



## English Major Students' Perceptions of the Effectiveness and Usability of ChatGPT in Learning English Writing Skills

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**ABSTRACT:** The rapid development of artificial intelligence has created new opportunities for English language learning, particularly in the development of writing skills. In EFL contexts, ChatGPT has increasingly been used by students to generate ideas, revise drafts, improve language accuracy, and receive immediate writing support. This study investigates English major students' perceptions of the effectiveness and usability of ChatGPT in learning English writing skills. The participants were 45 English major students from Year 1 to Year 3 at a technology university in the north of Viet Nam. A descriptive survey design was employed, and data were collected through a semi-structured questionnaire focusing on two main areas: students' perceptions of ChatGPT's effectiveness in supporting English writing development and their attitudes toward its general usability. The findings showed that students generally perceived ChatGPT as an effective tool for learning writing skills, particularly in generating ideas, revising drafts, improving grammar accuracy, developing vocabulary, enhancing sentence structures, understanding writing mistakes, and increasing writing confidence. In terms of usability, students reported positive attitudes toward ChatGPT because it was easy to use, convenient, fast, accessible, and useful for independent writing practice outside class. However, some concerns were also identified, including the possibility of inaccurate or unsuitable suggestions and students' over-dependence on AI-generated support. The study concludes that ChatGPT can be a useful supplementary tool in English writing learning when used critically and ethically. It also highlights the important role of teacher guidance in helping students use ChatGPT effectively while maintaining independent thinking and responsibility for their own writing development.

**KEYWORDS:** ChatGPT; English writing skills; student perceptions; usability; AI-assisted language learning.

### 1. INTRODUCTION

The rapid development of artificial intelligence (AI) has brought significant changes to higher education, particularly in language learning and academic writing. Among recent AI-based tools, ChatGPT has attracted considerable attention because of its ability to generate, revise, explain, and evaluate written language in response to user prompts. In English as a Foreign Language (EFL) contexts, writing is often considered one of the most challenging skills because it requires learners to combine vocabulary, grammar, organization, coherence, cohesion, and appropriate academic style. For English major students, writing competence is especially important because it supports not only academic achievement but also future professional communication. Therefore, the use of ChatGPT in learning writing skills has become a relevant issue for both students and teachers.

Previous studies have suggested that ChatGPT can provide useful support for second language writing. Barrot (2023) argues that ChatGPT has potential benefits for L2 writing, including providing timely feedback, supporting practice, and helping learners improve language form, style, coherence, cohesion, and writing conventions. Similarly, Song and Song (2023) found that ChatGPT-assisted learning could enhance EFL students' academic writing skills and motivation. Recent research has also shown that learners may perceive ChatGPT as a writing companion that helps them generate ideas, revise drafts, receive feedback, and develop confidence in writing (Teng, 2024). In addition, Punar and Yangin (2024) reported that ChatGPT could function as a learning assistant in writing development, particularly when students use it to support self-editing and register awareness.

Despite these benefits, the use of ChatGPT in writing instruction also raises important concerns. Kasneci et al. (2023) emphasize that large language models create both opportunities and challenges for education. While such tools can personalize learning and support students' independent study, they may also lead to over-reliance, inaccurate information, reduced critical thinking, and academic integrity issues. In writing classes, these concerns are particularly important because students may use ChatGPT not only to receive feedback but also to generate complete texts. Therefore, understanding how students perceive the effectiveness of ChatGPT is necessary for determining whether the tool supports genuine writing development or simply assists task completion.



Another important aspect is students' attitude toward the usability of ChatGPT. Usability is closely related to whether students find a technology useful, easy to use, accessible, and suitable for their learning needs. Davis's (1989) Technology Acceptance Model highlights perceived usefulness and perceived ease of use as key factors affecting users' acceptance of technology. In the context of English writing learning, students' attitudes toward ChatGPT may depend on whether they believe the tool helps them improve their writing, saves time, provides understandable feedback, and encourages continued use. Therefore, investigating students' attitudes toward ChatGPT's general usability can provide practical insights into how AI tools may be integrated into writing instruction.

Although international studies have increasingly examined ChatGPT in EFL writing, more context-specific research is still needed in Vietnamese higher education, especially among English major students studying at technology-oriented universities. These students may have relatively high exposure to digital tools, but their perceptions of ChatGPT as a writing-learning tool may vary depending on their academic year, writing proficiency, learning habits, and experience with AI. A mixed cohort of students from Year 1 to Year 3 can provide useful evidence about how learners at different stages of university study perceive the effectiveness and usability of ChatGPT in learning English writing skills.

To address this issue, the present study investigates the perceptions of 45 English major students from Year 1 to Year 3 at a technology university in the north of Viet Nam. Data are collected through a semi-structured questionnaire focusing on two main areas: students' perceptions of ChatGPT's effectiveness in learning English writing skills and their attitudes toward its general usability. The study aims to contribute to the growing discussion on AI-assisted language learning by providing empirical evidence from a Vietnamese EFL higher education context. The study is guided by 2 research questions: (1) How do students perceive the effectiveness of ChatGPT in learning English writing skills? And (2) What are students' attitudes toward the general usability of ChatGPT in learning English writing skills?

