



ChatGPT's Usability in Expository Writing in AI-Enabled Classrooms: Perceptions of Tertiary Students and Teachers

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ABSTRACT

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The growing integration of AI-powered digital writing tools (AI-DWTs) in writing instruction underscores the need to examine their impact on teaching pedagogies within technology-mediated language learning (TMLL) environments. This study investigates students' and teachers' perceptions of ChatGPT, an AI-driven writing tool, in an AI-enabled classroom. The study utilized a descriptive quantitative design with 60 student participants and three teacher participants. The study collected data through survey questionnaires following a series of interventions during writing classes. The results reveal that both students and teachers

view ChatGPT as a valuable tool for expository writing. Students reported that ChatGPT is helpful for brainstorming and organizing ideas during the pre-writing



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stage, structuring the introduction, body, and conclusion during the writing stage, and improving grammar during the post-writing stage. Additionally, they appreciate its ease of use and its role in boosting writing confidence. Teachers recognize ChatGPT's positive impact on the writing process, particularly in structuring essays and refining grammar, yet acknowledge concerns about accuracy. Furthermore, they view its integration into writing tasks as beneficial for developing students' AI competence. These positive perceptions highlight the need for structured methodologies/pedagogies to effectively integrate AI-DWTs into writing instruction. Future research may focus on developing pedagogical strategies that ensure effective and ethical AI integration to foster writing competence and critical interactions with AI-DWTs in writing classrooms.

INTRODUCTION

Integrating Artificial Intelligence (AI) in education, mainly through AI-powered Digital Writing Tools (AI-DWTs), increasingly transforms the writing instruction and learning landscape. Since their deployment, these AI tools, such as ChatGPT, have garnered mixed attention from the education sector, particularly from key stakeholders like students and teachers. Nevertheless, empirical studies demonstrate a shift toward more favorable attitudes. Students recognize the potential of AI to assist in content generation, improve writing efficiency, and promote learner autonomy (Gayed et al., 2022; Mahapatra, 2024; Marzuki et al., 2023). These tools are credited with improving the overall quality of academic writing by enhancing structure, grammar, and coherence. The growing body of research suggests that AI's role in academic writing is multifaceted, offering valuable support in areas such as brainstorming, drafting, and revising while also helping to streamline the writing process.

Despite the largely positive perceptions, challenges related to the use of AI in academic writing remain. Issues such as difficulties in organizing content, inconsistencies in AI-generated suggestions, and concerns about the ethical implications of AI use, particularly regarding plagiarism and over-reliance on technology, continue to be raised. These concerns suggest further examining AI tools' limitations and how they can be used ethically and effectively. Additionally, educators' perceptions of AI-DWTs are critical in understanding how these tools are implemented within the classroom. Research on educators' views highlights the potential advantages of AI tools in improving writing instruction and the obstacles to their widespread adoption, including limited access to technology, a perceived lack of technical expertise, and concerns about academic integrity and creativity (Gustilo et al., 2024).

The growing importance of exploring students' and educators' perspectives is essential to ensuring that AI integration into educational practices is effective and ethical. While global studies have examined the role of AI-powered digital writing tools (AI-DWTs) in education, limited literature focuses on the perceptions of students and teachers in the Philippines. Given the increasing adoption of AI in writing instruction, understanding how Filipino educators and learners perceive AI tools like ChatGPT is crucial in assessing their impact on writing development, pedagogical approaches, and ethical considerations. Hence, exploring these perceptions provides insights into how AI-DWTs align with the specific challenges and needs of the Philippine educational system, including accessibility, digital literacy, and the readiness of both students and teachers to engage with AI-driven learning. Investigating their experiences can inform the development of localized pedagogical strategies that enhance writing instruction while addressing concerns such as accuracy, content coherence, and critical engagement.

