

FOREIGN LANGUAGES AND VIETNAMESE

EXPLORING THE IMPACTS OF CHATGPT ON THE WRITING SKILLS OF VIETNAMESE ENGLISH-MAJORED STUDENTS

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ABSTRACT: This study explores the impacts of ChatGPT on the writing skills of Vietnamese English-majored university students and their perceptions towards using ChatGPT as a writing support tool. A mixed-methods approach was employed, incorporating quantitative data from a questionnaire completed by 55 third-year English-majored students with B2-C1 English proficiency levels (CEFR) and qualitative insights from semi-structured interviews with five meticulously selected participants. The findings indicate that ChatGPT significantly enhances various aspects of writing, including idea generation, grammar accuracy, structural organization, vocabulary, coherence, creativity, efficiency, self-editing, and overall proficiency. Students reported increased confidence and motivation to write more frequently, highlighting the tool's practical utility. However, concerns about over-reliance on technology were noted, suggesting the need for a balanced approach. The study also reveals generally positive perceptions towards ChatGPT, with students finding it helpful, relevant, easy to use, and complementary to traditional writing instruction. The combination of quantitative and qualitative data provides a comprehensive understanding of ChatGPT's impact, suggesting its potential as an effective supplementary tool in writing instruction. Future research should address limitations such as sample size and explore long-term effects, including the development of creativity and critical thinking, investigate strategies to mitigate over-dependence on technology in academic writing, and examine cultural factors influencing the use of AI tools in academic writing.

KEY WORDS: ChatGPT; writing skills; English-majored students; writing instruction.

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1. Introduction

The advent of artificial intelligence (AI) has revolutionized various aspects of education, including language learning and academic writing. AI-powered applications are increasingly being recognized for their ability to support learners in acquiring complex skills, particularly in areas like writing, where instant feedback and contextual support can play a crucial role (Kohnke et al., 2023). Among these applications, ChatGPT, a language model developed by OpenAI, has emerged as a notable tool for facilitating academic writing. ChatGPT offers a range of functionalities, including generating ideas, providing feedback, and offering linguistic resources, which hold significant potential for assisting students in overcoming common writing challenges.

In the context of language learning, writing proficiency is an essential skill for students, particularly those majoring in English. Academic writing requires mastery of several components, including grammar, vocabulary, coherence, and creativity (Allen & McNamara, 2017). These competencies are not only critical for academic success but also pivotal for professional opportunities in fields such as education, translation, and international communication. Research also highlights the complex nature of the writing process, which varies significantly among individual students. According to Gupta et al. (2022), students bring unique linguistic and literacy backgrounds, domain

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knowledge, and affective states such as attitudes toward academic writing. However, many students face persistent challenges in mastering these skills due to limited lexical resources, grammatical inaccuracies, and difficulties in organizing ideas effectively. One of the most critical aspects of developing academic writing proficiency is receiving timely and constructive feedback, which allows students to identify and address their mistakes, refine their ideas, and improve overall text quality. However, in traditional educational settings, educators often face time constraints and large class sizes, making it difficult to provide personalized and detailed feedback to every student (Gupta et al., 2022). In this context, ChatGPT, with its advanced language processing capabilities, presents an innovative solution by acting as a virtual assistant that supports students throughout the writing process. By providing structured suggestions and immediate corrections, ChatGPT has the potential to reduce the cognitive load on students and foster improved writing outcomes.

Despite the growing body of research on the integration of AI tools in education, there is a notable lack of studies focusing on the specific context of Vietnamese universities, particularly concerning English-majored students. While existing literature has explored the general benefits and challenges of using AI in language learning, there is limited empirical evidence on how tools like ChatGPT impact the writing skills of students in this unique educational setting. This gap is significant given the distinct linguistic, cultural, and educational characteristics of Vietnamese students, which may influence their interaction with and perception of AI tools. Therefore, this study aims to address this gap by examining the impacts of ChatGPT on the writing skills of English-majored students at a Vietnamese university, providing valuable insights that are directly relevant to this specific context. Specifically, it aims to explore how ChatGPT influences various aspects of writing proficiency, including grammar, structure, coherence, and creativity, and to understand students' perceptions of using AI tools in their writing practices. Such research is critical, as it sheds light on the applicability and limitations of AI tools in non-native English-speaking contexts, providing insights for educators and policymakers. To address these aims, this study focuses on two research questions: 1/ How does the use of ChatGPT impact the writing skills of English-majored students at a Vietnamese university?; 2/ What are the perceptions of English-majored university students towards using ChatGPT as a tool to support their writing practices?

2. Literature Review

The integration of AI in education, particularly in the realm of language learning, has garnered significant academic attention due to its potential to revolutionize traditional teaching and learning paradigms (Liang et al., 2023). Among the numerous AI tools, ChatGPT has emerged as a prominent resource for enhancing academic writing. A large number of studies have explored its applications, benefits, and challenges across diverse educational settings. This review synthesizes key findings from existing literature to provide a critical analysis of ChatGPT's impact on academic writing, particularly for English as a Second Language (ESL) and English as a Foreign Language (EFL) students.

