

ATTITUDES OF ENGLISH-MAJOR STUDENTS OF NHA TRANG UNIVERSITY TOWARDS USING CHATGPT FOR WRITING SKILLS

Bui Thi Ngoc Oanh¹, Nguyen Thi Nhat Thao¹
Email: oanhbtn@ntu.edu.vn, ORCID: 0009-0000-3604-7458

Received: 11/09/2025. Revised: 02/03/2026. Accepted: 23/03/2026
DOI: 10.59266/houjs.2026.1191

Abstract: *Writing is one of the most difficult but necessary skills for English. In the information technology era, learners frequently use artificial intelligence, the most popular of which is ChatGPT, to complete their assignments. This paper examines the attitudes, potential benefits, and challenges of using ChatGPT to support the writing skills of English-major students at Nha Trang University. The population was 116 freshmen and sophomores in the second semester of the 2024-2025 school year. Both qualitative (personal interviews) and quantitative (online surveys, statistical analysis) methods were used. The statistical analysis indicates that using ChatGPT improved students' writing performance, with a small-to-moderate effect size. The students used ChatGPT to generate suggestions for writing content and ideas, improve their papers, and correct grammar and spelling errors. However, they faced difficulties with plagiarism, validity and reliability, distinguishing between correct and incorrect prompts, and inappropriate responses. This paper suggests to lecturers and students how to effectively use ChatGPT for writing skills.*

Keywords: *AI, attitude, ChatGPT, English-major students, writing skills*

I. Introduction

Writing is a fundamental academic skill for communication and success across disciplines; however, many learners struggle to generate ideas, organize content, and use appropriate vocabulary and grammar. Such challenges can discourage students and reduce students' time and effort with writing tasks (Ihsan & Musdizal, 2025). With the rapid development of Artificial Intelligence (AI), tools like ChatGPT are increasingly used to offer suggestions and feedback. AI, defined by John McCarthy as “the science and engineering of making

intelligent machines” (McCorduck, 2004), has become integral to modern learning environments.

Recent studies have explored ChatGPT's role in improving speaking skills (Le et al., 2025; T. T. H. Nguyen, 2024) and its broader educational applications (Nguyen et al., 2024). Although some research has addressed its use in writing practice (Nguyen, T. P. H., 2024), limited attention has been given to English-major students' attitudes toward its use. Therefore, this study aims to answer the following three questions:

¹ Nha Trang University, Khanh Hoa, Vietnam

1. What are students' attitudes toward using ChatGPT for writing skills?
2. What are the advantages and challenges students face when using ChatGPT for writing skills?
3. How do students use ChatGPT to improve their writing skills?

II. Literature Review

Artificial Intelligence (AI) is often associated with powerful systems capable of mimicking human perception and interaction (Chen et al., 2020). Beyond basic task execution, AI can perform multi-step reasoning and understand the meaning of natural language to generate innovative outputs (Langley, 2011). In language education, AI tools such as Grammarly, ChatGPT, AI Writer, QuillBot, and Typeset have significantly influenced English teaching and learning by assisting with sentence restructuring, providing synonym suggestions, and providing immediate feedback, enabling students to improve writing quality and linguistic accuracy (Kohnke et al., 2023). Dong (2023) shows that AI writing tools positively impact students' writing performance and enhance the teaching and learning process by providing timely feedback, identifying and suggesting corrections, which motivates many students to write and better understand the assessment process. Similarly, Utami et al. (2023) demonstrate that AI-based learning tools can assist students in conducting academic research, from the planning stage through topic identification and selection to drafting.

ChatGPT, in particular, has been adopted in education. Thai (2023) asserts that most English pedagogical students perceive it positively due to its fast, accurate feedback, while its free platform

accessibility supports flexible, self-directed learning (Ajlouni et al., 2023). Moreover, Sultan et al. (2025) emphasize its effectiveness in strengthening grammar, vocabulary use, and text organization, as well as in meeting various students' writing needs. Setiawan and Pariyanto (2025) found significant improvement in students' essay organization and argument.

However, concerns remain regarding reliability and accuracy, as well as potential negative effects on critical thinking, creativity, and ethical aspects (Thai, 2023). Moreover, Lund et al. (2023) warn us about potential academic cheating, as texts generated by ChatGPT are based on previously published literature; consequently, citing sources properly is encouraged. Sultan et al. (2025) also worry about overreliance on the tool and the occasional provision of imperfect suggestions.