FRAMEWORK

Artificial Intelligence (AI) integration in education, particularly in writing instruction, can be understood through various theoretical lenses. The primary framework for this study is the Technology Acceptance Model (TAM), which explores how users come to accept and use technology. The updated TAM models emphasize the role of external factors, such as system quality and user experience, alongside the core constructs of perceived ease of use and usefulness in influencing technology adoption. In the context of AI-powered Digital Writing Tools (AI-DWTs), students' and educators' perceptions of these tools' ability to improve writing tasks and ease of use are central to their acceptance and effective integration into educational practices. Complementing TAM, the Learner Computer Interaction (LCI) framework has been revisited and expanded by researchers such as Caws and Hamel (2016), particularly in online learning environments. Caws and Hamel further explored how interactive platforms could support collaborative learning and foster more profound engagement with educational materials. According to Caws and Hamel (2016), ergonomic evaluations of LCI systems in CALL should assess usability and quality, ensuring compliance with ISO standards. Their design should align with three key user-centered, goal-specific, and context-dependent criteria: effectiveness, efficiency, and satisfaction. Hence, these frameworks are especially relevant to the current study, as the LCI provides parameters for investigating user satisfaction with technology, which served as an inspiration for this research.

OBJECTIVES OF THE STUDY

This study aims to explore the perceptions of both students and educators towards the use of AI-powered Digital Writing Tools (AI-DWTs) in enhancing writing expository essays. Specifically, the objectives are as follows: (1) investigate tertiary students' perceived satisfaction with using ChatGPT in expository writing in an AI-enabled classroom. (2) Examine teachers' perceptions towards ChatGPT in expository essay writing across different stages, its contribution to AI competence, and their overall evaluation of the tool. (3) Analyze the challenges and opportunities of utilizing ChatGPT in academic writing as basis for the development of writing pedagogies.

METHODOLOGY

Research Design

This study adopts a descriptive survey design as the primary research design to explore the perceptions of students and teachers in a higher education institution (HEI) regarding the usability of ChatGPT in an AI-enabled classroom setting. Three English teachers facilitated writing classes that integrated ChatGPT using a structured lesson plan developed by the researchers. A mixed-methods approach is appropriate, as it allows for a comprehensive understanding of how these two groups perceive the integration of ChatGPT into the educational context. The descriptive survey design facilitates the collection of quantitative data through a Likert-scale questionnaire, providing an accurate snapshot of these perceptions while identifying patterns, trends, and notable differences between students' and teachers' views. According to Domingo and Lintao (2024), survey designs have been widely utilized as data-gathering techniques in studies examining the role of AI-DWTs in developing writing competence, particularly since the deployment of generative AI tools such as ChatGPT.

Research Participants

The research participants were selected from an educational institution in Nueva Ecija, Philippines, which offers diverse programs, particularly in business and management. The institution's main campus in Cabanatuan City and multiple campuses across the province are recognized for their commitment to academic excellence and their role in preparing students for successful careers in various industries. Notably, its business-related programs—such as Accountancy, Business Analytics, Hospitality Management, and Tourism Management—align

with the Commission on Higher Education (CHED) Scholarship Programs (CSPs) for the academic year 2021-2022. These programs are prioritized due to their relevance to national economic development and workforce demands, equipping students with essential skills for the business world.

60 students qualified for the study based on specific inclusion and exclusion criteria (see Table 1), ensuring the sample is relevant and representative of the target population. Participants were required to be between 18 and 24 years old, aligning with the typical undergraduate age range in the selected programs. Additionally, they needed to demonstrate a basic user proficiency level in English (A1–A2) up to an independent proficiency level (B1–B2). To maintain a focus on second-language (L2) learners, students whose first language (L1) is English or who speak it as a foreign language (FL) were excluded, ensuring a more accurate assessment of AI's impact on L2 writing.

Only students enrolled in the Bachelor of Science in Business Management or related programs were eligible, as the study aimed to evaluate writing performance within a specific academic context. The selection of business administration students was further justified by CHED's prioritization of business-related courses, which emphasize the development of writing and communication skills. Given their academic focus, these students were particularly relevant for assessing the impact of AI-driven writing tools like ChatGPT on expository writing. To ensure full engagement with the intervention, only students who attended all intervention sessions were included in the study. Those who missed even one session were excluded, as their absence could compromise the integrity and completeness of the data. This criterion ensured that all participants experienced the intervention under consistent conditions.