2.1. Benefits of ChatGPT in Academic Writing

ChatGPT has been widely recognized for its ability to enhance students' writing skills by offering immediate feedback, generating ideas, and providing linguistic corrections. Several studies emphasize its role in improving writing fluency, accuracy, and overall text quality. For instance, Alkamel and Alwagieh (2024) found that Yemeni EFL learners perceived ChatGPT as a valuable tool for language correction, grammar checking, and proofreading, resulting in improved academic writing quality. Similarly, Nugroho et al. (2024) highlighted its effectiveness in translation assistance, idea generation, and enhancing writing efficiency.

In Saudi Arabia, Alshammri (2024) identified that ChatGPT provided significant advantages, such as content structuring, feedback enhancement, and personalized support for undergraduate EFL students. Correspondingly, students in Tunisia and Vietnam reported positive perceptions of

ChatGPT's ability as a personalized tutor that aids grammar accuracy, fluency, and idea generation (Ngo, 2024). Furthermore, Mahapatra's (2024) mixed-methods intervention study demonstrated ChatGPT's role in improving grammatical precision, sentence structure, and vocabulary among ESL learners. The study highlighted ChatGPT's value as a formative feedback tool, enabling students to identify errors and refine their writing.

This is consistent with the findings of Ibrahim and Kirkpatrick (2024), who noted that ChatGPT encourages students to experiment with different writing styles and tones, fostering creativity and critical thinking. Özçelik and Ekşi (2024) emphasized that ChatGPT's ability to generate relevant content and ideas aids students in overcoming writer's block and developing coherent and well-organized essays. Additionally, Das and Madhusudan (2024) explored the perceptions of higher education students towards ChatGPT usage and found that students appreciated the tool's ability to provide real-time feedback and tailored suggestions to enhance their writing quality. Similarly, Amaliyah (2024) investigated university students' perceptions of ChatGPT as a tool for assisting in writing theses and found that students viewed ChatGPT as a valuable asset for language learning and academic writing. The study highlighted that students felt more motivated and engaged when using ChatGPT, as it provided instant support and guidance.

Several studies also emphasize the motivational benefits of ChatGPT. For example, Zebua and Katemba (2024) reported that university students who used ChatGPT over a period of four months found it improved their motivation and grammar correction capabilities, even though some were neutral about its explanatory functions. Similarly, Songsiangchai et al. (2023) demonstrated that ChatGPT's real-time feedback and interactive exercises enhanced Thai students' understanding of language concepts, thereby increasing their motivation and confidence and shifting attitudes positively towards writing tasks. Moreover, Teng (2024) noted that ChatGPT significantly boosted writing motivation and self-efficacy among Chinese students, enhancing engagement and collaborative writing tendencies.

2.2. The Challenges of ChatGPT on Writing Skills

Despite its potential benefits, the use of ChatGPT in writing education is not without challenges. Concerns about academic integrity, plagiarism, and overreliance have been widely reported. Nath et al. (2024) highlighted the risk of over-reliance on AI tools, which could hinder the development of critical thinking and independent writing skills. Additionally, Alkamel and Alwagieh (2024) and Alshammri (2024) emphasized issues such as potential academic dishonesty and inaccuracies in AI-generated references. Barrett and Pack (2023) highlighted students' concerns about maintaining originality and ethical implications of dependency.

Other limitations include the tool's inability to provide creative insights, form opinions, or access external databases, restricting its applicability in certain academic contexts. For example, Niloy et al. (2024) cautioned that excessive dependence on ChatGPT might hinder students' critical thinking and creative writing abilities. Similarly, Lee et al. (2024) argued that AI tools could impede the development of critical thinking and independent problem-solving skills in language learners if excessively utilized.

These challenges highlight the need for proper training on the effective use of ChatGPT. Mahapatra (2024) emphasized that guiding students in leveraging ChatGPT for feedback, rather than complete reliance, could mitigate these challenges. For instance, educators can design activities that require students to critically evaluate ChatGPT's suggestions rather than passively accept them. Imran and Almusharraf (2023) noted the importance of updated training and assessment methods to align with AI-integrated educational practices. These methods should emphasize ethical usage, the development of independent skills, and strategies to maintain originality and academic integrity.

