

**TEACHERS' PERCEPTIONS OF CHATGPT AS A  
SUPPLEMENTARY TOOL FOR WRITING INSTRUCTION IN EFL  
CLASSROOMS**

**Yoqubova Sevinch**

[Sevinch.y2000@gmail.com](mailto:Sevinch.y2000@gmail.com)

***Abstract.** this thesis synthesizes current research on the perceptions of English as a Foreign Language (EFL) teachers regarding the integration of ChatGPT into writing instruction. It explores the dualistic nature of these perceptions, highlighting the significant pedagogical affordances of the tool while simultaneously addressing the profound challenges and ethical dilemmas it introduces. Key perceived benefits include the provision of instantaneous, personalized feedback, the scaffolding of the writing process from ideation to revision, and the creation of a low-anxiety learning environment. These are counterbalanced by significant concerns over academic integrity, the potential for student over-reliance leading to the atrophy of critical thinking skills, and the inherent limitations of AI-generated content, such as factual inaccuracies and algorithmic bias. The analysis concludes that the efficacy of ChatGPT as a supplementary educational tool is not inherent in the technology itself but is contingent upon its critical and strategic integration through robust pedagogical frameworks, comprehensive teacher training in AI literacy, and the development of new assessment paradigms. The paper argues that ChatGPT necessitates a re-envisioning of the EFL instructor's role, shifting from a primary feedback provider to a facilitator of critical digital literacy and higher-order thinking skills.*

**Keywords:** ChatGPT, EFL Writing, Teacher Perceptions, Educational Technology, AI in Education, Language Pedagogy

The rapid emergence of generative Artificial Intelligence (AI), particularly large language models (LLMs) like ChatGPT, represents a disruptive technological force compelling a fundamental re-evaluation of established pedagogical practices in language education.<sup>1</sup> Unlike previous generations of AI tools, such as traditional Automated Writing Evaluation (AWE) systems that focused on predefined metrics, ChatGPT offers dynamic, contextually rich interactions that can simulate human-like conversation and text generation.<sup>3</sup> This capability has positioned it as a powerful, if controversial, tool within English as a Foreign Language (EFL) classrooms. The discourse surrounding this technology is often framed by a narrative of inevitability, suggesting a "new era" in education.<sup>5</sup> However, the ultimate efficacy and ethical implementation of such tools are not technologically predetermined. Instead, they are mediated through the perceptions, attitudes, and pedagogical choices of frontline educators.<sup>7</sup> Teachers' perceptions are the critical filter through which innovation is interpreted, adapted, or rejected, thus shaping its real-world impact on student learning. This paper argues that while EFL teachers perceive ChatGPT as a potent supplementary tool offering significant pedagogical benefits for writing instruction, these positive views are tempered by profound concerns regarding academic integrity, the erosion of critical thinking skills, and a range of unresolved ethical issues, necessitating the development of new pedagogical frameworks for its responsible integration.

Educator perceptions of ChatGPT are largely positive when considering its potential to augment the writing instruction process. The most frequently cited benefit is its capacity to provide instantaneous and personalized feedback.<sup>8</sup> This immediacy contrasts sharply with the logistical constraints that often delay teacher

feedback, creating a dynamic loop where students can iteratively refine their work.<sup>9</sup> This function is perceived to foster greater learner autonomy and motivation.<sup>7</sup> However, this perception of a "personalized tutor" must be critically examined.<sup>11</sup> While the tool can tailor its output, it lacks genuine comprehension of a student's intent or learning needs, operating as a sophisticated pattern-matching system rather than an intelligent mentor.<sup>6</sup> This distinction necessitates a pedagogical shift where teachers guide students to become critical evaluators of AI feedback, rather than passive recipients.

Beyond feedback, teachers value ChatGPT's role in scaffolding the entire writing process.<sup>13</sup> In the pre-writing stage, it serves as a tool for brainstorming and overcoming writer's block.<sup>9</sup> During the drafting phase, it can function as a language model, providing examples of correct grammatical structures and varied vocabulary, which is particularly beneficial for non-native speakers learning academic conventions.<sup>8</sup> Finally, in the post-writing stage, it aids in proofreading and revision.<sup>13</sup>

A third major affordance lies in the affective domain. Teachers observe that ChatGPT can create a low-anxiety and non-judgmental practice environment.<sup>1</sup> For many EFL learners, the fear of making errors in front of peers or instructors is a significant barrier. The ability to interact with the AI, ask "stupid" questions, and experiment with language without fear of judgment is seen as a powerful tool for building confidence and encouraging engagement.<sup>11</sup>

Despite the perceived benefits, teachers' optimism is significantly tempered by a range of critical challenges and didactic risks. The most immediate and pervasive concern is the threat to academic integrity.<sup>13</sup> ChatGPT's ability to

generate coherent, human-like text complicates traditional definitions of plagiarism and makes detection of academic dishonesty exceedingly difficult, thereby undermining the validity of assessments.<sup>17</sup>

Closely related is the fear of student over-reliance on the tool, which educators believe could lead to the atrophy of essential cognitive skills.<sup>7</sup> If students use ChatGPT as a substitute for, rather than a supplement to, their own intellectual labor, it may erode their ability to think critically, generate original ideas, and develop a distinct authorial voice.<sup>13</sup> This concern shifts the focus from the immediate product of writing to the long-term development of the writer.

