

# The Appropriateness of Using AI in EFL Writing from Teachers' and Students' Perceptions

*Saturday, 27 July 2024 15:00 (45 minutes)*

The increasing prevalence of Artificial Intelligence (AI) has brought both opportunities and challenges in higher education sector. In EFL writing, teachers' concern regarding students' use of Generative AI is growing, though it is undeniable that Generative AI might offer both positive and negative impacts on the writing process. Employing a mixed-method approach, this study investigates and compares English-major students' (n = 120) and teachers' (n = 26) perceptions towards the acceptable use of Generative AI (ChatGPT 3.5) in six writing stages, namely brainstorming, outlining, writing, revising, feedback and evaluating. Results from questionnaire and semi-structured interviews reveal that the levels of AI appropriateness judged by teachers and students differ significantly in four out of six writing stages, except brainstorming and outlining. This disparity mainly stemmed from the teachers' fear of ethical issues and overreliance on such tools, while students' favor of AI tools results from laziness and lack of awareness. The findings emphasize the need of ethics education in writing and institutions' strict regulations on the use of Generative AI in EFL teaching and learning.

Keyword: EFL writing, Generative AI, ChatGPT

## Online Profile

## Biography

**Primary authors:** NGUYEN, Linh (Vietnam Maritime University); Dr NGUYEN, Thu (Vietnam Maritime University)

**Co-authors:** Ms TRAN, Minh Anh (Vietnam Maritime University); Ms PHAM, Phuong Anh (Vietnam Maritime University); Ms PHAM, Yen (Vietnam Maritime University)

**Presenters:** NGUYEN, Linh (Vietnam Maritime University); Dr NGUYEN, Thu (Vietnam Maritime University)

**Session Classification:** Posters

**Track Classification:** Technology