3. Research Methodology

3.1. Participants

The participants in this study consisted of 55 third-year English-majored students from two classes at the Faculty of Foreign Languages at a Vietnamese university. These students were enrolled in two classes taught by the researcher and possessed English proficiency levels ranging from B2 to C1, according to the CEFR. The participants were taking the English Writing Skills 5 course during the first semester of the 2024 academic year. The primary objective of this course was to equip students with effective strategies for writing various types of essays, including Causes/Problems-Solutions, Opinion, and Advantages and Disadvantages essays. All participants had used ChatGPT for at least three months prior to the study, ensuring they were familiar with the tool and its functionalities. This diverse group of students provided a comprehensive perspective on the impact of ChatGPT on their writing skills and their perceptions of using the tool.

3.2. Research Method

A mixed-methods approach was employed in this study to explore the impacts of ChatGPT on the writing skills of English-majored students and their perceptions towards using ChatGPT as a writing support tool. This approach combined both quantitative and qualitative data collection and analysis methods to provide a more comprehensive understanding of the research questions. The quantitative data was gathered through a questionnaire, while the qualitative data was obtained from semi-structured interviews with selected participants.

3.3. Data Collection and Data Analysis

Data were collected using two primary tools: a questionnaire and semi-structured interviews.

The questionnaire was adapted from the studies by Zebua and Katemba (2024) and Alkamel and Alwagieh (2024), which consisted of two main sections. The first section explored the impact of ChatGPT on various aspects of writing skills, while the second section examined students' attitudes and perceptions of using ChatGPT as a writing support tool. The items were designed using a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree", allowing participants to express the extent of their agreement with each statement. The questionnaire was administered to all 55 participants via Google Forms, which can ensure accessibility and convenience for respondents. This method also facilitated the efficient collection and organization of data for quantitative analysis.

To gain deeper insights into the students' perceptions, the semi-structured interviews were conducted with five purposefully selected participants from the initial group of 55. These participants were chosen based on their responses to the questionnaire to provide a diverse representation of perspectives. The interviews were conducted via video calls and lasted approximately 20 minutes each. The interview questions were designed to study deeper into the questionnaire findings, offering qualitative insights into how ChatGPT influenced the students' writing processes and their perceptions.

Quantitative data from the questionnaire were analyzed using descriptive statistics to identify trends and patterns in the participants' responses. The percentages of students who agreed or disagreed with each statement were calculated to provide a clear picture of the overall perceptions and attitudes towards ChatGPT. This analysis helped to quantify the impact of ChatGPT on various aspects of writing skills and to identify areas where students found the tool most beneficial. Next, qualitative data from the semi-structured interviews were transcribed and analyzed. This approach involved interpreting the findings to validate and complement the statistical data. The integration of these two data sources provided a more holistic understanding of the research questions, ensuring the validity and reliability of the study's conclusions.

4. Results

4.1. Research Question 1: How does the use of ChatGPT impact the writing skills of English-major students at a Vietnamese university?

Table 1: Impacts of ChatGPT on Writing Skills

Statements	Student's Responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. ChatGPT has improved my ability to generate and refine ideas for writing.	0%	10.9%	7.3%	47.3%	34.5%
b. ChatGPT has helped me write more creatively and critically.	9.1%	14.5%	25.5%	34.5%	16.4%
c. ChatGPT has enhanced my grammar accuracy in writing.	7.3%	10.9%	20%	38.2%	23.6%
d. ChatGPT has expanded my vocabulary usage in writing.	1.8%	7.3%	14.5%	65.5%	10.9%
e. ChatGPT has enhanced my ability to structure and organize my writing.	7.3%	12.7%	21.8%	38.2%	20%
f. ChatGPT has made my writing more coherent and cohesive.	7.3%	12.7%	23.6%	36.4%	20%
g. ChatGPT has made my writing process more efficient.	5.5%	9.1%	23.6%	41.8%	20%
h. ChatGPT has improved my ability to self-edit and revise my work.	5.5%	7.3%	10.9%	32.7%	43.6%
i. ChatGPT has enhanced my overall writing proficiency.	0%	10.9%	21.8%	38.2%	29.1%

The data in Table 1 provide valuable insights into the perceived impacts of ChatGPT on the writing skills of Vietnamese English-major university students. The results suggest that ChatGPT plays a significant role in various facets of writing, from idea generation to overall writing proficiency, with some variation in individual responses.

Idea Generation and Creative Writing:

An overwhelming majority of students, 81.8%, agreed or strongly agreed that ChatGPT has improved their ability to generate and refine ideas for writing (Statement a), which indicates that ChatGPT serves as a valuable tool for overcoming writer's block and stimulating creative thinking. This finding is supported by an interview with Student #1, who mentioned, "*ChatGPT helps me brainstorm and come up with different novel ideas so quickly that I wouldn't have thought of on my own. Therefore, I can go for some interesting or easy-to-write ideas, which make the writing process*

less daunting.” This suggests that ChatGPT serves as a valuable tool for idea generation, enabling students to explore diverse perspectives and develop more comprehensive writing pieces.