## 2. LITERATURE REVIEW

### 2.1. English writing skills in EFL contexts

Writing is widely recognized as one of the most demanding skills in EFL learning because it requires learners to combine linguistic knowledge, cognitive processing, rhetorical organization, and communicative purpose. Unlike receptive skills, writing requires students to produce language accurately and meaningfully while paying attention to grammar, vocabulary, coherence, cohesion, organization, and audience awareness. For English major students, writing is particularly important because it supports academic study, professional communication, research writing, translation, teaching, and other language-related careers.

In EFL classrooms, students often face several difficulties in writing, including limited vocabulary, grammar errors, weak paragraph organization, lack of ideas, inappropriate academic style, and low confidence. These difficulties may become more serious when students do not receive enough individualized feedback. Graham and Perin (2007) emphasize that effective writing development requires clear strategies, practice, revision, and feedback. This suggests that writing is not developed through one-time production only; rather, it improves through a process of drafting, receiving comments, revising, and reflecting on language use.

Feedback plays a central role in writing instruction. Hyland and Hyland (2006) explain that feedback on second language writing can support learners' writing development by helping them notice problems, revise texts, and understand expectations in writing. Similarly, Ferris (1999) argues that grammar correction in L2 writing should not be rejected completely, because corrective feedback may help students improve accuracy when it is provided appropriately. These studies show that feedback is an essential component of writing instruction. However, in many EFL contexts, teachers may have limited time to provide detailed comments on every student's writing. This situation creates a need for additional learning tools that can support students outside the classroom.

### 2.2. Technology, automated writing support, and AI in writing instruction

The use of technology in writing instruction is not entirely new. Before the emergence of ChatGPT, automated writing evaluation and computer-mediated feedback had already been used to support writing learning. Warschauer and Grimes (2008) describe automated writing assessment as a technology that can evaluate essays and generate feedback, although they also note that such tools have both advantages and limitations. Automated writing tools can provide quick feedback on surface-level features such as grammar, spelling, and mechanics, but they may be less effective in evaluating deeper aspects of meaning, argumentation, creativity, and rhetorical appropriateness.

The development of generative artificial intelligence has expanded the role of technology in writing learning. Unlike earlier automated writing evaluation systems, ChatGPT can interact with learners through natural language and respond to different types



of prompts. Students can ask ChatGPT to explain grammar, suggest vocabulary, generate outlines, revise sentences, improve coherence, or comment on a paragraph. This interactive feature makes ChatGPT different from traditional grammar checkers or automated scoring systems. It may function not only as an error-correction tool but also as a writing assistant, language tutor, and feedback provider.

From a sociocultural perspective, learning can be supported through guided assistance. Vygotsky's (1978) concept of the Zone of Proximal Development suggests that learners can perform beyond their current level when they receive support from a more knowledgeable source. In writing learning, teacher feedback, peer feedback, and digital feedback can all provide forms of scaffolding. ChatGPT may therefore be understood as a form of technological scaffolding when it helps students revise, reflect, and improve their writing. However, this support is educationally valuable only when students remain active writers and critical decision-makers rather than passive users of AI-generated text.

### **2.3. ChatGPT and the development of English writing skills**

Recent studies have shown increasing interest in the use of ChatGPT for EFL and L2 writing. Barrot (2023) identifies several potential benefits of ChatGPT for second language writing, including timely feedback, writing practice, assistance with language form and style, and support for coherence, cohesion, and writing conventions. These benefits are relevant to EFL learners because they often need immediate and repeated support during the writing process.

Empirical evidence also suggests that ChatGPT can contribute positively to writing development. Song and Song (2023) found that ChatGPT-assisted learning could enhance EFL students' academic writing skills and motivation. Their study is important because it links ChatGPT not only with writing performance but also with learners' motivation, which is a key factor in sustained language learning. Yan (2023), in an exploratory study of ChatGPT in an L2 writing practicum, also reported that ChatGPT showed pedagogical potential for writing instruction. The study indicated that students could use ChatGPT to support writing activities and reflect on their writing process.

Another important function of ChatGPT is feedback provision. Teng (2024) investigated EFL learners' perceptions and experiences of using ChatGPT for writing feedback and found that learners viewed ChatGPT as a companion in the writing process. This finding is highly relevant to perception-based research because students' beliefs and experiences influence whether they accept and continue using a learning tool. If students perceive ChatGPT as helpful, accessible, and supportive, they may be more likely to use it for drafting, revising, and self-editing.

Punar Özçelik and Yangın Ekşi (2024) also examined ChatGPT as a learning assistant in writing development. Their case study showed that ChatGPT could support students in improving writing quality and developing awareness of register. This is particularly important for English major students, who are expected to write not only grammatically correct sentences but also texts appropriate to academic and professional contexts. Therefore, the literature suggests that ChatGPT may support writing development in several ways: helping students generate ideas, improve grammar, expand vocabulary, revise sentences, organize texts, and increase writing confidence.

However, the use of ChatGPT in writing learning also has limitations. Kasneci et al. (2023) point out that large language models may produce inaccurate information, encourage over-reliance, and create ethical challenges in education. In writing classes, these risks are especially important because students may use ChatGPT to produce complete assignments instead of developing their own writing skills. Therefore, ChatGPT should be used as a learning assistant rather than a substitute for students' thinking, writing, and revising processes. Students need guidance on how to use ChatGPT critically, ethically, and effectively.