III. Methodology

A total of 116 English-major students (7 males and 109 females), aged 19-20, and enrolled in Writing 2 and Writing 4 courses during the second semester of 2024-2025, participated in this study. To answer the research questions, the students completed an online survey at <https://forms.gle/M276DsJ5nEkZX4rW8>, including two demographic questions regarding age and gender, and 26 multiple-choice items on students' attitudes, benefits, and challenges in using ChatGPT. The questionnaire was adapted from Abdulkareem et al. (2024). Statistical analysis was conducted using IBM SPSS Statistics. Internal consistency reliability was assessed using Cronbach's alpha, while a paired-samples t-test examined differences between pre- and post-test scores. Cohen's D was calculated to estimate the effect size.

Additionally, 10 students (4 males, 6 females) were randomly selected for individual interviews. They were asked the following two questions:

(1) How do you use ChatGPT for writing skills? (2) What requirements do lecturers have when students use ChatGPT? Interviews were conducted in Vietnamese, transcribed in Microsoft

Word, organized by questions, and anonymized using coded names to ensure confidentiality.

IV. Results and discussion

4.1. Online survey results

Cronbach's Alpha was employed to assess the internal consistency of the survey instrument, as presented in Table 1.

Table 1. Reliability statistics of the measurement items

Cronbach's Alpha	Standardized Cronbach's	Number of items
0.839	0.937	26

The obtained Cronbach's Alpha coefficient of 0.839 exceeds the commonly accepted threshold of 0.70, indicating satisfactory internal consistency among the survey items. This result suggests that all items included in the questionnaire demonstrate adequate reliability (George & Mallery, 2023).

Students' attitudes toward using ChatGPT for writing skills

The findings indicate that ChatGPT is highly prevalent and widely adopted among language-major students at Nha Trang University, particularly for writing skills. Nearly all respondents (98.3%) reported familiarity with this tool, while 73.3% indicated regular use, suggesting its integration into their academic practices.

Students expressed generally positive perceptions of its functionality. Specifically, 87.9% agreed that this system can effectively understand and respond to their requests ($M = 4.05$, $SD = 0.63$). This moderate standard deviation (SD) suggests that overall perceptions are favourable, but some variations exist in individual experiences.

Similarly, its usability was rated highly, with ease of understanding its features achieving a mean of 4.14 and an

SD of 0.49, indicating strong agreement and consistent perceptions of user-friendliness. Notably, accessibility and convenience were rated the highest, with 93% agreement and the highest evaluation ($M=4.27$, $SD=0.60$). While this reflects strong positive approval, slightly higher SD suggests minor differences in access conditions.

Advantages of using ChatGPT for writing skills

The data indicate generally positive perceptions of ChatGPT's role in supporting writing skills, with mean scores ranging from 3.72 to 4.17. The highest ratings were observed for idea generation and informational support ($M = 4.17$, $SD = 0.64$) and content suggestions ($M = 4.14$, $SD = 0.53$), highlighting ChatGPT's effectiveness in the pre-writing stage. The relatively low SD in these items suggests strong agreement among respondents. Similarly, aspects related to writing quality, such as coherence, expression, and language improvement ($M = 4.03$), were positively evaluated, with moderate SD values indicating some variation in user experience.

In contrast, lower mean scores were found in motivation ($M = 3.72$, $SD = 0.78$)

and writing precision ($M=3.79$, $SD=0.89$), with higher SD values reflecting greater divergence in perceptions. Grammar correction also showed notable variability ($SD = 0.81$), suggesting inconsistent effectiveness across users. In summary, the combination of relatively high means and varying SD levels indicates broadly favourable yet heterogeneous experiences with ChatGPT in writing support.

Challenges in using ChatGPT for writing skills

Notable challenges associated with the use of ChatGPT in academic writing are revealed, with mean scores ranging from 3.79 to 4.11. The highest level of agreement concerns plagiarism risk ($M = 4.11$, $SD = 0.70$), indicating strong awareness among students, with relatively moderate SD. Similarly, students reported considering reliability ($M = 4.00$, $SD = 0.67$) and validity ($M = 3.99$, $SD = 0.71$), suggesting a generally shared sense of critical evaluation.

However, greater variability is observed in perceptions of accuracy issues. Both difficulty in distinguishing accurate from inaccurate suggestions ($M = 3.84$, $SD = 0.78$) and occurrence of irrelevant responses ($M = 3.79$, $SD = 0.74$) show higher SD values, indicating more diverse experiences among users. Despite these concerns, 81.7% respondents supported allowing ChatGPT in writing, reflecting broad acceptance alongside cautious use.