When it comes to creativity and critical thinking in writing, 50.9% of students agreed or strongly agreed that ChatGPT has helped them write more creatively (Statement b). This result indicates that while ChatGPT has some influence on fostering creativity, the contribution to creative writing is not as pronounced. Student #1 further commented, *“ChatGPT is absolutely helpful in generating ideas and encouraging me to think outside the box, but I still feel I need to inject my own creativity into the writing by sorting out or merging ideas. It just gives me a framework, but the actual creativity comes from me.”* This highlights the idea that while ChatGPT can assist in the initial stages of writing, students may still rely on their own creative skills to develop a more original and personalized output.

Grammar Accuracy and Vocabulary Expansion:

Regarding grammar accuracy, 61.8% of students agreed or strongly agreed that ChatGPT has enhanced their grammatical accuracy in writing (Statement c). This is a significant finding, indicating that ChatGPT provides substantial support in identifying and correcting grammatical errors, which is crucial for non-native English speakers. For instance, Student #2 shared, *“I struggle with grammar a lot. I often use ChatGPT to check my grammar, and it helps me catch mistakes that I wouldn’t notice on my own. And it also provides corrections and explanations that help me understand my mistakes.”* This indicates that ChatGPT not only corrects errors but also educates students on grammatical rules, contributing to their overall language development. However, 18.2% of students do not perceive significant improvements in their grammar, suggesting that the tool’s effectiveness may vary depending on the student’s proficiency level or their engagement with the grammar correction features.

Similarly, ChatGPT has also had a noticeable impact on vocabulary usage, with 76.4% of students agreeing or strongly agreeing that the tool has expanded their vocabulary (Statement d). This demonstrates ChatGPT’s role in providing students with access to a wider range of words and phrases, enhancing their language skills. This is further validated by Student #3’s comment, *“ChatGPT introduces me to new words and phrases that enrich my writing. It also suggests synonyms and different phrases, which has helped me avoid repeating the same words and made my writing sound more advanced.”* This suggests that ChatGPT helps students diversify their vocabulary, making their writing more engaging and sophisticated. Despite this, around 9% of students reported minimal improvements in vocabulary, which may reflect varying levels of interaction with the tool or differences in students’ initial vocabulary knowledge.

Structure, Coherence, and Cohesion:

ChatGPT’s impacts on the structure and organization of writing were affirmed by 58.2% of students (Statement e), highlighting its utility in providing frameworks and suggestions for better-structured essays. In the interviews, Student #4 stated, *“ChatGPT suggests how to outline my essays and organize my thoughts more clearly, which makes my writing much more structured. I feel more confident knowing that my essay has a clear direction.”* In terms of coherence and cohesion, 56.4% of students agreed or strongly agreed that ChatGPT has helped improve the coherence and cohesion of their writing (Statement f). Student #5 also noted, *“The suggestions from ChatGPT help me connect my ideas better and make my writing flow more smoothly.”* These findings suggest that ChatGPT is effectively aiding students in creating more logically ordered and well-connected texts, which are essential for high-quality academic writing. Nevertheless, about 20% of students disagreed, implying that not all students benefit equally, possibly due to different levels of reliance on ChatGPT or varying interpretations of coherence and cohesion.

Efficiency and Self-Editing:

Efficiency in the writing process is another area where ChatGPT shows significant impacts, with 61.8% of students agreeing or strongly agreeing that it has made their writing process more efficient

(Statement g). This reflects ChatGPT's ability to streamline the process of drafting, editing, and revising their work, significantly saving time and effort. For example, Student #1 shared, *"Using ChatGPT speeds up my writing process because it provides instant feedback, which saves me a lot of time and makes the writing process less stressful."* Furthermore, self-editing and revision skills were enhanced for 76.3% of students. The ability to self-edit and revise is critical for producing high-quality writing. Student #4 added, *"ChatGPT's feedback helps me identify areas for improvement, which makes me more confident in revising my drafts because I can see immediate improvements in the clarity of my writing."* This suggests that ChatGPT provides valuable feedback that guides students in refining their writing, leading to better final drafts.

Overall Impact on Writing Proficiency:

Finally, the data suggests that ChatGPT has enhanced students' overall writing proficiency, with 67.3% of students acknowledging improvement (Statement i). This is consistent with Student #5's reflection: *"My writing has definitely improved because I can check everything, from structure, grammar to vocab with ChatGPT. It's like having a wonderful writing assistant that helps me perfect my work."* The positive impact on overall proficiency suggests that ChatGPT contributes to a holistic improvement in students' writing abilities, making them more competent and confident writers.