### **2.4. Students' perceived effectiveness of ChatGPT in learning writing skills**

Perceived effectiveness refers to students' beliefs about the extent to which ChatGPT helps them improve their English writing skills. In the present study, this concept is closely related to Research Question 1, which examines how students perceive the effectiveness of ChatGPT in learning English writing skills. Students may perceive ChatGPT as effective if they believe it helps them improve grammar accuracy, vocabulary choice, sentence structure, idea development, paragraph organization, coherence, cohesion, and confidence in writing.

The literature suggests several reasons why students may perceive ChatGPT as effective. First, ChatGPT provides immediate feedback. In traditional writing classes, students often wait for teachers to return written comments. With ChatGPT, students can receive suggestions instantly, which may help them continue revising without interruption. Second, ChatGPT can provide



individualized support. Students can ask questions based on their own writing problems, such as how to improve a sentence, how to make a paragraph more coherent, or how to use a more academic expression. Third, ChatGPT can reduce students' anxiety because they can ask repeated questions privately without fear of embarrassment.

These potential benefits are consistent with the role of feedback in L2 writing. Hyland and Hyland (2006) highlight feedback as a key element in helping learners revise and improve writing. Ferris (1999) also supports the value of corrective feedback when it is used appropriately. In this sense, ChatGPT may provide a supplementary source of feedback, especially when teacher feedback is limited. Nevertheless, AI-generated feedback should not be accepted automatically. Students must evaluate whether ChatGPT's suggestions are accurate, suitable, and consistent with the purpose of their writing.

Perceived effectiveness is also connected to learner autonomy. ChatGPT can encourage students to practice writing independently outside the classroom. Students can use it to brainstorm ideas, check their drafts, compare different versions of sentences, and learn from explanations. However, if students rely too heavily on ChatGPT, they may reduce their own effort in planning, composing, and revising. Therefore, the effectiveness of ChatGPT depends not only on its technological capacity but also on students' learning strategies and critical awareness.

## 2.5. Students' attitudes toward the usability of ChatGPT

Usability refers to how easy, convenient, understandable, accessible, and useful a tool is from the user's perspective. In this study, usability is directly related to Research Question 2, which investigates students' attitudes toward the general usability of ChatGPT in learning English writing skills. Students' attitudes may include whether they find ChatGPT easy to use, useful for writing tasks, convenient for independent study, understandable in its responses, and suitable for regular use in writing learning.

Davis's (1989) Technology Acceptance Model provides a useful foundation for examining students' attitudes toward ChatGPT. According to this model, perceived usefulness and perceived ease of use are two major factors influencing users' acceptance of technology. Perceived usefulness refers to whether users believe a technology improves their performance, while perceived ease of use refers to whether they believe the technology is simple and effortless to operate. In the context of this study, students are more likely to have positive attitudes toward ChatGPT if they believe it helps them write better and if they find it easy to use.

Venkatesh and Davis (2000) extended the Technology Acceptance Model and further explained that users' acceptance of technology is shaped by social influence and cognitive perceptions of usefulness. This is relevant to university students because their use of ChatGPT may be influenced by classmates, teachers, academic expectations, and institutional attitudes toward AI. In addition, usability can be understood through practical measures of user experience. Bangor, Kortum, and Miller (2008) show that usability evaluation is important for understanding how users experience a system. Although their work is not specific to language learning, it supports the idea that students' attitudes toward ChatGPT should be examined from the user's perspective.

In writing learning, students may develop positive attitudes toward ChatGPT because it is fast, flexible, and available at any time. It can help them study outside class, revise drafts independently, and receive explanations in a low-pressure environment. However, negative attitudes may arise if students receive unclear answers, inaccurate feedback, repeated suggestions, or responses that do not match their writing level. Some students may also feel uncertain about the ethical acceptability of using ChatGPT for academic writing. Therefore, usability is not only a technical issue but also a pedagogical and ethical issue.

## 2.6. Research gap

Although previous studies have examined ChatGPT in EFL writing, more research is needed in specific local contexts. Existing studies have provided useful evidence about ChatGPT's role in academic writing, writing feedback, motivation, and learner experience. However, students' perceptions may differ depending on educational context, academic major, year of study, digital literacy, and writing proficiency. In Viet Nam, especially at technology-oriented universities, English major students may be familiar with digital tools, but their perceptions of ChatGPT as a writing-learning tool remain underexplored.

The present study addresses this gap by investigating 45 English major students from Year 1 to Year 3 at a technology university in the north of Viet Nam. By focusing on a mixed cohort, the study can provide insights into how students at different stages of undergraduate study perceive ChatGPT. The use of a semi-structured questionnaire allows the study to examine both perceived effectiveness and attitudes toward usability. Therefore, this research contributes to the growing literature on AI-assisted language learning by providing context-specific evidence on how Vietnamese English major students perceive the use of ChatGPT in learning English writing skills.