4.2. Student interviews

Question (1): How do you use ChatGPT for writing skills?

Most students reported using ChatGPT at different stages of the writing

process, including idea generation, vocabulary expansion, outlining, content development, and editing. Initially, students used it to brainstorm ideas and collect relevant vocabulary. “I use ChatGPT to find ideas and expand vocabulary” (Student 01, May 10, 2025), “I use it for brainstorming, outlining, strengthening content, checking errors, and getting feedback” (Student 02) and “Once I have a topic, I come up with ideas, then ask ChatGPT for more ones, and finally use it to check grammar and vocabulary.” (Student 03).

Later, it helped correct spelling, grammar, word choice, and receiving feedback. Student 03 also “input my writing into ChatGPT to correct errors” while student 07 “checked grammar, spelling, find ideas, and improved sentence structures.” Moreover, students learned “how to develop ideas and structure content, learn from corrections and vocabulary suggestions, and use it to review and improve my own writing.” (Student 06).

Question (2): What requirements do lecturers have when students use ChatGPT?

Although lecturers encourage the use of AI to promote independent learning, students are advised to use ChatGPT selectively and thoughtfully to ensure real learning benefits rather than overdependence. Students should utilize it only when necessary and “just for idea references” (Student 07). However, students should “know how to select information, avoid overuse and dependence” (Student 04). Therefore, lecturers require students to “write their own drafts and use ChatGPT only to check grammar” (Student 10) and “do not copy

entirely from ChatGPT; write in your own style” (Student 09). Lastly, lecturers should “use plagiarism-checking tools” (Student 08).

4.3. Impact of ChatGPT use on writing skills

To examine the impact of ChatGPT on writing skills, a paired-samples t-test and Cohen’s d were conducted. The results are presented in Table 2.

Table 2. Impact of using ChatGPT on writing skills

Variable	Pre-test Mean	Post-test mean	Mean difference	t(df)	p-value	Cohen’s d
Test score	6.038	7.054	-1.0165	-3.357	0.001	-0.38

The analysis revealed a statistically significant increase in scores from pre-test (M = 6.038, SD = 2.626) to post-test (M = 7.054, SD = 2.004), $t(79) = -3.357$, $p = 0.001$. The mean difference of -1.0165 suggests that participants performed better after using ChatGPT. The effect size, estimated using Cohen’s d (= -0.38), falls within the small-to-moderate range, suggesting a modest but meaningful practical effect.

4.4. Discussion

Student attitudes

ChatGPT has emerged as a prominent learning tool among English-major students at Nha Trang University, particularly for writing skills (Dong, 2023). Comparable evidence is observed at Ho Chi Minh City University of Industry, where 93.3% of graduates reported using ChatGPT for writing (Tran et al., 2025), suggesting widespread integration of AI-assisted learning in Vietnamese higher education.

87.9% of respondents believe ChatGPT adequately addressed their academic needs, indicating high user satisfaction. This finding is consistent with results from Can Tho University, where 92.9% students perceive the tool as accessible and beneficial for learning (Lam, 2024). Collectively, these

outcomes underscore the importance of usability and accessibility in facilitating continued adoption of AI technologies. Notably, this study extends prior research by incorporating SD analysis to capture variability in students’ perceptions. While overall attitudes toward ChatGPT are favourable, the degree of agreement differs across participants, highlighting the necessity for context-sensitive implementation in educational settings.

Benefits of using ChatGPT for writing skills

Students report multiple benefits when using ChatGPT for writing. Specifically, 92.1% of students indicated that it offers useful content suggestions, while 91.3% found it effective for generating creative ideas, supporting prior findings (Dong, 2023; Utami et al., 2023). The tool also assists with outlines, content development, and feedback on language and structures (Whalen et al., 2024; Thai, 2023). Previous research also confirmed its effectiveness in improving grammar, vocabulary, and coherence (Zhai & Wibowo, 2023), helping students to articulate complex ideas more efficiently and save their time and effort.

In addition, 70.4% of students mentioned improvements in grammar

and spelling, and 68.1% acknowledged more detailed and meticulous writing. These findings align with Farrokhnia et al. (2024), who highlighted the value of personalized feedback in improving writing quality. Interaction with ChatGPT further enables personalized evaluations, facilitating error correction and content refinement. These results extend prior research by Sultan et al. (2025) in terms of spelling correction and specific writing practice.