Table 1
Inclusion and Exclusion Criteria

Criterion	Condition for Inclusion	Condition for Exclusion
Age	18 to 24 years old	Below 18; Above 24
English Proficiency	Basic User (A1 and A2) to Independent (B1 and B2)	Proficient user level (C1 to C2)
Uses AI-DWTs	Currently using AI-DWTs	Who do not use AI-DWTs
English as L2	Who has English as their L2	Who has English as their L1 or FL
Course	Taking-up Bachelor of Science in Business Management and related programs	Not Enrolled in Business Management or related programs
Participation in the intervention sessions	Completed each intervention session	Missed at least one intervention session

English is significant in the Philippines as it is recognized as an official language alongside Filipino, as per the 1987 Constitution of the Philippines, specifically Article XIV, Section 7. Hence, learning the English language in the Philippine context starts at the pre-elementary level up until college. Therefore, it is expected that they will be C2 proficient based on the Common European Framework (CEFR) if the number of years is the sole parameter. According to Jones (n.d) the C2 level may be achieved within a six to eight-year span. Hence, the participants of the study should be Independent (B1 and B2). The proficiency level of the willing participants will be determined after taking the English Proficiency Assessment Test.

The study employed the EF SET to ensure the selection of participants with similar levels of English proficiency. The EF SET, developed over a five-year period in collaboration with eminent scholars in the field of English assessment, is a rigorously designed online assessment tool aimed at ensuring the reliability, affordability, ease of use, and accessibility of English proficiency testing. It is aligned with the Common European Framework of Reference (CEFR), and EF SET PLUS scores range from 1 to 100, covering proficiency levels from beginner (A1) to proficient (C2). The test consists of reading and listening sections, each with a maximum time limit of 60 minutes. Operated by EF SET, this test is freely available and offers certification upon completion, accessible via <https://www.efset.org/>. The creators of EF SET are dedicated to leveraging advanced research and development methodologies to provide standardized English tests suitable for learners at all proficiency levels, from novice to advanced.

The English Writing Facilitator

The selected English writing teacher participants are experienced educators open to utilizing AI-powered digital writing tools in teaching writing. These teachers have the required qualifications, including at least three years of teaching experience and a Master's degree. The participants' active use of AI-DWTs in the classroom reflects a willingness to incorporate technology into writing instruction, aligning with the study's focus on integrating AI tools in writing pedagogy.

Data Collection

After a series of interventions where the teacher integrated ChatGPT into writing lessons, teachers provided students with computers and internet connectivity to access ChatGPT and use it for their writing tasks. The researcher administered survey questionnaires to gather data on the students' and teachers' perceptions. This survey employs a Likert scale questionnaire to collect insights from both groups regarding their perceptions of ChatGPT. For students, the survey explores satisfaction with ChatGPT. For teachers, it examines the perceived impact of ChatGPT on various stages of the writing process, the development of students' AI competence, and overall attitudes toward its use in writing instruction. The Likert scale format allows respondents to indicate their level of agreement with each statement, providing a comprehensive view of ChatGPT's role in educational settings.

Data Analysis

For the quantitative data gathered from the survey responses, descriptive statistics was utilized to calculate means and standard deviations for each question. To analyze Likert scale data using the central tendency of the mean, begin by assigning numerical values to the response options (e.g., 1 for "Strongly Disagree" to 5 for "Strongly Agree"). Next, calculate the mean for each survey item by summing the numerical values of all responses and dividing by the total number of respondents. This provides the average score for each item to reflect the overall level of agreement or perception toward the statement. The mean allows for a clear understanding of general sentiment, with higher values indicating more agreement and lower values indicating disagreement. Finally, the results were interpreted to conclude participants' collective perceptions.

Research Ethics Protocol

Before conducting the study, the researcher sought approval from a research ethics review committee to ensure compliance with ethical standards. Participant

anonymity and confidentiality were strictly maintained throughout the study. Informed consent was obtained from all participants, who were also aware of their right to withdraw from the study at any time. Furthermore, ethical guidelines concerning data collection, analysis, and reporting were rigorously adhered to, ensuring the research process upheld the highest standards of integrity and transparency.

RESULTS AND DISCUSSION

1. Students Satisfaction towards ChatGPT in Writing Expository

Table 2

Students' Satisfaction with ChatGPT During the Utilization Process

Statement	Mean	Interpretation
1. ChatGPT efficiently helped me to brainstorm and organize key ideas during the pre-writing stage.	4.4	Agree
2. ChatGPT efficiently helped me to develop strong thesis statements and supporting arguments for my essay during the writing stage.	4.3	Agree
3. ChatGPT efficiently helped me to improve the structure of my introduction, body, and conclusion paragraphs during the writing stage.	4.3	Agree
4. ChatGPT efficiently helped me to enhance the logical flow and cohesion of ideas in my essay while minimizing mental effort and time spent.	4.0	Agree
5. ChatGPT efficiently help me to improve grammatical accuracy in my essay during the revision and editing process while minimizing the time needed.	4.6	Strongly Agree