In brief, the findings from this research indicate that students generally perceive ChatGPT as a beneficial tool for enhancing several key aspects of their writing skills or Vietnamese English-major university students. The most notable improvements were observed in idea generation, grammar accuracy, structural organization, and writing efficiency, where the majority of students reported positive impacts. While creativity in writing received slightly lower agreement rates, overall, ChatGPT was still seen as a helpful resource in developing new ideas and refining drafts. However, the varying degrees of agreement among students indicate that the impact of ChatGPT might differ based on individual factors, such as proficiency levels, prior familiarity with the tool, and the degree to which students engage with the suggestions offered by the tool. These findings highlight the potential of ChatGPT as a supplementary tool in English writing education while also suggesting areas for further investigation and instructional strategies to maximize its benefits.

4.2. Research Question 2: What are the perceptions of English-major university students towards using ChatGPT as a tool to support their writing practices?

Table 2. Perceptions and Attitudes Towards Using ChatGPT

Statements	Student's Responses				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. I find ChatGPT to be a helpful tool in my writing process.	3.6%	5.5%	12.7%	49.1%	29.1%
b. I find ChatGPT's suggestions to be relevant and useful.	3.6%	5.5%	12.7%	32.7%	45.5%
c. I think ChatGPT is easy to use for writing support.	3.6%	7.3%	20%	45.5%	23.6%
d. I feel more confident in my writing skills after using ChatGPT.	5.5%	12.7%	21.8%	38.2%	21.8%

e. I believe ChatGPT has made me more dependent on technology for writing.	5.5%	14.5%	23.6%	36.4%	20%
f. Using ChatGPT has motivated me to write more frequently.	7.3%	14.5%	27.3%	34.5%	16.4%
g. I have a positive attitude towards using ChatGPT for writing practices.	3.6%	9.1%	18.2%	43.6%	25.5%
h. I think ChatGPT complements traditional writing instruction well.	3.6%	7.3%	14.5%	40%	34.5%
i. I would recommend using ChatGPT to other students for writing support.	3.6%	10.9%	18.2%	47.3%	20%

The data collected in response to Research Question 2, which investigates the perceptions of English-majored university students towards using ChatGPT as a tool to support their writing practices, provides an insightful understanding of how students perceive the integration of AI in their academic writing processes. Overall, the findings indicate that students generally hold positive attitudes towards ChatGPT, particularly in terms of its usefulness, ease of use, and complementarity with traditional writing instruction.

Perceived Usefulness and Relevance of ChatGPT:

A substantial proportion of students (78.2%) found ChatGPT to be a helpful tool in their writing process (Statement a), which suggests that the majority of students recognize ChatGPT as a valuable resource for enhancing their writing skills. Students #2 and Students #3 expressed that, *“ChatGPT is like having a personal tutor who is always available to help.”* This suggests that ChatGPT provides consistent and reliable support, which is highly appreciated by students. Similarly, 78.2% of students believed that the suggestions provided by ChatGPT are relevant and useful (Statement b). These results are consistent with the positive feedback from students interviewed in the study. For instance, Student #1 commented, *“ChatGPT helps me a lot when I’m stuck; it gives suggestions that I can easily apply to improve my writing.”* This highlights the effectiveness of ChatGPT in offering relevant feedback that students can easily implement in their writing during various stages of writing, from brainstorming to revision.

Ease of Use and Confidence Building:

The ease of use was another positive aspect, with 69.1% of students agreeing that ChatGPT is easy to use for writing support (Statement c). This suggests that the user interface and functionality of ChatGPT are user-friendly and accessible to students. This aligns with the observation of Student #5, who mentioned, *“It’s very easy to use. I just need to type my question or request, and it gives me immediate suggestions or ideas.”* This ease of use likely contributes to the high adoption rate and positive perceptions of the tool among students. Additionally, 60% of students reported feeling more confident in their writing skills after using ChatGPT (Statement d), suggesting that the tool not only aids in the mechanical aspects of writing but also boosts students' self-assurance in their abilities. Student #1 supported this finding, saying, *“ChatGPT gives me feedback that helps me improve and builds my confidence to write better.”* This increased confidence can lead to greater engagement and motivation in writing tasks.

Dependency and Motivation:

While the majority of students perceived ChatGPT as a helpful tool, 56.4% of students felt that ChatGPT made them more dependent on technology for writing (Statement e). This points to a potential downside of ChatGPT's integration into students' writing practices, where students might rely too heavily on the tool, potentially undermining their own writing skills. Some participants expressed, *"Sometimes I feel that I depend too much on ChatGPT, and I worry that I might not improve my writing on my own."* (Student #2 and Student #3). This concern suggests that while ChatGPT is valuable, students may need to balance its usage with other traditional learning methods to avoid over-reliance.

In terms of motivation, 50.9% of students reported that using ChatGPT has motivated them to write more frequently (Statement f). This indicates that the tool plays a role in encouraging students to engage more with writing, possibly by reducing the anxiety associated with the writing process. Student #1 noted, *"I write more often now because ChatGPT makes it easier and more enjoyable. And I not just use ChatGPT for writing essays in class; I also use it to write captions or short stories to post online."* The motivational aspect of ChatGPT may be particularly beneficial for students who feel overwhelmed by the writing task, which can help reduce writing anxiety and encourage more regular writing practice.