Challenges of using ChatGPT for writing skills

Despite its benefits, students raised concerns about plagiarism, highlighting risks to academic integrity when AI-generated content is not properly acknowledged (Miao et al., 2024). Therefore, transparency in AI usage during research and writing is essential. Additionally, 81.9% questioned the validity, and 80.9% assessed the reliability of ChatGPT's output. These results strengthen and clarify those reported by Thai (2023) regarding the reliability and accuracy of ChatGPT's information.

Moreover, 69% of respondents found it difficult to distinguish accurate from inaccurate suggestions, while 65.5% encountered responses that were irrelevant or off-topic. These findings align with Sultan et al. (2025), who noted its reliability and occasional imperfect suggestions. Abdulkareem et al. (2024) also showed 39.2% of participants reported the concern of irrelevant or off-topic responses.

Students' use of ChatGPT for writing skills

ChatGPT was used across all stages of the writing process, from initial idea generation to final revisions. ChatGPT

assisted students in developing ideas and outlining, aligning with Binti Yasmi et al. (2025) and Abdi et al. (2024), who found that ChatGPT enhances writing quality by assisting with idea development, sentence organization, and vocabulary expansion among ESL students, while also boosting their writing confidence. In this study, its role is further extended to strengthen content, check for errors, and gather feedback.

ChatGPT also facilitated the development of vocabulary and sentence structure. Students exploited this tool to acquire idioms and sentence structures, consistent with Alsaedi (2024), while Lo et al. (2024) noted that frequent interaction promotes active learning and internalization of linguistic structures. Finally, ChatGPT is also considered a teaching tool. Maghamil and Sieras (2024) and Xiao and Zhi (2023) revealed that ChatGPT enhances writing quality, communication and critical thinking, positioning it as a valuable collaborative partner in ESL learning.

Effects of using ChatGPT on writing skills

The paired-samples t-test results indicate that using ChatGPT produced a statistically significant improvement in participants' performance, as reflected in higher post-test scores. Although the effect size is small to moderate, the direction of change was consistent. This pattern of results highlights that integrating ChatGPT into the learning process can facilitate measurable gains in achievement. Therefore, the results support the effectiveness of using this tool in enhancing learning outcomes and suggest its applicability in similar educational or experimental contexts.

V. Conclusion and recommendation

ChatGPT has emerged as a popular and effective support tool for writing skills. It is widely used across multiple stages, from idea generation to final draft revision. Students use it to brainstorm ideas, develop content, expand vocabulary - including idiomatic expressions and common structures - to organize ideas into clear outlines. In later stages, it provides quick feedback, helping correct grammar, spelling, and word choice, and it is also a learning resource through explanations of vocabulary and sentence structure.

Most students demonstrate positive attitudes, appreciating the fast feedback, suggestions, error corrections, and support for complex expressions. It promotes autonomy, creativity, and personalized learning. However, concerns about plagiarism and accuracy persist. Therefore, students need guidance on evaluating information, adhering to ethical principles, and using technology responsibly to avoid overdependence. To address these issues, instructors should encourage students to monitor their work using tools such as Turnitin, Originality.AI, or GPTZero. Clear limits on AI use should be established. Additionally, assessment criteria should prioritize thesis statement, coherence, idea development, and organization. Ultimately, students should consider ChatGPT as a supportive tool and should practice regularly to strengthen their own abilities. When used appropriately, it enhances writing performance while fostering digital literacy, independent learning, and critical thinking.