Table 2 presents students' perceptions of their satisfaction with ChatGPT in supporting their writing process across different stages. Among the five statements, the highest-rated aspect was ChatGPT's ability to improve grammatical accuracy during the revision and editing process while minimizing time spent ($M = 4.6$, Strongly Agree). These findings align with the studies of Teng (2024) and Austria et al. (2022), which indicate that students perceive AI-powered tools as helpful in identifying and correcting their errors. Additionally, this study found that AI chatbots have a significant influence on students' vocabulary and grammar skills. This is due to ChatGPT's ability to identify errors and provide real-time corrections, enhancing the accuracy and clarity of their essays. While they acknowledged its role in improving the logical flow and cohesion of ideas in their

essays, this aspect received the lowest agreement ($M = 4.0$). This indicates that they recognize its contribution to sentence connectivity and overall coherence but may still perceive some limitations. The introduction of a variety of transitional devices can enhance the tool by avoiding repetitive suggestions and promoting greater coherence in writing. Students also agreed that ChatGPT efficiently assists in brainstorming and organizing key ideas during the pre-writing stage ($M = 4.4$) and in developing strong thesis statements and supporting arguments ($M = 4.3$). These findings highlight ChatGPT's usefulness in structuring content and strengthening argument development. Additionally, students acknowledged that ChatGPT helps improve the structure of their introduction, body, and conclusion paragraphs during the writing stage ($M = 4.3$), suggesting that they value its role in organizing their essays effectively.

According to Caws and Hamel (2016) and the ISO 9241 standard, efficiency with these AI-DWTs in learning is assessed based on how well learners achieve the objectives of a language task while completing it. This evaluation emphasizes the task process, including the learners' effort, resources utilized (both physical and cognitive), and time required to complete the task. In this study, the efficiency of ChatGPT was measured through students' perceptions of how it minimized the effort and time needed to complete various writing stages.

The findings suggest that students generally perceive ChatGPT as an efficient tool that streamlines the writing process, particularly in organizing ideas, improving essay structure, and ensuring logical flow. However, slightly lower ratings in thesis development and grammatical accuracy improvement imply that while ChatGPT supports efficiency, students may still require additional strategies or cognitive effort to refine specific aspects of their writing. These results have important implications for writing instruction in academic settings. While AI-DWTs like ChatGPT can enhance efficiency by reducing cognitive load and speeding up specific processes of writing, educators must ensure that students develop critical thinking, independent writing, and self-editing skills.

Table 3

Students' Satisfaction with the Outcome of Their Essays Using ChatGPT

Statement	Mean	Interpretation
6. With the help of ChatGPT, my essay was able to discuss various perspectives and related information regarding the topic.	4.5	Strongly Agree
7. With the help of ChatGPT, my essay has a strong central idea that is clearly stated and guides the entire discussion.	4.4	Agree

8. With the help of ChatGPT, my essay is well-structured, with a compelling introduction, well-developed body paragraphs, and a strong conclusion.	4.3	Agree
9. With the help of ChatGPT, the Ideas in my essay flow smoothly with logical transitions between sentences and paragraphs.	4.2	Agree
10. With the help of ChatGPT, my essay is free from grammatical errors, awkward phrasing, or inconsistencies.	4.5	Strongly Agree

Table 3 presents students' perceptions of ChatGPT's effectiveness in improving their expository writing. The results indicate generally positive feedback, with mean scores ranging from 4.2 to 4.5, suggesting that students believe ChatGPT effectively enhances their ability to develop ideas, structure essays, and improve grammatical accuracy. Among the five statements, the highest-rated aspects were ChatGPT's ability to help students discuss various perspectives and provide related information ($M = 4.5$) and its role in ensuring grammatical accuracy, reducing errors, and improving clarity ($M = 4.5$). These findings suggest that students recognize ChatGPT as a valuable tool in broadening their discussions and refining the linguistic quality of their essays.