Finally, teachers express valid concerns about the quality and reliability of AI-generated content. The tool is known to produce factual inaccuracies or "hallucinations," presenting fabricated information with a veneer of authority.<sup>17</sup> Furthermore, because LLMs are trained on vast datasets from the internet, they inherently reflect and can perpetuate societal and linguistic biases, such as an over-representation of Western, English-centric perspectives.<sup>2</sup> The tool also struggles with cultural nuance and context, which are critical for effective communication.<sup>1</sup> This "black box" nature of the algorithm, where the reasoning process is opaque, makes it difficult for both teachers and students to trust or critically evaluate its output.<sup>17</sup> The central tension in teacher perceptions is summarized in the table below.

<b>Perceived Pedagogical Benefit</b>	<b>Associated Challenge &amp; Didactic Risk</b>
<b>Immediate &amp; Personalized Feedback</b>	<b>Over-reliance &amp; Reduced Learner Autonomy</b>

<b>Perceived Pedagogical Benefit</b>	<b>Associated Challenge &amp; Didactic Risk</b>
<b>Idea Generation &amp; Content Scaffolding</b>	<b>Erosion of Critical Thinking &amp; Creativity</b>
<b>Language Modeling &amp; Convention Practice</b>	<b>Factual Inaccuracies &amp; Algorithmic Bias</b>
<b>Low-Anxiety, Engaging Practice Environment</b>	<b>Academic Dishonesty &amp; Plagiarism</b>

Navigating this complex landscape requires a multi-faceted approach that moves beyond simply allowing or banning the technology. The literature overwhelmingly points to the urgent need for comprehensive teacher training and the development of AI literacy.<sup>6</sup> This training must extend beyond technical operation to include pedagogical strategies for integrating the tool effectively and ethically. A key component of this is "prompt literacy"—teaching students how to formulate precise and critical prompts to guide the AI toward more useful and reliable outputs.<sup>13</sup>

Concurrently, the advent of ChatGPT necessitates the development of new pedagogical frameworks and assessment models. Simply layering this tool onto existing curricula is insufficient. Instead, its use should be aligned with established frameworks like TPACK (Technological Pedagogical Content Knowledge) to ensure it serves clear learning objectives.<sup>8</sup> To mitigate academic dishonesty and foster higher-order skills, educators are advised to redesign assessments to focus on the writing process rather than just the final product. This includes assignments

that AI is less equipped to handle, such as personal reflections, original field research, or in-class presentations and oral defenses of written work.<sup>17</sup>

Finally, these classroom-level strategies must be supported by clear and transparent institutional policies.<sup>14</sup> Educational institutions have a responsibility to establish explicit guidelines on the ethical and permissible use of AI, including standards for citation and disclosure when AI tools are used in assignments.<sup>17</sup> Such policies provide essential support and clarity for both educators and students, creating a framework for responsible innovation.

The perceptions of EFL teachers regarding ChatGPT are characterized by a profound duality. They recognize its potential as a powerful educational assistant that can enhance feedback, scaffold learning, and increase student engagement. Yet, they are acutely aware of its significant risks to academic integrity, cognitive development, and ethical educational practice. The consensus emerging from current research is that ChatGPT should be viewed as a supplementary tool, not a replacement for the human instructor.<sup>7</sup>

Ultimately, the integration of ChatGPT does not render the teacher obsolete; rather, it elevates and transforms their role. The instructor's focus must shift from being the primary corrector of surface-level errors—a task AI can increasingly handle—to becoming a facilitator of critical thinking, a mentor for ethical digital citizenship, and an architect of learning experiences that cultivate the deep, nuanced, and human-centric communication skills that AI cannot replicate. Future research should focus on the long-term impacts of AI on writing development, explore its application beyond higher education into K-12 settings, and investigate

its effectiveness across a more diverse range of linguistic and cultural contexts to ensure equitable and effective implementation.<sup>2</sup>