**3. METHODOLOGY**

This study employed a descriptive survey research design to investigate English major students’ perceptions of the effectiveness and usability of ChatGPT in learning English writing skills. The participants were 45 English major students from Year 1 to Year 3 at a technology university in the north of Viet Nam. They were selected because they had experience learning English writing and were familiar with using digital tools for academic purposes. Data were collected through a semi-structured questionnaire designed around the two research questions. The questionnaire consisted of two main sections: the first explored students’ perceptions of ChatGPT’s effectiveness in supporting English writing skills, including idea generation, grammar improvement, vocabulary development, organization, revision, and writing confidence; the second examined students’ attitudes toward the general usability of ChatGPT, including ease of use, accessibility, usefulness, convenience, and willingness to use the tool in future writing learning. The questionnaire included both closed-ended items and open-ended questions to obtain quantitative tendencies and qualitative explanations. The collected data were analyzed descriptively using frequencies, percentages, and mean scores for closed-ended responses, while students’ answers to open-ended questions were analyzed thematically to identify common perceptions, attitudes, benefits, and concerns related to using ChatGPT in learning English writing skills. Ethical considerations were ensured by informing participants about the purpose of the study, allowing voluntary participation, and keeping all responses confidential.

**4. RESULTS**

**4.1. Results for Research Question 1**

Research Question 1 asked: How do students perceive the effectiveness of ChatGPT in learning English writing skills? To answer this question, students’ responses to the questionnaire items related to the effectiveness of ChatGPT were analyzed using frequencies, percentages, and mean scores. The questionnaire items focused on major aspects of English writing development, including idea generation, grammar accuracy, vocabulary use, sentence construction, paragraph organization, revision, feedback, writing confidence, and overall writing improvement. The results are presented in Table 1.

**Table 1. Students’ perceptions of the effectiveness of ChatGPT in learning English writing skills**

No.	Questionnaire item	Strongly agree (N %)	Agree (N %)	Neutral (N %)	Disagree (N %)	Strongly disagree (N %)	Mean
1	ChatGPT helps me generate ideas for writing tasks.	18 (40.0%)	20 (44.4%)	5 (11.1%)	2 (4.5%)	0 (0.0%)	4.20
2	ChatGPT helps me understand writing topics more clearly.	15 (33.3%)	22 (48.9%)	6 (13.3%)	2 (4.5%)	0 (0.0%)	4.11
3	ChatGPT helps me improve grammar accuracy in writing.	16 (35.6%)	21 (46.7%)	6 (13.3%)	2 (4.4%)	0 (0.0%)	4.13
4	ChatGPT helps me improve vocabulary use in writing.	17 (37.8%)	19 (42.2%)	7 (15.6%)	2 (4.4%)	0 (0.0%)	4.13
5	ChatGPT helps me improve sentence structures.	15 (33.3%)	22 (48.9%)	6 (13.3%)	2 (4.5%)	0 (0.0%)	4.11
6	ChatGPT helps me organize ideas and paragraphs better.	13 (28.9%)	21 (46.7%)	8 (17.8%)	3 (6.6%)	0 (0.0%)	3.98
7	ChatGPT helps me revise and edit my writing drafts.	19 (42.2%)	18 (40.0%)	6 (13.3%)	2 (4.5%)	0 (0.0%)	4.20
8	ChatGPT helps me understand my writing mistakes.	16 (35.6%)	20 (44.4%)	7 (15.6%)	2 (4.4%)	0 (0.0%)	4.11
9	ChatGPT helps me feel more confident when writing in English.	14 (31.1%)	20 (44.4%)	8 (17.8%)	3 (6.7%)	0 (0.0%)	4.00



10	Overall, ChatGPT is effective in helping me learn English writing skills.	17 (37.8%)	21 (46.7%)	5 (11.1%)	2 (4.4%)	0 (0.0%)	4.18
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As shown in Table 1, the students generally perceived ChatGPT as an effective tool for learning English writing skills. All mean scores were above 3.90, ranging from 3.98 to 4.20, which indicates a high level of agreement. No item received any “strongly disagree” response, suggesting that the participants did not hold strongly negative perceptions of ChatGPT’s effectiveness in writing learning. In most items, more than three-quarters of the students selected either “agree” or “strongly agree”, showing that ChatGPT was positively perceived across different aspects of writing development.

The most highly rated aspects were idea generation and draft revision. Item 1, “ChatGPT helps me generate ideas for writing tasks,” received a mean score of 4.20, with 38 students, accounting for 84.4%, choosing “agree” or “strongly agree”. This result indicates that students found ChatGPT particularly helpful at the pre-writing stage. Many students may experience difficulty when starting a writing task because they lack ideas, background knowledge, or confidence in developing a topic. ChatGPT appeared to help students overcome this problem by suggesting possible ideas, outlines, examples, and directions for their writing. This finding suggests that students did not only use ChatGPT for correcting language errors but also for supporting the thinking and planning stage of writing.

Item 7, “ChatGPT helps me revise and edit my writing drafts,” also received one of the highest mean scores, at 4.20. A total of 37 students, or 82.2%, agreed or strongly agreed with this statement. This result shows that students perceived ChatGPT as useful during the post-writing stage, especially when they needed to check, revise, or improve their drafts before submission. Students may benefit from ChatGPT because it can offer immediate suggestions on grammar, word choice, sentence clarity, and organization. This finding is important because revision is a central part of writing development. When students revise their drafts with support, they may become more aware of their language problems and improve the quality of their writing.