Students also agreed that ChatGPT helps establish a strong central idea that guides the discussion ($M = 4.4$) and assists in effectively structuring essays ($M = 4.3$). This implies that ChatGPT is perceived as useful in maintaining focus and coherence throughout the writing process. While still rated positively, ChatGPT's effectiveness in ensuring smooth transitions and logical flow received the lowest mean score ($M = 4.2$). This suggests that while students find ChatGPT helpful in organizing their essays, they may still need additional strategies for improving coherence and transitions between ideas. According to the ISO 9241 standard, effectiveness is evaluated based on how successfully a learner meets the objectives of a given language task's objectives, emphasizing accuracy and completeness (Caws & Hamel, 2016). The findings highlight ChatGPT's effectiveness in content development, grammatical accuracy, and structural organization. However, some areas, such as logical transitions and coherence, may require additional instructional support, particularly by introducing a wider range of transitional devices, as observed by the user participants.

Table 4*Overall User Satisfaction with ChatGPT for Writing Expository Essays*

Statement	Mean	Interpretation
11. I find ChatGPT easy to use in writing expository essays throughout the writing process.	4.0	Agree
12. Using ChatGPT has boosted my confidence in writing expository essays.	4.2	Agree
13. Using ChatGPT has made the writing process more engaging and worthwhile experience for me.	4.3	Agree
14. I feel more independent and capable in writing expository essays with the assistance of ChatGPT.	4.0	Agree
15. I prefer using ChatGPT over other writing tools because of its interactive and dialogic features that enhance the writing process.	4.5	Strongly Agree

Table 4 presents students' overall satisfaction with ChatGPT in writing expository essays. The results indicate generally positive feedback, with mean scores ranging from 4.0 to 4.5, suggesting that students perceive ChatGPT as a valuable and effective writing tool. Among the five statements, the highest-rated aspect was students' preference for ChatGPT over other writing tools due to its interactive and dialogic features ($M = 4.5$). This suggests that students appreciate ChatGPT's ability to engage them in an interactive writing process, making it a preferred tool over traditional writing aids. Additionally, students agreed that ChatGPT has made the writing process more engaging and worthwhile ($M = 4.3$), further reinforcing its role in enhancing the writing experience. Similarly, they expressed confidence in their ability to write expository essays with ChatGPT's assistance ($M = 4.2$), indicating that AI tools contribute to building their writing confidence and competence. Students also strongly agreed that ChatGPT is easy to use throughout the writing process ($M = 4.0$) and helps them feel more independent and capable of writing expository essays ($M = 4.0$). These findings suggest that ChatGPT is perceived as an accessible and supportive tool that empowers students to develop autonomy and confidence in their writing process. Given students' positive perceptions of ChatGPT, educators should integrate AI literacy and use it responsibly by teaching them to critically evaluate AI-generated content, avoid over-reliance, and understand ethical considerations. ChatGPT can be effectively used in the pre-writing stage to help students brainstorm ideas, explore multiple perspectives, and refine arguments independently. To improve writing structure and coherence, educators should provide lessons on transitions and paragraph organization, incorporating peer review and manual

revision exercises. In the post-writing stage, AI assistance should focus on self-editing skills. Teachers can introduce AI-assisted editing workshops and promote metalinguistic awareness by encouraging students to analyze and justify AI-suggested revisions. This can be conducted using a structured lesson plan designed for effective integration.

2. Teachers’ Perceptions towards ChatGPT’s Role in Teaching Expository Essays and Fostering AI Competence

Table 5
Impact on the Writing Process (Stages of Writing)

Stage	Statement	Mean	Interpretation
Pre-Writing	1. ChatGPT assists students in expanding main ideas by suggesting related concepts and topic clusters.	4.7	Strongly Agree
	2. ChatGPT helps students to create detailed outlines and break down ideas into main points, subpoints, and supporting details to improve the organization of their drafts.	4.0	Agree
	3. ChatGPT recommend credible information, sources and citations to be included in the drafts.	3.7	Neutral
Writing	4. ChatGPT helps students generate engaging hook statements, provide relevant background information, and formulate a clear and strong thesis statement to effectively introduce their expository essay.	4.7	Strongly Agree
	5. ChatGPT assists students in developing well-structured body paragraphs by introducing clear topic sentences, providing relevant supporting details and examples, improving logical flow and coherence, and suggesting transitional phrases to enhance readability and connectivity.	3.7	Agree