Attitudes Towards ChatGPT and Traditional Instruction:

Regarding overall attitudes towards ChatGPT, 69.1% of students expressed a positive view towards using ChatGPT for writing practices (Statement g), demonstrating strong support for the tool's inclusion in their writing routines. Student #2 reflected, *"I really like using ChatGPT because it gives me instant feedback, but it's still important to have my teacher's feedback too."* This reflects a broader view that ChatGPT should complement, rather than replace, traditional writing instruction. Additionally, 74.5% of students believed that ChatGPT complements traditional writing instruction well (Statement h). This finding suggests that students see ChatGPT as a supplementary tool that can enhance the learning experience, rather than as a substitute for traditional methods. This view was also supported by Student #5, who stated, *"ChatGPT is great for practice and feedback, but teachers still provide deeper insights and guidance."*

Recommendation for Use:

Finally, a large majority of students (67.3%) would recommend using ChatGPT to other students for writing support (Statement i). This strong endorsement suggests that students not only find value in using ChatGPT themselves but are also willing to recommend it for others. Student #1 and Student #4 noted, *"I would definitely recommend ChatGPT because it makes writing easier and faster. In fact, I am also a teacher now, and I have introduced it to all of my students for not just writing but also speaking practice."* The willingness to recommend ChatGPT to others suggests a high level of satisfaction with the tool and its perceived benefits for writing improvement.

In short, the findings of this study reveal that Vietnamese English-majored university students generally have positive perceptions and attitudes towards using ChatGPT as a writing tool. The tool is seen as helpful, relevant, easy to use, and effective in boosting confidence and motivation. While there are some concerns about over-dependence on technology, the majority of students believe that ChatGPT complements traditional writing instruction and can play a significant role in enhancing various aspects of their writing process. The positive perceptions highlighted in this research suggest that ChatGPT has the potential to be an effective supplementary tool in writing instruction, though it should be used in conjunction with other learning methods to maximize its benefits.

5. Discussion

5.1. The Impacts of ChatGPT on Writing Skills

The results show that ChatGPT positively influences several key aspects of writing, such as idea generation, grammar accuracy, vocabulary expansion, structure, coherence, and efficiency. These

findings are in line with previous studies, such as Alkamel and Alwagieh (2024) and Nugroho et al. (2024), which emphasized ChatGPT's role in improving writing fluency, accuracy, and overall quality. However, the findings also reveal unique patterns and challenges specific to Vietnamese English-majored university students.

The data highlights that ChatGPT significantly enhances students' ability to generate and refine ideas, supporting Nugroho et al.'s (2024) findings on idea generation and overcoming writer's block. The interviews revealed ChatGPT's utility as a brainstorming tool, stimulating creative thinking. However, while it has clear benefits, Vietnamese students seem to prioritize conformity to academic conventions over creativity, contrasting with findings in contexts like Ibrahim and Kirkpatrick (2024). This difference may stem from Vietnam's exam-focused education system, where students are trained to meet rigid standards rather than explore experimental writing.

ChatGPT's contribution to grammar and vocabulary improvement aligns with Mahapatra's (2024) and Zebua and Katemba's (2024) observations. It not only corrects errors but also educates users on linguistic rules, as evidenced by students' reflections on learning from ChatGPT's grammar explanations. However, its impact varies across proficiency levels, suggesting that less experienced users benefit more significantly than advanced learners. This finding stresses the need for adaptive AI tools tailored to varying language proficiencies. Furthermore, while ChatGPT enriches vocabulary, its potential limitations include a reliance on frequently suggested synonyms, which may not satisfy the needs of students striving for highly specific expressions.

The findings of ChatGPT's support in enhancing structure and coherence are consistent with Özçelik and Ekşi's (2024) emphasis on improving organizational skills and textual flow. Many students utilized it to outline essays effectively, similar to Das and Madhusudan's (2024) findings on ChatGPT's capability to provide clear writing frameworks for well-structured essays. However, the relatively lower improvement rates among certain students may reflect a deeper challenge in interpreting or applying structural feedback, potentially due to differing expectations in Vietnamese academic writing norms compared to international standards. ChatGPT's ability to streamline the writing process, reducing time and effort, adds to its perceived efficiency. Yet, its influence on fostering independent editing and revising practices suggests a complex relationship between dependency and skill development.

ChatGPT's impact on writing efficiency and self-editing skills is particularly noteworthy. Findings from the interviews of reduced stress and time savings are in line with findings by Songsingchai et al. (2023) on enhanced efficiency through real-time feedback. The development of self-editing skills aligns with Amaliyah's (2024) observation that ChatGPT empowers students to refine their drafts, fostering greater autonomy in the writing process.