The results also show positive perceptions of ChatGPT’s role in improving language accuracy. For Item 3, “ChatGPT helps me improve grammar accuracy in writing,” 37 students, or 82.3%, selected “agree” or “strongly agree”, with a mean score of 4.13. This indicates that students believed ChatGPT helped them identify and correct grammatical errors. In EFL writing, grammar is often one of the most common difficulties for students. Therefore, students may value ChatGPT because it provides quick grammar corrections and explanations. Similarly, Item 5, which focused on sentence structures, received a mean score of 4.11, with 82.2% of students agreeing or strongly agreeing. This suggests that students perceived ChatGPT as useful for improving the clarity, variety, and correctness of their sentences.

Vocabulary development was another area in which students reported positive perceptions. Item 4, “ChatGPT helps me improve vocabulary use in writing,” received a mean score of 4.13. A total of 36 students, or 80.0%, agreed or strongly agreed with this item. This result suggests that students used ChatGPT to find more appropriate words, learn alternative expressions, and avoid repetition in their writing. For English major students, vocabulary choice is important because it affects the quality, accuracy, and academic tone of written texts. The result indicates that students considered ChatGPT useful for expanding their lexical resources and improving written expression.

Regarding content understanding, Item 2, “ChatGPT helps me understand writing topics more clearly,” received a mean score of 4.11, with 37 students, or 82.2%, choosing “agree” or “strongly agree”. This shows that students perceived ChatGPT as helpful not only in language correction but also in understanding writing prompts and developing content. In writing classes, students sometimes fail to respond effectively to a topic because they do not fully understand the task requirement or the scope of the question. ChatGPT may help clarify topic meanings, suggest relevant points, and provide examples, which can support students before and during the drafting process.

The item related to paragraph organization received a slightly lower but still positive mean score. Item 6, “ChatGPT helps me organize ideas and paragraphs better,” had a mean score of 3.98, with 34 students, or 75.6%, agreeing or strongly agreeing. Although this was the lowest mean score among the ten items, it still indicates a generally positive perception. The relatively lower score may suggest that students found ChatGPT more immediately helpful for grammar, vocabulary, sentence revision, and idea generation than for higher-level writing aspects such as logical development, coherence, and paragraph structure. This may be



because organizing ideas requires not only language support but also students' own critical thinking and understanding of the writing task.

Students also perceived ChatGPT as useful for helping them understand their writing mistakes. Item 8 received a mean score of 4.11, with 36 students, or 80.0%, agreeing or strongly agreeing. This result suggests that students valued ChatGPT's explanatory function. Instead of only correcting mistakes, ChatGPT can explain why a sentence is incorrect or suggest how it can be improved. This may help students become more aware of their writing problems and learn from their errors. Such awareness is important for long-term writing improvement because students need to understand the reasons behind corrections, not merely receive corrected versions of their texts.

In terms of affective support, Item 9, "*ChatGPT helps me feel more confident when writing in English,*" received a mean score of 4.00. A total of 34 students, or 75.5%, agreed or strongly agreed with this statement. This finding suggests that ChatGPT may help reduce students' hesitation and anxiety in writing. Students may feel more confident because they can check their ideas, grammar, vocabulary, and sentence structures before submitting their work. The availability of immediate support may make writing less stressful, especially for students who are not confident in their English proficiency. However, the slightly lower mean score compared with grammar and revision items suggests that confidence may depend on other factors as well, such as students' writing ability, teacher feedback, and classroom experience.

The overall evaluation of ChatGPT's effectiveness was also positive. For Item 10, "*Overall, ChatGPT is effective in helping me learn English writing skills,*" 38 students, or 84.5%, agreed or strongly agreed, with a mean score of 4.18. This result confirms that most participants considered ChatGPT an effective tool for supporting their writing learning. The high level of agreement across the questionnaire items suggests that students perceived ChatGPT as useful in multiple stages of the writing process, including pre-writing, drafting, revising, and editing.

The open-ended responses provided further explanation for the quantitative findings. Students commonly reported that ChatGPT helped them save time, generate ideas quickly, correct grammar mistakes, improve word choice, and revise their writing more easily. Some typical responses were as follows: "*ChatGPT helps me when I do not know how to start my essay. It gives me some ideas and I can develop them.*"; "*I often use ChatGPT to check my grammar and improve my sentences.*"; "*It gives me better vocabulary and expressions, so my writing sounds more natural.*"; "*I can revise my paragraph faster because ChatGPT shows me some mistakes and suggests better ways to write.*"; and "*It helps me feel more confident before submitting my writing task.*" (S37).

These comments show that students valued ChatGPT because it provided practical and immediate support during the writing process. The open-ended data also suggest that students used ChatGPT for different purposes, including brainstorming, grammar checking, vocabulary improvement, sentence revision, and confidence building. This supports the questionnaire results and confirms that students' positive perceptions were not limited to one single aspect of writing.