References

- Abdi, M. M., Ananta, B. D. B., & Nurbatra, L. H. (2024). Exploring the use of ChatGPT in improving students' paragraph composition skills. *Focus on ELT Journal*, 6(4), 17-36. <https://doi.org/10.14744/felt.6.4.2>.
- Abdulkareem, M., Alkamel, A., & Alwagieh, N. A. S. (2024). Utilizing an adaptable artificial intelligent writing tool (ChatGPT) to enhance academic writing skills among Yemeni university EFL students. *Social Sciences & Humanities Open*, 10, 101095.
- Ajlouni, A. O., Wahba, F. A., & Almahaireh, A. S. (2023). Students' attitudes towards using ChatGPT as a learning tool: The case of the University of Jordan. *International Journal of Interactive Mobile Technologies*, 17(18). <https://doi.org/10.3991/ijim.v17i18.41753>.
- AlAfnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an Educational Tool: Opportunities, Challenges, and Recommendations for communication, business writing, and composition courses. *Journal of Artificial Intelligence and Technology*, 3(2). <https://doi.org/https://doi.org/10.37965/jait.2023.0184>.
- Alsaedi, N. (2024). ChatGPT and EFL/ESL Writing: A System Review of Advantages and Challenges. *Engl. Lang. Teach.*, 17(5), 41-50.
- Binti Yasmi, F. N., Bahador, Z. B., & Rathakrishnan, M. (2025). The impact of using ChatGPT on academic writing among English as a second language (ESL) students. *International Journal of Instruction, Technology and Social Sciences*, 4(1), 73-82. <https://doi.org/10.47577/ijitss.v4i.143>.
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *IEEE Access*, 8, 75264-75278. <https://doi.org/10.1109/ACCESS.2020.2988510>.
- Dong, Y. (2023). Revolutionizing academic English writing through AI-powered pedagogy: Practical exploration of teaching process and assessment. *Journal of Higher Education Research*, 4(2), 52-57.
- Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2024). A SWOT analysis of ChatGPT: Implications

- for educational practice and research. *Innovations in Education and Teaching International*, 61(3), 460-474.
- George, D., & Mallery, P. (2023). *SPSS for Windows Step by Step: A Simple Guide and Reference*. Allyn & Bacon.
- Ihsan, H. S. & Musdizal. (2025). Investigating academic writing: Exploring English department students' perceptions of challenges. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 4587-4599. <https://doi.org/10.24256/ideas.v13i2.7264>.
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537-550. <https://doi.org/10.1177/00336882231162868>.
- Lam, K. N. (2024). Vietnamese university students' perceptions in learning English using ChatGPT. *International Journal of Science and Management Studies*, 7(1), 142-148.
- Langley, P. (2011). Artificial intelligence. *AISB Quarterly*.
- Le, T. A. T., Le, P. T., Le, T. V., & Nguyen, T. A. (2025). A study on students' attitudes on ChatGPT in English speaking class, a case study at Hanoi Open University. *Journal of Science Hanoi Open University*, 1A, 228-236. doi:<https://doi.org/10.59266/houjs.2025.630>.
- Lo, C. K., Yu, P. L. H., Xu, S., Ng., D. T. K., & Jong, M. S. Y. (2024). Exploring the application of ChatGPT in ESL/ EFL education and related research issues: A systematic review of empirical studies. *Smart Learn. Environ.*, 11(1), 1-24.
- Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the scientific publishing process. *Journal of the Association for Information Science and Technology*, 74(5), 570-581. <https://doi.org/10.1002/asi.24750>.
- Maghamil, M. C., & Sieras, S. (2024). Impact of ChatGPT on the academic writing quality of senior high school students. *Journal of English Language Teaching and Applied Linguistics*, 6(2), 115-128. <https://doi.org/10.32996/jeltal.2024.6.2.14>.
- Mahapatra, S. (2024). Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study. *Smart Learn. Environ.* 11(9), 1-18.
- McCorduck, P. (2004). *Machines who think: A personal inquiry into the history and prospects of artificial intelligence* (2nd ed.). A. K. Peters.
- Miao, J., Thongprayoon, C., Suppadungsuk, S., Garcia Valencia, O. A., Qureshi, F., & Cheungpasitporn, W. (2024). Ethical dilemmas in using AI for academic writing and an example framework for peer review in nephrology academic: A narrative review. *Clinical Practice*, 14, 89-106. <https://doi.org/10.3390/clinpract14010008>.
- Nguyen, D. N., Tran, T. P., Tran, P. V., Le, H. N. N., & Duong, D. G. (2024). The current status of applying ChatGPT in learning for students at the school of engineering and technology- Hue University. *Hong Bang International University Journal of Science, (Special issue)*, 2, 50-59. doi:<https://doi.org/10.59294/HIUJS.KHQG.2024.005>.
- Nguyen, T. P. H. (2024). Students' usage of ChatGPT for writing practice. *TNU Journal of Science and Technology*, 229(12), 260 - 269. doi:<https://doi.org/10.34238/tnu-jst.10606>.
- Nguyen, T. T. H. (2024). Attitudes and perceptions of students of English language using ChatGPT for their learning of English Speaking skill, *Journal of Science, Thanh Hoa University of Culture, Sports and Tourism*, 3(21), 103-115. doi:<https://doi.org/10.55988/2588-1264/222>.
- Setiawan, V., & Pariyanto. (2025). The role of ChatGPT in enhancing argumentative writing skills of EFL students through