Stage	Statement	Mean	Interpretation
Post-writing	6. ChatGPT assists students in writing the conclusion by helping them restate my thesis effectively, summarize key points concisely, and provide impactful closing statements that leave a strong impression on the reader.	4.0	Agree
	7. ChatGPT helps students identify and correct subject-verb agreement errors throughout students' essay.	4.0	Agree
	8. ChatGPT helps students rewrite awkward or unclear sentences for better readability and improves parallel structure to ensure grammatical consistency.	3.7	Agree
	9. ChatGPT helps students correct comma splices, run-on sentences, and other punctuation mistakes while ensuring proper capitalization and apostrophe usage in their writing.	4.0	Agree
	10. ChatGPT suggests students more precise vocabulary to improve student's word choice and helps me eliminate redundant words and unnecessary repetition in my writing.	4.0	Agree

The data presented in Table 5 illustrate teachers' perceptions of ChatGPT's impact on different stages of the writing process, namely pre-writing, writing, and post-writing. The findings indicate that teachers generally perceive ChatGPT as a useful tool in facilitating their writing tasks, with varying degrees of agreement across different aspects.

Pre-Writing Stage. During the pre-writing stage, ChatGPT was highly rated for assisting students in expanding main ideas by suggesting related concepts and topic clusters ($M = 4.7$, Strongly Agree). This suggests that teachers find ChatGPT particularly helpful in broadening their ideas and refining their topics before drafting their essays. Additionally, teachers agreed that ChatGPT helps students create detailed outlines and break down ideas into main points, subpoints, and supporting details, improving the overall organization of their drafts ($M = 4.0$, Agree). However, the tool received a neutral rating ($M = 3.7$, Neutral) for its ability to recommend credible information, sources, and citations.

Writing Stage. Teachers expressed strong agreement that ChatGPT is beneficial in generating engaging hook statements, providing relevant background information, and formulating clear and strong thesis statements for effective essay introductions ($M = 4.7$, Strongly Agree). Similarly, they acknowledged that ChatGPT assists in developing well-structured body paragraphs by introducing clear topic sentences, providing supporting details, improving logical flow, and suggesting transitional phrases ($M = 3.7$, Agree). Furthermore, ChatGPT was found to be helpful in crafting effective conclusions by aiding in thesis restatement, summarizing key points concisely, and providing impactful closing statements ($M = 4.0$, Agree). These findings suggest that teachers recognize ChatGPT's role in enhancing the structural coherence of the students' essays, although some areas, such as body paragraph development, may require further refinement.

Post-Writing Stage. In the post-writing stage, teachers agreed that ChatGPT effectively helps students to identify and correct subject-verb agreement errors ($M = 4.0$, Agree). It also assists in rewriting awkward or unclear sentences for better readability and improves parallel structure to ensure grammatical consistency ($M = 3.7$, Agree). Additionally, teachers acknowledged its usefulness in correcting comma splices, run-on sentences, and other punctuation mistakes while ensuring proper capitalization and apostrophe usage ($M = 4.0$, Agree). Moreover, ChatGPT was found to be beneficial in enhancing vocabulary precision and eliminating redundant words ($M = 4.0$, Agree).

The findings suggest that teachers perceive ChatGPT as a valuable tool across all stages of the writing process. It is particularly effective in the pre-writing stage, where it aids in brainstorming and organizing ideas, and in the writing stage, where it assists in crafting introductions and conclusions. While teachers find it useful for grammar and style refinement in the post-writing stage, they express a more moderate level of agreement regarding its ability to enhance body paragraph development and recommend credible sources. These insights highlight the need for structured integration of AI-driven writing tools in educational settings to maximize their benefits while addressing their limitations.

Table 6*Impact of ChatGPT Integration on AI Competence in Writing*

Statement	Mean	Interpretation
11. ChatGPT has enhanced students' ability to effectively interact with AI tools.	4.7	Strongly Agree
12. ChatGPT has improved students' understanding of AI functionalities in enhancing writing quality of their writing.	4.0	Agree
13. ChatGPT has helped students develop responsible AI usage strategies, to minimize over-reliance on AI-generated content.	4.0	Agree
14. ChatGPT has taught students how to critically assess AI-generated suggestions, to ensure informed decision-making before accepting or modifying corrections.	4.0	Agree

The data in Table 6 reflect teachers' perceptions of how ChatGPT integration has influenced students' AI competence in writing. The findings indicate that teachers generally view ChatGPT as a beneficial tool in enhancing students' ability to interact with AI, improving their understanding of AI functionalities, and fostering responsible AI usage strategies.