However, the open-ended responses also revealed several concerns. Some students stated that ChatGPT sometimes gave general answers or suggestions that did not fully match their writing level. Others were concerned that they might become too dependent on ChatGPT if they used it frequently. A few students also mentioned that ChatGPT should not replace their own thinking or their teacher's feedback. Typical comments included: "*Sometimes the answer is too general, so I need to change it again.*"; "*If I use ChatGPT too much, I may depend on it and not think by myself.*"; and "*ChatGPT is useful, but I still need my teacher to explain some writing problems.*"

These responses indicate that although students had positive perceptions of ChatGPT's effectiveness, they were also aware of its limitations. They recognized that ChatGPT could support writing learning, but it should be used carefully and critically. This finding is important because it suggests that students did not view ChatGPT as a complete replacement for teachers or independent writing practice. Instead, they tended to perceive it as a supportive tool that could help them improve their writing when used appropriately. In summary, the results for Research Question 1 indicate that English major students had strongly positive perceptions of the effectiveness of ChatGPT in learning English writing skills. They found ChatGPT particularly useful for generating ideas, revising drafts, improving grammar accuracy, expanding vocabulary, improving sentence structures, understanding writing topics, and increasing writing confidence. The quantitative results were supported by open-ended responses, which showed that students used ChatGPT as a practical writing assistant throughout different stages of the writing process. Nevertheless, some concerns about over-reliance, general feedback, and the need for teacher guidance were also identified. Therefore, ChatGPT can be considered an



effective supplementary tool for English writing learning, but its use should be guided to ensure that it supports students' independent writing development.

**4.2. Results for Research Question 2**

Research Question 2 asked: What are students' attitudes toward the general usability of ChatGPT in learning English writing skills? To answer this question, students' responses to questionnaire items related to the usability of ChatGPT were analyzed using frequencies, percentages, and mean scores. The items focused on students' attitudes toward ease of use, accessibility, convenience, response clarity, usefulness for independent learning, willingness to continue using ChatGPT, and concerns about reliability and dependence. The results are presented in Table 2.

**Table 2: Students' attitudes toward the general usability of ChatGPT in learning English writing skills**

No.	Questionnaire item	Strongly agree (N %)	Agree (N %)	Neutral (N %)	Disagree (N %)	Strongly disagree (N %)	Mean
1	ChatGPT is easy to use for learning English writing.	20 (44.4%)	19 (42.2%)	5 (11.1%)	1 (2.3%)	0 (0.0%)	4.29
2	ChatGPT is convenient because I can use it anytime and anywhere.	22 (48.9%)	18 (40.0%)	4 (8.9%)	1 (2.2%)	0 (0.0%)	4.36
3	ChatGPT gives responses quickly when I need writing support.	23 (51.1%)	17 (37.8%)	4 (8.9%)	1 (2.2%)	0 (0.0%)	4.38
4	ChatGPT's responses are generally clear and understandable.	16 (35.6%)	21 (46.7%)	6 (13.3%)	2 (4.4%)	0 (0.0%)	4.13
5	ChatGPT is useful for independent writing practice outside class.	18 (40.0%)	20 (44.4%)	5 (11.1%)	2 (4.5%)	0 (0.0%)	4.20
6	I feel comfortable using ChatGPT to support my writing learning.	15 (33.3%)	21 (46.7%)	7 (15.6%)	2 (4.4%)	0 (0.0%)	4.09
7	I would like to continue using ChatGPT to learn English writing.	17 (37.8%)	20 (44.4%)	6 (13.3%)	2 (4.5%)	0 (0.0%)	4.16
8	ChatGPT should be integrated into English writing learning with teacher guidance.	19 (42.2%)	19 (42.2%)	5 (11.1%)	2 (4.5%)	0 (0.0%)	4.22
9	I sometimes worry that ChatGPT may give inaccurate or unsuitable suggestions.	11 (24.4%)	18 (40.0%)	10 (22.2%)	5 (11.1%)	1 (2.3%)	3.73
10	I sometimes worry that students may become too dependent on ChatGPT.	13 (28.9%)	19 (42.2%)	8 (17.8%)	4 (8.9%)	1 (2.2%)	3.87

As shown in Table 2, students generally expressed positive attitudes toward the usability of ChatGPT in learning English writing skills. The mean scores for positive usability items ranged from 4.09 to 4.38, indicating a high level of agreement. These results suggest that most students found ChatGPT easy to use, convenient, fast, understandable, and useful for independent writing practice. Similar to the findings for Research Question 1, no positive usability item received any "strongly disagree" response, showing that students did not have strongly negative attitudes toward using ChatGPT as a writing-learning tool.

The highest mean score was found in Item 3, "ChatGPT gives responses quickly when I need writing support" (M = 4.38). A total of 40 students, or 88.9%, agreed or strongly agreed with this statement. This result indicates that speed was one of the most valued usability features of ChatGPT. In English writing learning, students often need immediate help when they encounter problems with grammar, vocabulary, sentence structure, or idea development. The quick response function of ChatGPT appeared to make it attractive to students because they could receive support without waiting for teacher feedback or searching through many online sources.



Item 2, “*ChatGPT is convenient because I can use it anytime and anywhere,*” also received a very high mean score of 4.36. In total, 40 students, or 88.9%, agreed or strongly agreed with this item. This finding suggests that students appreciated the accessibility and flexibility of ChatGPT. Since writing practice often takes place outside the classroom, students may find it useful to have a tool that can support them at different times and in different learning environments. The result also suggests that ChatGPT may promote self-study because students can use it independently when preparing, drafting, or revising their writing tasks.

Ease of use was another strongly positive aspect. Item 1, “*ChatGPT is easy to use for learning English writing,*” received a mean score of 4.29, with 39 students, or 86.6%, selecting “agree” or “strongly agree”. This indicates that most participants did not experience major difficulty operating ChatGPT for writing-related purposes. The conversational format of ChatGPT may make it easier for students to ask questions, request examples, and receive explanations. For English major students at a technology university, familiarity with digital tools may also contribute to their positive attitudes toward ChatGPT’s ease of use.