- formative feedback. *Proceedings of Conference on Literature, Linguistic, and Cultural Studies*, 4(1), 489-499. <https://doi.org/10.30996/uncollcs.v4i1.6175>.
- Shaikh, S., Yayilgan, S. Y., Klimova, B., & Pikhart, M. (2023). Assessing the Usability of ChatGPT for Formal Language Learning. *Eur. J. Investig. Health Psycho. Educ.*, 23, 1937-1960.
- Spepanechko, O., & Kozub, L. (2023). English teacher's concern about the ethical use of ChatGPT by university students. *Grail of Science*, 25, 297-302. <https://doi.org/10.36074/grail-ofscience.17.03.2023.051>.
- Sultan, M., Taj, A., Sabir, F., & Ali, S. (2025). The effect of ChatGPT on the writing abilities of undergraduate English students. *Journal of Arts and Linguistics Studies*, 3(1), 67-91. <https://doi.org/10.71281/jals.v3i1.210>.
- Thai, T. C. T. (2023). Attitude and expectations of English pedagogical students towards ChatGPT: A study at Hanoi National University of Education. *Journal of Education*, 23(10), 51-56.
- Tran, H. N., Le, T. T. N., & Tran, V. B. U. (2025). AI tools in learning academic writing: Benefits and challenges for MA students in the English language studies at the Industrial University of Ho Chi Minh City. *International Journal of AI in Language Education*, 2(1), 74-91. <https://doi.org/10.54855/ijaile.25215>.
- Utami, S. P. T., Andayani, Winarni, R., & Sumarwati. (2023). Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive? *Contemporary Educational Technology*, 15(4), e450. <https://doi.org/10.30935/cedtech/13419>.
- Whalen, J., Grube, W., Xu, C., & Trust, T. (2024). K-12 educators' reactions and responses to ChatGPT and GenAI during the 2022-2023 school year. *TechTrends*, 1-13.
- Xiao, Y., & Zhi, Y. (2023). An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experience and Perceptions. *Languages*, 8(3), 212. <https://doi.org/10.3390/languages8030212>.
- Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university. *Computers and Education: Artificial Intelligence*, 4, 100134. <https://doi.org/10.1016/j.caeai.2023.100134>.

THÁI ĐỘ CỦA SINH VIÊN CHUYÊN NGỮ TRƯỜNG ĐẠI HỌC NHA TRANG ĐỐI VỚI VIỆC SỬ DỤNG CHATGPT CHO KỸ NĂNG VIẾT

Bùi Thị Ngọc Oanh¹, Nguyễn Thị Nhật Thảo¹

Tóm tắt: Kỹ năng viết là một trong những kỹ năng khó nhưng cần thiết cho người học tiếng. Trong thời đại công nghệ thông tin, người học thường hay dùng trí tuệ nhân tạo mà phổ biến nhất là ChatGPT để hoàn thành bài tập. Mục đích của bài viết này là nghiên cứu thái độ; những lợi ích tiềm năng và những khó khăn khi dùng ChatGPT hỗ trợ kỹ năng viết của sinh viên chuyên ngữ Trường Đại học Nha Trang. Khách thể nghiên cứu là 116 sinh viên chuyên ngữ năm nhất và năm hai học kỳ hai năm học 2024-2025. Bài viết sử dụng phương pháp nghiên cứu định tính (phỏng vấn cá nhân) và phương pháp định lượng (khảo sát trực tuyến, phân tích thống kê). Kết quả phân tích thống kê cho thấy việc sử dụng ChatGPT góp phần cải thiện kết quả bài viết của sinh viên, với mức độ ảnh hưởng từ nhỏ đến trung bình. Các em dùng ChatGPT để gợi ý nội dung bài viết và ý tưởng; cải thiện chất lượng bài viết; sửa lỗi ngữ pháp và chính tả. Tuy nhiên, sinh viên cũng có những khó khăn về đạo văn; cân nhắc tính xác thực và độ tin cậy; phân biệt những gợi ý là đúng hay sai; và gặp phải những câu trả lời chưa phù hợp. Bài viết gợi ý giảng viên và sinh viên cách dùng ChatGPT phù hợp cho kỹ năng viết.

Từ khóa: trí tuệ nhân tạo, thái độ, ChatGPT, sinh viên chuyên ngữ, kỹ năng viết

¹ Trường Đại học Nha Trang, Khánh Hòa, Việt Nam