5.2. Perceptions of ChatGPT as a Writing Tool

The overwhelmingly positive perceptions of ChatGPT reflect its accessibility and motivational impact. Its ease of use and integration into writing tasks make it particularly relevant for Vietnamese students, aligning with studies by Teng (2024) and Das and Madhusudan (2024). However, the Vietnamese context reveals unique dynamics regarding dependency, motivation, and its role as a complement to traditional instruction.

Concerns about dependency reflect warnings from Nath et al. (2024), with students expressing unease about over-reliance on AI. This finding is particularly significant in Vietnam, where traditional teacher-led instruction remains central to education. Students recognize the value of ChatGPT but emphasize the irreplaceable role of teacher feedback in refining critical thinking and addressing complex language issues. Such reflections highlight the importance of ethical usage guidelines and training to mitigate dependency risks while ensuring balanced integration.

While ChatGPT fosters motivation and reduces writing anxiety, its impact on confidence varies. Students expressed increased willingness to tackle diverse writing tasks, aligning with Teng's (2024)

findings on enhanced self-efficacy. However, cultural factors may moderate this effect, as Vietnamese students often focus more on achieving academic benchmarks than exploring personal expression. The motivational benefits are particularly valuable in reducing barriers to writing engagement, offering a supportive environment for skill enhancement.

The perception of ChatGPT as a complementary tool rather than a replacement for traditional instruction highlights its potential for blended learning. Students valued the immediate feedback and structural suggestions provided by ChatGPT but recognized the deeper insights offered by teachers in developing critical thinking and argumentative skills. These findings align with Amaliyah's (2024) conclusions and point to the importance of designing pedagogical strategies that leverage AI tools while preserving the indispensable role of human instruction.

5.3. Implications for Vietnamese EFL Contexts

The findings of this study contribute to a deeper understanding of ChatGPT's impact within the specific context of Vietnamese English-major university students. While the positive impacts on grammar, vocabulary, and efficiency align with global trends, the emphasis on teacher-led instruction and concerns about dependency reflect cultural and educational norms in Vietnam. These results suggest that integrating ChatGPT into Vietnamese EFL classrooms requires careful consideration of local pedagogical practices and student needs. Educators should provide training on ethical usage, critical evaluation of AI feedback, and strategies for balancing AI tools with independent learning to mitigate dependency risks. Moreover, the motivational benefits reported in this study highlight the potential of ChatGPT to address writing anxiety, a common challenge for Vietnamese students. By reducing barriers to entry, ChatGPT can encourage greater engagement with writing tasks, promoting long-term skill development.

6. Conclusion

The research conducted on the impacts of ChatGPT on the writing skills of Vietnamese English-major university students and their perceptions towards using ChatGPT as a writing support tool has yielded insightful findings. The study's comprehensive approach, combining quantitative data from questionnaires and qualitative insights from interviews, provides a profound understanding of the role ChatGPT plays in academic writing. The findings reveal a generally positive reception to ChatGPT's integration into the writing process, with significant improvements noted across various aspects of writing, such as idea generation, grammar accuracy, vocabulary expansion, and structural organization.

Impacts on Writing Skills:

The data indicates that ChatGPT significantly enhances various aspects of students' writing skills. A majority of students reported improvements in idea generation, grammar accuracy, organization, vocabulary, coherence, creativity, efficiency, self-editing, and overall writing proficiency. For instance, 81.8% of students agreed that ChatGPT helped them overcome writer's block and stimulate creative thinking. Similarly, 61.8% of students reported enhanced grammar accuracy, reflecting ChatGPT's ability to correct errors and provide immediate feedback. Vocabulary expansion was also significant, with 76.4% acknowledging that ChatGPT broadened their lexicon. These findings were further supported by interview responses, where students highlighted ChatGPT's role in facilitating smoother and more efficient writing processes. The positive impacts on writing skills suggest that ChatGPT is an effective tool for supporting and enhancing the academic writing process. However, the study also uncovered areas where the effectiveness of ChatGPT may vary among students. For example, some students expressed concerns about becoming overly reliant on the tool, potentially hindering the development of independent writing skills. This variability suggests that while ChatGPT is beneficial for many, its usage needs to be balanced with traditional teaching methods to ensure comprehensive skill development.

Perceptions and Attitudes Towards ChatGPT:

The perceptions of students towards ChatGPT were overwhelmingly positive, with most students finding the tool helpful, easy to use, and motivating. Specifically, 78.2% found ChatGPT's suggestions relevant and useful, and 69.1% reported increased confidence in their writing abilities. This positive outlook was corroborated by qualitative data from interviews, where students appreciated the immediate feedback and convenience offered by ChatGPT. Despite these positive perceptions, some students indicated a dependency on technology for writing, with 56.4% acknowledging increased reliance on ChatGPT. This highlights a potential drawback where excessive dependence on AI tools might limit the development of critical self-editing and independent writing skills. Furthermore, while ChatGPT was seen as complementing traditional instruction, the findings emphasize the need for its integration as a supplementary resource rather than a replacement for teacher-led feedback.