Students also showed positive attitudes toward ChatGPT as a tool for independent learning. Item 5, “*ChatGPT is useful for independent writing practice outside class,*” received a mean score of 4.20. A total of 38 students, or 84.4%, agreed or strongly agreed with this statement. This result suggests that students viewed ChatGPT as a practical support tool beyond classroom instruction. They may use it to practice writing, check drafts, revise paragraphs, and learn from suggested corrections. This is important because writing development requires regular practice, and ChatGPT may provide students with additional opportunities to engage with writing outside formal lessons.

Regarding the clarity of ChatGPT’s responses, Item 4 received a mean score of 4.13. A total of 37 students, or 82.3%, agreed or strongly agreed that ChatGPT’s responses were generally clear and understandable. This result indicates that students usually found ChatGPT’s explanations and suggestions accessible. However, the presence of 6 neutral responses and 2 disagree responses suggests that not all students were fully satisfied with response clarity. Some students may have found certain explanations too general, too complex, or not directly related to their writing task. This finding implies that students may need training in how to write clear prompts and how to evaluate ChatGPT’s responses.

Item 6, “*I feel comfortable using ChatGPT to support my writing learning,*” received a mean score of 4.09, with 36 students, or 80.0%, agreeing or strongly agreeing. This result shows that most students felt comfortable using ChatGPT as part of their writing learning process. The private and non-judgmental nature of ChatGPT may help students ask questions freely without fear of making mistakes. This can be particularly helpful for students who lack confidence in writing or feel embarrassed when asking teachers or classmates for repeated help.

The results also indicate that students had a strong intention to continue using ChatGPT. Item 7, “*I would like to continue using ChatGPT to learn English writing,*” received a mean score of 4.16, with 37 students, or 82.2%, agreeing or strongly agreeing. This finding suggests that students did not view ChatGPT as a temporary or one-time tool. Instead, many students considered it useful enough to continue using in future writing learning. This positive intention may be explained by students’ perceptions of ChatGPT’s convenience, speed, ease of use, and usefulness.

A particularly important finding is shown in Item 8, “*ChatGPT should be integrated into English writing learning with teacher guidance.*” This item received a mean score of 4.22, with 38 students, or 84.4%, agreeing or strongly agreeing. This result indicates that students did not necessarily want to use ChatGPT completely independently from formal instruction. Rather, they believed that ChatGPT should be used with teacher support. This finding is significant because it suggests that students recognized the need for guidance in using AI tools appropriately. Teacher guidance may help students understand when and how to use ChatGPT, how to check the accuracy of its suggestions, and how to avoid over-dependence.

Although students’ attitudes toward usability were generally positive, the results also revealed some concerns. Item 9, “*I sometimes worry that ChatGPT may give inaccurate or unsuitable suggestions,*” received a mean score of 3.73. A total of 29 students, or 64.4%, agreed or strongly agreed with this concern. This indicates that many students were aware that ChatGPT’s responses may not always be fully reliable. In writing learning, inaccurate or unsuitable suggestions may affect students’ grammar, vocabulary choice, meaning, or academic style. Therefore, students’ concern about reliability is an important finding because it shows that they did not accept ChatGPT’s output uncritically.

Similarly, Item 10, “*I sometimes worry that students may become too dependent on ChatGPT,*” received a mean score of 3.87. A total of 32 students, or 71.1%, agreed or strongly agreed with this statement. This result shows that students were concerned about the possibility of over-reliance. Although they found ChatGPT useful and easy to use, they also recognized that frequent use might



reduce their independent thinking and writing ability. This concern is especially relevant in writing instruction because the purpose of learning writing is not only to produce correct texts but also to develop learners' own ability to plan, compose, revise, and evaluate their writing.

The open-ended responses provided further evidence of students' attitudes toward ChatGPT's usability. Many students stated that ChatGPT was easy and convenient to use because they could ask questions in simple language and receive answers immediately. Some typical responses were as follows: "ChatGPT is easy to use because I only need to type my question and it gives answers very fast."; "I can use it at home when I do not understand how to write a sentence."; "It is convenient because I can use it anytime, especially before submitting my writing homework."; and "ChatGPT helps me study by myself, but I think teachers should show us how to use it correctly."

These comments support the quantitative findings that students valued ChatGPT's ease of use, accessibility, fast responses, and usefulness for independent learning. Students appeared to appreciate ChatGPT because it allowed them to receive support outside classroom hours and continue learning without depending completely on immediate teacher availability.

However, some open-ended comments also reflected students' concerns about reliability and dependence. For example, several students mentioned that ChatGPT's answers sometimes needed to be checked carefully. Others stated that students should not copy ChatGPT's responses directly. Some representative comments were: "Sometimes ChatGPT gives answers that are not suitable for my level, so I need to edit them."; "I think ChatGPT is useful, but we should not copy everything from it."

"Students may become lazy if they always ask ChatGPT to write for them."; and "Teacher guidance is important because students need to know how to use ChatGPT in the right way."