Teachers strongly agreed that ChatGPT has enhanced students' ability to effectively interact with AI tools ($M = 4.7$, *Strongly Agree*). This suggests that exposure to ChatGPT has increased their familiarity with AI-driven writing assistance, making them more comfortable and proficient in using such tools for academic writing. Additionally, teachers acknowledged that ChatGPT has improved students' understanding of AI functionalities in enhancing the quality of their writing ($M = 4.0$, *Agree*). This indicates that they recognize ChatGPT's potential in refining students' writing skills, particularly in areas such as grammar correction, idea organization, and content structuring.

Teachers also agreed that ChatGPT has helped students develop responsible AI usage strategies to minimize over-reliance on AI-generated content ($M = 4.0$, *Agree*). This finding highlights their awareness of the importance of using AI as a support tool rather than a substitute for their own writing efforts. Furthermore, teachers agreed that ChatGPT has taught students on how to critically assess AI-generated suggestions to ensure informed decision-making before accepting or modifying corrections ($M = 4.0$, *Agree*). This suggests that students are learning to engage with AI-generated content thoughtfully, rather than passively accepting all recommendations.

The findings indicate that teachers perceive ChatGPT as a valuable tool

in developing AI competence in writing. They recognize its role in enhancing students' interaction with AI, improving their understanding of AI-assisted writing processes, and promoting responsible and critical engagement with AI-generated content. These insights highlight the potential of integrating AI tools into writing instruction to not only improve writing skills but also foster digital literacy and ethical AI usage among students.

Table 7
Teachers' Overall Perceptions towards ChatGPT

Statement	Mean	Interpretation
15. I believe ChatGPT helps students overcome common writing challenges in expository essays.	4.0	Agree
16. I consider ChatGPT as an essential tool for supporting students in developing strong writing competencies.	4.7	Strongly Agree
17. ChatGPT support students in developing greater independence in writing by providing guidance while encouraging critical thinking and self-revision.	3.7	Agree

Table 7 presents teachers' overall perceptions of ChatGPT's role in supporting students' writing development, particularly in expository essays. The findings suggest that teachers generally view ChatGPT as a valuable tool in addressing writing challenges, fostering writing competencies, and promoting student independence. Teachers agreed that ChatGPT helps students overcome common writing challenges in expository essays ($M = 4.0$, Agree). This suggests that they recognize its effectiveness in assisting students with issues such as idea organization, grammar refinement, and content coherence. Furthermore, teachers strongly agreed that ChatGPT is an essential tool for supporting students in developing strong writing competencies ($M = 4.7$, Strongly Agree). This indicates that they see AI-powered writing tools as beneficial in enhancing students' writing skills by providing structured guidance and improving various aspects of the writing process. Teachers also agreed that ChatGPT supports students in developing greater independence in writing by providing guidance while encouraging critical thinking and self-revision ($M = 3.7$, Agree). This finding implies that while teachers acknowledge ChatGPT's role in fostering autonomy, they may still see a need for additional instructional strategies to ensure that students engage critically with AI-generated suggestions rather than relying on them passively.

These findings suggest that teachers perceive ChatGPT as a helpful tool in writing instruction, particularly in addressing writing difficulties

and strengthening students' competencies. However, they also recognize the importance of balancing AI assistance with independent learning and critical engagement. These insights highlight the need for structured AI integration in writing pedagogy to maximize its benefits while fostering students' self-reliance and analytical skills.

3. Challenges and Opportunities of Utilizing ChatGPT in Academic Writing

Based on the perceptions gathered from students and teachers, several challenges and opportunities have been analyzed that could inform the development of AI-integrated writing pedagogies. Students and teachers recognize ChatGPT as a valuable tool for enhancing writing efficiency, organization, and accuracy, as well as challenges such as over-reliance among users and limitations of the tool, including using generic and repetitive transitional devices. This highlights the need for a structured approach and strategies to integrating AI into writing instruction.

Challenges in Utilizing ChatGPT for Academic Writing

One of the primary challenges is ensuring the logical flow and cohesion of ideas. While students acknowledge ChatGPT's assistance in improving the structure of their essays, AI-generated transitions and connections between ideas may sometimes be generic, repetitive, or lack depth. This suggests that manual refinement is necessary to enhance the overall coherence of the essay. To address this, educators may integrate paragraph organization, transition usage, and logical sequencing lessons. This may ensure that students do not solely rely on AI-generated coherence but actively refine their writing for better clarity and readability.