Educational Implications and Future Research:

The results of this study suggest several significant implications for the integration of AI tools like ChatGPT in writing instruction. The positive impacts on writing skills and the favorable perceptions among students indicate that ChatGPT can be a valuable asset in writing instruction. The tool enhances various aspects of writing, including idea generation, grammar accuracy, organization, vocabulary, coherence, creativity, efficiency, self-editing, and overall proficiency. Students' increased confidence and motivation to write more frequently further underscore the benefits of using ChatGPT. Educators and institutions should consider incorporating ChatGPT as a supplementary tool in writing curricula, providing students with the advantages of real-time feedback, grammar support, and idea generation. However, it is crucial to ensure that the use of such tools is balanced with traditional teaching methods to prevent over-reliance and to promote the development of independent writing skills.

The study also acknowledged some limitations that need to be addressed in future research. One limitation is the relatively small sample size and limited to only one university in Vietnam, which may not fully represent the broader population of English-majored university students. Another one is the relatively short duration of the study, which limits the ability to evaluate the long-term effects of using ChatGPT on students' writing proficiency. Additionally, the findings rely primarily on self-reported data, which may be influenced by students' subjective perceptions rather than objective measures of improvement. Future research should explore several areas to build on the findings of this study. One important direction is to conduct longitudinal studies to examine the long-term effects of using ChatGPT on writing skills. This would provide insights into how sustained use of AI tools impacts students' writing development over time. Additionally, future research should investigate the impact of ChatGPT on different genres of writing and specific writing tasks, such as academic essays, creative writing, and technical reports. This would help to understand the tool's effectiveness across various writing contexts. Furthermore, it would be beneficial to explore the cultural factors that influence students' perceptions and use of ChatGPT, as cultural differences may affect how students interact with and benefit from AI tools. Finally, incorporating a larger and more diverse sample of participants in future studies would enhance the generalizability of the findings and provide a more comprehensive understanding of the impact of ChatGPT on writing skills. By addressing these areas, future research can contribute to the effective integration of AI tools in educational practices and support the development of students' writing abilities.

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**Khám phá tác động của ChatGPT đến kỹ năng viết của sinh viên đại học
chuyên ngành tiếng Anh tại Việt Nam**

Tóm tắt: Nghiên cứu này khám phá tác động của ChatGPT đến kỹ năng viết của sinh viên đại học chuyên ngành tiếng Anh tại Việt Nam và nhận thức của họ về việc sử dụng ChatGPT như một công cụ hỗ trợ viết. Phương pháp tiếp cận hỗn hợp đã được sử dụng, kết hợp dữ liệu định lượng từ bảng câu hỏi do 55 sinh viên năm thứ ba chuyên ngành tiếng Anh có trình độ tiếng Anh B2-C1 (CEFR) hoàn thành và thông tin định tính từ các cuộc phỏng vấn bán cấu trúc với 5 người tham gia được lựa chọn kỹ lưỡng. Kết quả cho thấy ChatGPT cải thiện đáng kể nhiều khía cạnh của bài viết, bao gồm việc lên ý tưởng, độ chính xác của ngữ pháp, tổ chức cấu trúc, vốn từ vựng, tính mạch lạc, tính sáng tạo, hiệu quả, tự chỉnh sửa và trình độ tổng thể. Sinh viên nói rằng họ tự tin hơn và có động lực viết thường xuyên hơn, làm nổi bật tính hữu ích thực tế của công cụ này. Tuy nhiên, cũng có những lo ngại về việc quá phụ thuộc vào công nghệ, cho thấy cần phải có một phương pháp tiếp cận cân bằng. Nghiên cứu cũng cho thấy nhận thức chung tích cực về ChatGPT, với việc sinh viên thấy nó hữu ích, phù hợp, dễ sử dụng và bổ sung cho hướng dẫn viết truyền thống. Sự kết hợp giữa dữ liệu định lượng và định tính cung cấp sự hiểu biết toàn diện về tác động của ChatGPT, cho thấy tiềm năng của nó như một công cụ bổ sung hiệu quả trong hướng dẫn viết. Nghiên cứu trong tương lai nên giải quyết các hạn chế như quy mô mẫu và khám phá các tác động dài hạn, bao gồm phát triển khả năng sáng tạo và tư duy phản biện, điều tra các chiến lược để giảm thiểu sự phụ thuộc quá mức vào công nghệ trong viết học thuật, và xem xét các yếu tố văn hóa ảnh hưởng đến việc sử dụng các công cụ AI trong viết học thuật.

Từ khóa: ChatGPT; kỹ năng viết; sinh viên chuyên ngành tiếng Anh; hướng dẫn viết.