in supporting, rather than replacing, the writing process.

Effectiveness of ChatGPT in EFL Writing Instruction

When asked to rate the overall effectiveness of ChatGPT in EFL writing instruction on a scale of 1 to 10, responses varied widely among educators. The ratings ranged from 4 to 10, indicating differing perspectives on the tool's impact.

One educator expressed a balanced view, stating, *"I would rate it an 8 out of 10. This is extremely useful for providing instant feedback and helping students see examples of good writing. However, it should be used with guidance to ensure that students do not become too dependent."* Many responses reflected a consensus that, while ChatGPT holds significant potential for enhancing writing skills, its effectiveness hinges on structured implementation and mindful usage. The overall average rating hovered around seven, suggesting a generally positive but cautious outlook on its role in the classroom.

Perceptions on Integrating ChatGPT in EFL Writing Classrooms

The integration of the ChatGPT into EFL writing instruction sparks diverse opinions among educators regarding its potential benefits and challenges. Many teachers emphasize the importance of proper training for educators to effectively utilize AI tools in their classrooms. As one instructor noted, "teacher training is critical for the future use of ChatGPT in writing instructions. First, teachers should know how to use them. Then, they could devise ways to apply ChatGPT in their writing classes."

While educators acknowledge that ChatGPT can enhance student engagement and creativity, they caution against overreliance on the tool. An educator expressed, "It can foster a more interactive learning environment where students feel empowered to experiment with their writing. However, it is crucial to emphasize the importance of originality and to guide students in understanding that AI is a tool for improvement, not a replacement for their own thought process." This perspective underscores the need for a balanced approach that integrates ChatGPT as a supplemental resource, rather than a primary writing solution.

In addition, some responses pointed out that ChatGPT has limitations, particularly in supporting the complex cognitive processes involved in writing. As one respondent remarked, *"When we consider writing, we have to think of it as a very complex and slow cognitive process for any human being'."* This suggests that while ChatGPT can assist in generating content, it cannot fully replace the nuanced understanding and skill development that comes through traditional writing instruction.

The analysis presented a multifaceted view of ChatGPT's role in EFL writing instruction, highlighting both its benefits and challenges. While the diverse teaching backgrounds of the respondents contribute valuable insights into various pedagogical approaches, the overall effectiveness of ChatGPT is influenced by the educators' experience levels and the specific contexts in which the tool is employed. Many educators recognize the potential of ChatGPT to enhance student engagement, support idea generation, and provide immediate feedback, thereby fostering improved writing skills. However, concerns about dependency and the importance of foundational writing skills underscore the need for their careful implementation. The effectiveness of ChatGPT is not solely determined by its usage but also by the strategies educators adopt to guide students in balancing AI assistance with independent writing. As such, fostering a structured and mindful approach to ChatGPT integration can help maximize its benefits while mitigating potential drawbacks, ultimately enhancing EFL learners writing experience.

Discussion

The findings of this study provide valuable insights into the integration of ChatGPT in EFL writing instruction, revealing both its potential benefits and the challenges it presents. The generally positive reception of ChatGPT among educators harmonized existing literature that emphasizes the role of AI in enhancing writing skills and fostering student engagement. Liu and Ma (2024) noted that AI technologies significantly improve the writing process by providing innovative tools that facilitate learning, especially in EFL contexts where language barriers can hinder student progress. ChatGPT's ability to generate ideas and offer suggestions can demystify the writing process, making it more accessible and less intimidating for learners. Its interactive nature fosters a more engaging learning environment, encouraging students to take risks in their writing without the fear of immediate judgment. Educators noted that the tool's ability to provide immediate feedback and generate ideas can significantly enrich the writing process, particularly for EFL learners who often struggle with language barriers and the complexities of academic writing.

This study underscores the preference for Process-Oriented and Collaborative Writing approaches, reflecting a growing recognition of the need for structured pedagogical frameworks that support effective AI integration. This corresponds with the TPACK framework, emphasizing the alignment of technological tools with appropriate instructional strategies. By adopting these methodologies, educators can leverage ChatGPT to enhance the writing process while ensuring students develop essential writing skills. For instance, in a

Process-Oriented Writing context, teachers can guide students through drafting, revising, and editing stages, using ChatGPT as a supportive tool rather than a crutch.

However, the concerns raised by educators regarding overreliance on AI tools echo findings from prior studies that caution against the potential for diminished writing skills when students depend too heavily on technology (Zheng & Stewart, 2024). The varied effectiveness ratings reported by educators suggest a nuanced understanding of ChatGPT's role in the classroom, where it is viewed as a supplemental tool rather than a replacement for traditional writing instruction. This perspective is crucial, as it underscores the importance of maintaining a balance between leveraging AI capabilities and fostering independent writing skills.

Moreover, the necessity for structured implementation and critical engagement with AI-generated content is paramount. Educators emphasized the need for students to develop the ability to critically evaluate the feedback provided by ChatGPT, rather than accepting it passively.

Recommendations

The integration of ChatGPT into English as a Foreign Language (EFL) writing instruction presents a transformative opportunity for educators to enhance their students' learning experiences. However, to fully realize the potential of this AI tool, it is crucial for educators to adopt a balanced approach that harmonizes the benefits of AI-generated support with the essential need for skill building in independent writing. Educators should implement structured frameworks that encourage students to critically evaluate AI suggestions, thereby enhancing their analytical skills and promoting originality in writing. In addition, institutions must establish comprehensive policies that provide educators with the necessary resources and professional development opportunities to effectively utilize AI tools. This includes training sessions focused on ethical considerations, pedagogical strategies, and technological proficiency to ensure that teachers feel confident and prepared to navigate the complexities of AI integration in their classrooms.

Conclusion

In conclusion, the integration of ChatGPT into English as a Foreign Language (EFL) writing instruction offers a promising avenue for enhancing educational practices and student outcomes. This AI tool can enrich the writing process by providing immediate feedback, generating ideas, and fostering engagement among learners. However, the successful implementation of ChatGPT is not without its challenges, including concerns about student dependency, the need for ethical considerations, and the preservation of essential writing skills. To navigate these complexities, educators must adopt a balanced approach that combines the advantages of AI with robust pedagogical strategies to promote independent thinking and creativity. As the landscape of language education continues to evolve, ongoing research and thoughtful integration of AI technologies will be crucial in maximizing their benefits, while ensuring that all students have the opportunity to develop their writing abilities in a supportive and equitable environment. Ultimately, embracing AI in EFL instruction can lead to more dynamic and effective learning experiences and prepare students to meet the demands of a rapidly changing world.

Appendix
Survey questionnaire
1. How long have you been teaching English as a foreign language?

2. Do you use ChatGPT for writing instruction? If so, how often do you use ChatGPT in your writing instruction?

3. In which context do you use ChatGPT like assignment/ class practice/ homework?

4. Do you think that ChatGPT is beneficial for enhancing writing ability of the students? If so, How?

5. Do you consider that ChatGPT influences students' writing skill in EFL classroom? If so, how much?

6. What challenges do you face while using ChatGPT in EFL writing instruction?

7. Which pedagogical approaches do you think are most compatible with using ChatGPT in writing instruction? (e.g., Process-oriented writing, Genre-based writing, Collaborative writing, Task-based learning)

8. What strategies do you use to effectively integrate ChatGPT into your writing lessons?

9. On a scale from 1 to 10, how would you rate the overall effectiveness of ChatGPT in EFL writing instruction? (1 = not effective at all, 10 = extremely effective)

10. What are your other perceptions about integration of ChatGPT into EFL writing

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