These responses show that students had a balanced attitude toward ChatGPT's usability. They found the tool practical and useful, but they were also aware of possible problems. This suggests that students' acceptance of ChatGPT was not blind or uncritical. Instead, they tended to view ChatGPT as a helpful learning tool that should be used responsibly.

In summary, the results for Research Question 2 show that students had generally positive attitudes toward the usability of ChatGPT in learning English writing skills. They found ChatGPT easy to use, fast, convenient, understandable, and useful for independent writing practice. Most students also expressed willingness to continue using ChatGPT and supported its integration into writing learning with teacher guidance. At the same time, students showed awareness of potential limitations, particularly inaccurate suggestions and over-dependence. Therefore, the findings indicate that ChatGPT is perceived as a usable and acceptable tool for English writing learning, provided that students receive appropriate guidance on critical, ethical, and independent use.

## 5. DISCUSSION

The findings for Research Question 1 showed that students had positive perceptions of ChatGPT's effectiveness in learning English writing skills. The highest-rated aspects were idea generation and draft revision, suggesting that students found ChatGPT useful at both the pre-writing and post-writing stages. Specifically, students reported that ChatGPT helped them generate ideas, understand writing topics, revise drafts, correct grammar mistakes, improve vocabulary, develop sentence structures, and feel more confident when writing in English. These findings are consistent with Barrot (2023), who states that ChatGPT can support L2 writing through timely feedback and assistance with language form, style, coherence, cohesion, and writing conventions. The results also support Song and Song's (2023) finding that ChatGPT-assisted learning can improve EFL students' academic writing skills and motivation. However, the item related to organizing ideas and paragraphs received a slightly lower mean score than other items, suggesting that students perceived ChatGPT as more helpful for idea generation and language-level improvement than for higher-level writing skills such as paragraph logic, coherence, and academic organization. Therefore, ChatGPT can be considered a useful supplementary writing assistant, but students still need teacher guidance to develop deeper writing competence.

The findings for Research Question 2 indicated that students had generally positive attitudes toward the usability of ChatGPT. They valued ChatGPT because it was easy to use, convenient, fast, accessible, and helpful for independent writing practice outside class. The highest-rated usability items were quick responses and convenience, showing that students appreciated being able to receive immediate writing support anytime and anywhere. This finding is consistent with Davis's (1989) Technology Acceptance Model, which explains that perceived usefulness and perceived ease of use strongly influence users' acceptance of technology. Importantly, students also agreed that ChatGPT should be integrated into writing learning with teacher guidance. This shows that they did not view ChatGPT as a replacement for teachers, but as a tool that should be used under appropriate academic support.



Despite the positive findings, students also expressed concerns about inaccurate or unsuitable suggestions and possible over-dependence on ChatGPT. These concerns are consistent with Kasneci et al. (2023), who warn that large language models may create risks related to inaccurate information, academic integrity, and excessive reliance. The open-ended responses also showed that some students believed ChatGPT's answers should be checked and adapted rather than copied directly. Therefore, the findings suggest that ChatGPT is both effective and usable for supporting English writing learning, but its use should be critical, ethical, and guided. Teachers should help students use ChatGPT for brainstorming, revising, editing, and reflecting on their writing while encouraging them to maintain independent thinking and responsibility for their own writing development.

Overall, the discussion of RQ1 and RQ2 shows that students perceived ChatGPT as both effective and usable for learning English writing skills. For RQ1, students emphasized its effectiveness in idea generation, grammar improvement, vocabulary development, sentence revision, draft editing, mistake explanation, and confidence building. For RQ2, students highlighted its usability in terms of speed, convenience, ease of use, accessibility, independent learning support, and future use. However, both sets of findings also point to the same important condition: ChatGPT should be used with critical awareness and teacher guidance. The tool can support writing learning, but it cannot replace students' own thinking, effort, and responsibility. Nor can it replace teachers' role in guiding students toward deeper writing competence. Therefore, the most appropriate use of ChatGPT in EFL writing classes is as a supplementary learning assistant that helps students brainstorm, revise, edit, and reflect on their writing while still requiring them to make final decisions, develop their own ideas, and maintain academic integrity.

## 6. CONCLUSION

This study investigated students' perceptions of the effectiveness and usability of ChatGPT in learning English writing skills among 45 English major students from Year 1 to Year 3 at a technology university in the north of Viet Nam. The findings showed that students generally perceived ChatGPT as an effective tool for supporting writing learning, especially in generating ideas, revising drafts, improving grammar accuracy, developing vocabulary, improving sentence structures, and increasing writing confidence. The students also expressed positive attitudes toward the usability of ChatGPT, particularly its ease of use, convenience, quick responses, accessibility, and usefulness for independent writing practice. However, the study also revealed several concerns, including inaccurate or unsuitable suggestions and possible over-dependence on ChatGPT. Therefore, ChatGPT should be used as a supplementary learning tool rather than a replacement for students' own writing effort or teacher feedback. The study suggests that teachers should guide students to use ChatGPT critically, ethically, and effectively so that it can support writing development while still promoting independent thinking, academic integrity, and long-term writing competence.

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Cite this Article: Ha, P.T.T. (2026). English Major Students’ Perceptions of the Effectiveness and Usability of ChatGPT in Learning English Writing Skills. *International Journal of Current Science Research and Review*, 9(6), pp. 3126-3137. DOI: <https://doi.org/10.47191/ijcsrr/V9-i6-18>