## REFERENCES

1. Akay, E., & Akay, C. (2025). EFL Learners' Perceptions and Preferences of ChatGPT, Teacher, and Peer Written Corrective Feedback. *Teaching and Learning Languages*, 6(2).
2. Al-Ahdal, A. A. M. H., & Al-qadhi, A. (2025). Exploring the Impact of ChatGPT on Enhancing Reading Skills among EFL Students. *International Journal of English Language and Linguistics Research*, 13(1).
3. Alshammari, M. S. (2025). Benefits and Challenges of Integrating ChatGPT in EFL/ESL Writing: A Systematic Review. *English Language Teaching*, 18(2).
4. Alshater, M. M. (2023). Benefits and Challenges of Using ChatGPT: An Exploratory Study on English Language Program. *ResearchGate*. ([https://www.researchgate.net/publication/374332039\\_Benefits\\_and\\_Challenges\\_of\\_Using\\_ChatGPT\\_An\\_Exploratory\\_Study\\_on\\_English\\_Language\\_Program](https://www.researchgate.net/publication/374332039_Benefits_and_Challenges_of_Using_ChatGPT_An_Exploratory_Study_on_English_Language_Program))
5. Aydın, Ö., & Karaarslan, E. (2024). Ethical Concerns on ChatGPT. *Applied Sciences*, 13(17), 3417. <https://doi.org/10.3390/app13173417>
6. Carleton College. (n.d.). Ethical issues. *Writing Across the Curriculum*. Retrieved November 3, 2025, from <https://www.carleton.edu/writing/resources-for-faculty/working-with-ai/ethical-issues/>

7. Lalli, J. (2024, May 2). The problem with ChatGPT writing your essay. Seven Pillars Institute. <https://sevenpillarsinstitute.org/the-problem-with-chatgpt-writing-your-essay/>
8. Lee, J. H., & Jeon, J. (2025). A systematic review of generative AI in language learning: research designs, focuses, roles, and challenges. *Computer Assisted Language Learning*. <https://doi.org/10.1080/10494820.2025.2498537>
9. Li, J., & Wang, Y. (2025). Using AI to Facilitate Chinese as a Second Language Academic Writing: A Mixed-Methods Study. *Education Sciences*, 15(2), 141. <https://doi.org/10.3390/educsci15020141>
10. Lin, S., & Savvani, M. (2025, April). AI-Generated Feedback in English Writing Instruction for Language Learners: A Systematic Review. *The Reading Matrix*, 25(1), 51-67.
11. Marzuki, I., & Hidayat, T. (2025). Teachers' Perspectives on Integrating ChatGPT into EFL Writing Instruction. *TESOL Communications*, 6(2).
12. Mhlanga, D. (2023). Navigating the ethical landscape of ChatGPT in higher education. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1331607>
13. Mintz, S. (2024, January). Ethics of ChatGPT in education. *Strategic Finance*.
14. Mohammadkarimi, E., & Qadir, A. (2025). EFL Teachers' Perceptions of Integrating ChatGPT into Language Classrooms: A Case of a University in Iran. *International Journal of Research in English Education*, 10(1), 1-15.

15. Mseleku, Z. (2024). Ethical considerations of using ChatGPT in higher education. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1465703>
16. Nguyen, H. N., Nguyen, H. M., & Do, T. P. M. (2025). EFL lecturers' experiences and perceptions towards using ChatGPT in teaching writing: A case study in Vietnam. *International Journal of Education and Practice*, 13(3), 857-869.
17. Sidek, H., & Mohamad, M. (2025, January). A Systematic Literature Review: Teachers' Perceptions on the usage of ChatGPT in English Language Teaching (ELT). [Conference paper]. ResearchGate. ([https://www.researchgate.net/publication/389482465\\_A\\_Systematic\\_Literature\\_Review\\_Teachers'\\_Perceptions\\_on\\_the\\_usage\\_of\\_ChatGPT\\_in\\_English\\_Language\\_Teaching\\_ELT](https://www.researchgate.net/publication/389482465_A_Systematic_Literature_Review_Teachers'_Perceptions_on_the_usage_of_ChatGPT_in_English_Language_Teaching_ELT))
18. Sok, S., & Heng, K. (2024). Promises and Challenges of ChatGPT Integration in English as a Foreign Language (EFL) Education. *Journal of University Teaching & Learning Practice*, 21(3).
19. Su, C.-H., Wu, T.-T., & Wang, Y.-M. (2023). The impact of AI-mediated language instruction on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1261955>
20. Su, Y., Zou, D., & Cheng, X. (2023). Systematic review of AI-based automated written feedback research. *RECALL*. (<https://doi.org/10.1017/S095834402300028X>)

21. Ulla, M. B., & Al-ma'ani, A. I. A. (2024). Teachers' Perceptions on Integrating ChatGPT in EFL Writing Classes in Higher Education: A Systematic Literature Review. *AsiaCALL Online Journal*, 15(2).