Second, the credibility of sources and citations. ChatGPT cannot access real-time, verifiable sources, meaning that AI-generated references may sometimes be inaccurate, outdated, or even fabricated. This poses a serious issue in research-based writing, where students may unknowingly include unreliable information in their essays. To mitigate this risk, educators should train students to evaluate AI-generated information critically, verify sources from academic databases, and apply proper citation practices. Developing information literacy skills is essential to ensure that students can differentiate between credible academic sources and unverified AI-generated references.

Third, ChatGPT's frequent use of present participial phrases can be a limitation as learners may overuse them. This may lead to repetitive sentence structures and kilomeric sentences. While participial phrases improve fluency,

excessive reliance on them may reduce sentence variety and clarity. To address this, educators should encourage syntactic diversity, guiding students to use relative clauses, compound and complex sentences, and varied sentence openings. Structured exercises in sentence transformation and revision can help students balance conciseness and readability in their writing. Lastly, a key concern is encouraging independent writing and critical thinking. While ChatGPT provides structured writing support, students may develop passive learning habits if they over-rely on AI-generated content without actively engaging in the writing process.

Opportunities for AI-Integrated Writing Pedagogies

The positive perception of ChatGPT among students highlights several opportunities for integrating AI into academic writing pedagogy. Students find ChatGPT easy to use, presenting an opportunity for educators to utilize AI as a scaffolding tool to support brainstorming, structuring, and revision. The tool also boosts writing confidence. Interactions with ChatGPT allow students to explore various topics and perspectives, receive AI-assisted feedback, and refine their work. ChatGPT's ability to make writing more engaging and meaningful, as perceived by students, suggests it can increase motivation through interactive writing tasks and peer collaboration. Additionally, students feel more independent when using ChatGPT. This indicates its potential for self-regulated learning through self-paced writing exercises, AI-assisted self-assessment, and reflective revision tasks. The interactive and dialogic features of ChatGPT, which students prefer over other writing tools, enhance their prompting strategies with the tool. Educators should develop structured lesson plans that effectively integrate AI-DWTs into writing instruction to maximize these opportunities.

CONCLUSION

Students and teachers perceived the integration of ChatGPT with structured lesson plans in the writing classroom as a valuable tool in expository writing. The findings of this study highlight both students' and teachers' generally positive perceptions of ChatGPT as a valuable tool in expository writing instruction. Students reported high satisfaction with ChatGPT's ability to support various stages of the writing process, including brainstorming and organizing ideas, developing thesis statements, structuring essays, and improving grammatical accuracy. The tool was particularly effective in enhancing efficiency by minimizing time and effort spent on writing tasks and boosting students' confidence and engagement in writing. However, some areas, such as logical transitions and

coherence, required additional instructional support. Teachers also acknowledged ChatGPT's potential to address common writing challenges and foster writing competence. They viewed it as an essential tool for structuring essays, refining grammar, and supporting students in developing greater writing independence. Furthermore, they recognized its role in enhancing AI competence by helping students interact effectively with AI, critically assess AI-generated content, and use AI responsibly to avoid over-reliance. However, teacher guidance is still necessary for integration until students can ethically and effectively use the tool in their independent writing sessions.

Hence, the study underscores the importance of structured lesson plans in integrating these tools into writing instruction. While ChatGPT offers significant benefits in improving writing efficiency, accuracy, and engagement, it should be supported by pedagogical strategies. Educators should incorporate AI literacy and metalinguistic awareness into their instructions to guide students in critically evaluating AI-generated content, refining their writing through self-editing, and developing their analytical skills. Future research should explore strategies for optimizing AI-assisted writing instruction.

TRANSLATION RESEARCH

The findings of this study highlight actionable strategies for integrating AI-Driven Writing Tools (AI-DWTs) into education to enhance writing competence. These tools can be incorporated into curricula for teaching grammar, discourse, and expository writing, supported by teacher training programs to ensure effective use. Pedagogical practices, such as scaffolding, students' strategies and collaborative activities, can leverage AI-DWTs to build students' confidence and critical thinking. Institutions should develop policies for ethical AI use and explore hybrid assessment models combining human and AI evaluations. Further research is needed to examine long-term impacts and explore AI's role in other writing contexts. By implementing these strategies, AI-DWTs can address writing challenges, support skill development, and prepare students for future demands.

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